Implementing a Three Tier Literacy Model

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Why are we here and what do we need?

How do we build a system of excellence?

How do we take all the resources we have in district/ building and match them to the instructional needs of the students all the way from the highest performing student to the lowest performing student?

How do we do that in a practical, doable manner.

What is the Rationale for RtI?

- We need one process in our schools to make instructional decisions that are:
  - Efficient
  - Proactive
  - Based on early intervention
  - Used to match resources to needs
  - Integrated
  - Focused on student learning

Response to Intervention

"Response to Intervention (RtI) is the practice of providing high-quality instruction and interventions matched to student needs, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions."

RtI - What it is and What it is Not

Is Not	Is
An instructional program	A framework to implement effective practices
Intended to encourage placement of students	Matching needs and resources
Possible to implement alone	A collaborative effort
The same for every school	Uniquely designed for each building
A special education, a general education, a Title 1, a Talented and Gifted initiative	An “Every” Education Initiative

Guiding Principles of RtI

- ALL students are part of **ONE *proactive*** educational system
  - Belief that **ALL** students can learn
  - Use **ALL** available resources to teach **ALL** students

•**Proactive** approach uses data early to determine student needs and intervene.

•**Reactive** approach intervenes after students have shown a history of failure to meet expectations/or when learning "flat lines" due to lack of challenge.

Reactive or Proactive?

- Begin the first week of school with intervention support for students in need.
- Assess students after the first month of school. Begin intervention support for students in need at the beginning of the second month of school.

Reactive or Proactive?

- The unit pre-test shows that the majority of students are missing key enabling skills. The teacher adjusts the unit to include more teaching on enabling skills.
- Teacher teaches the unit. At the end of the unit the majority of students fail the test.

Guiding Principles of RtI

2. Use scientific, research-based instruction

- Curriculum and instructional approaches must have a high probability of success for most students.
- Use instructional time efficiently and effectively.

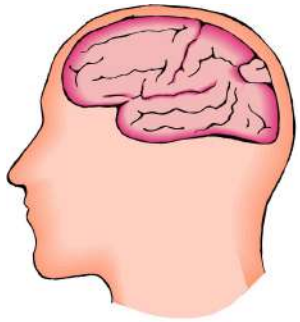
Guiding Principles of RtI

3. Use instructionally relevant assessments
   - Reliable and valid
   - Multiple purposes
   - **Screening-** Collecting data for the purpose of identifying low and high performing students at-risk for not having their needs met
   - **Diagnostic**- Gathering information from multiple sources to determine why students are not benefiting from instruction
   - **Formative (progress monitoring) -** Frequent, ongoing collection of information including both formal and informal data to guide instruction

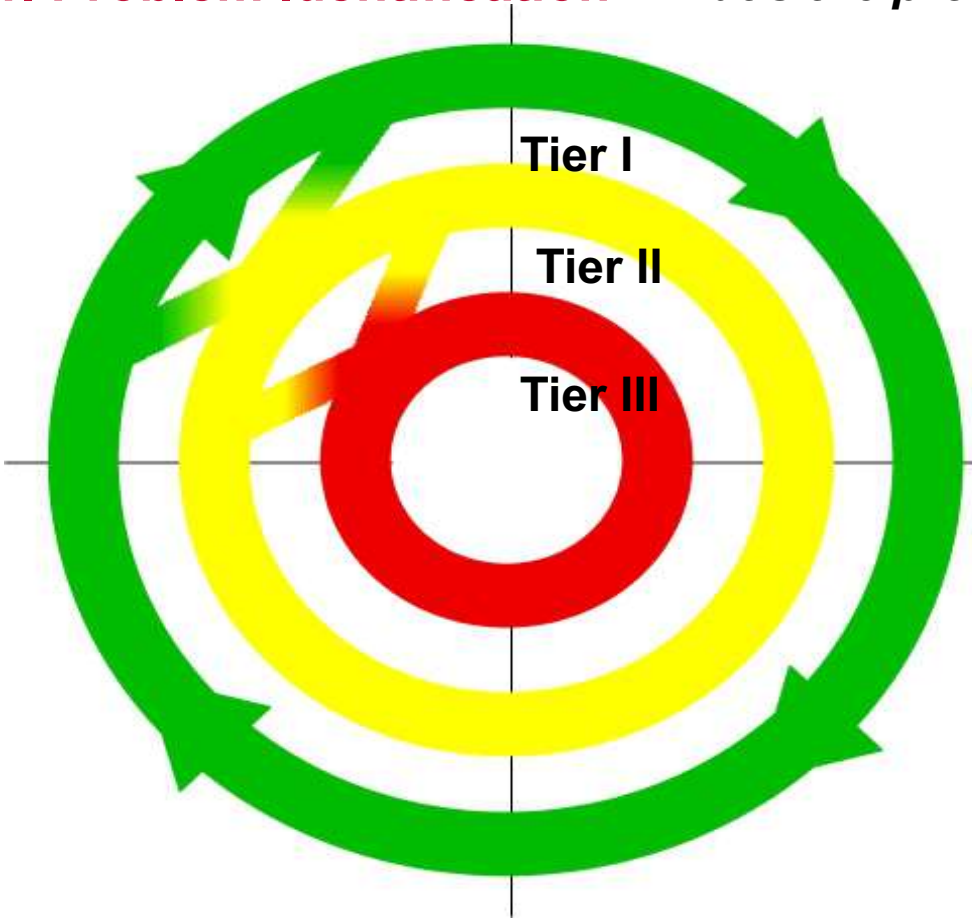
Guiding Principles of RtI

4. Use a problem-solving method to make decisions based on a continuum of students needs
   - Provides strong core curriculum, instruction, assessment (Core - Tier 1)
   - Provides increasing levels of support based on intensity of student needs (Tier 1 + Tier 2, Tier 1 + Tier 3)

Problem Solving Framework



1. Problem Identification- ***What's the problem?***



4. Response to Intervention-
Is it working?

2. Problem Analysis-
Why is it occurring?

3. Intervention Design/Implementation-
What are we going to do about it?

A Smart System Structure

Enter a School-Wide Systems for Student Success

Academic Systems

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

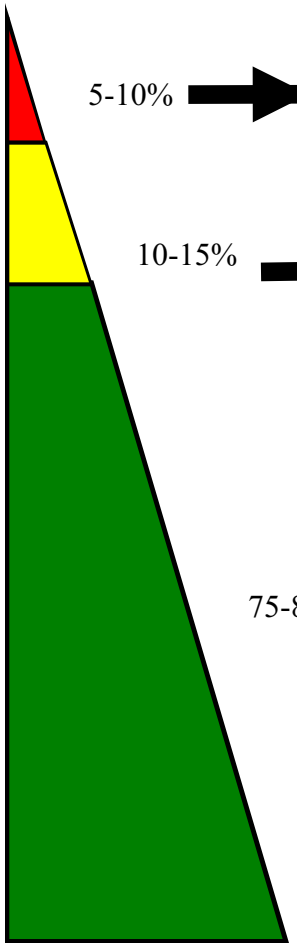
5-10%

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

10-15%

Universal Interventions
- All students
- Preventive, proactive

75-85%



Behavioral Systems

5-10%

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures

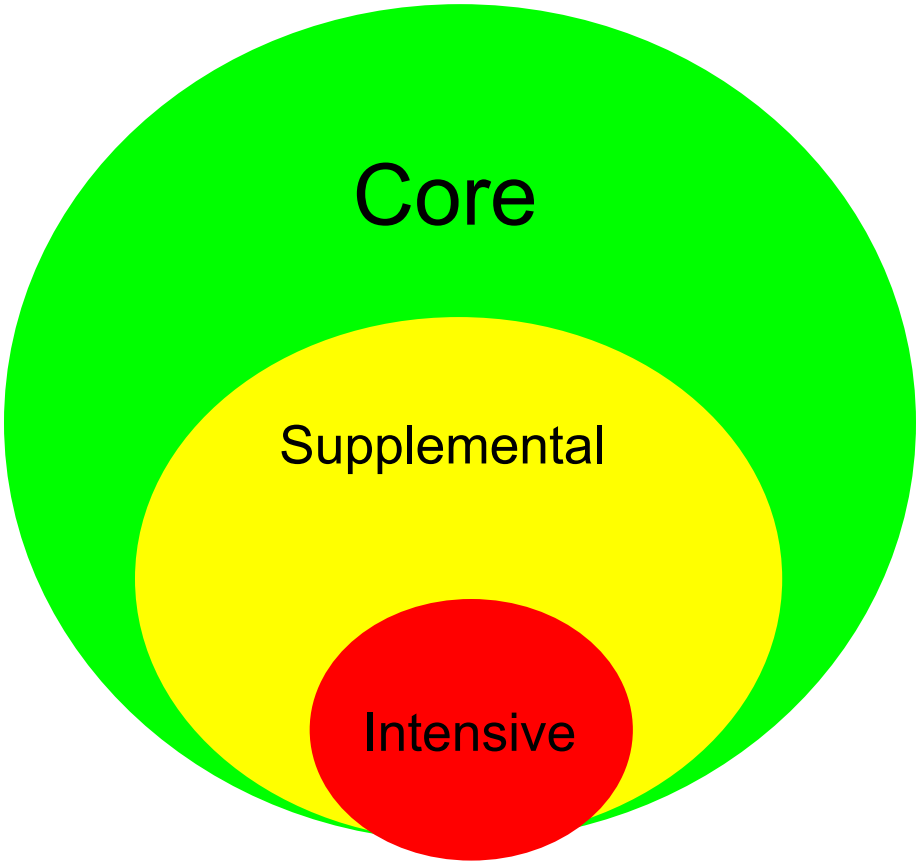
10-15%

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

75-85%

Universal Interventions
- All settings, all students
- Preventive, proactive

RtI CYCLES: Core, Supplemental, Intensive

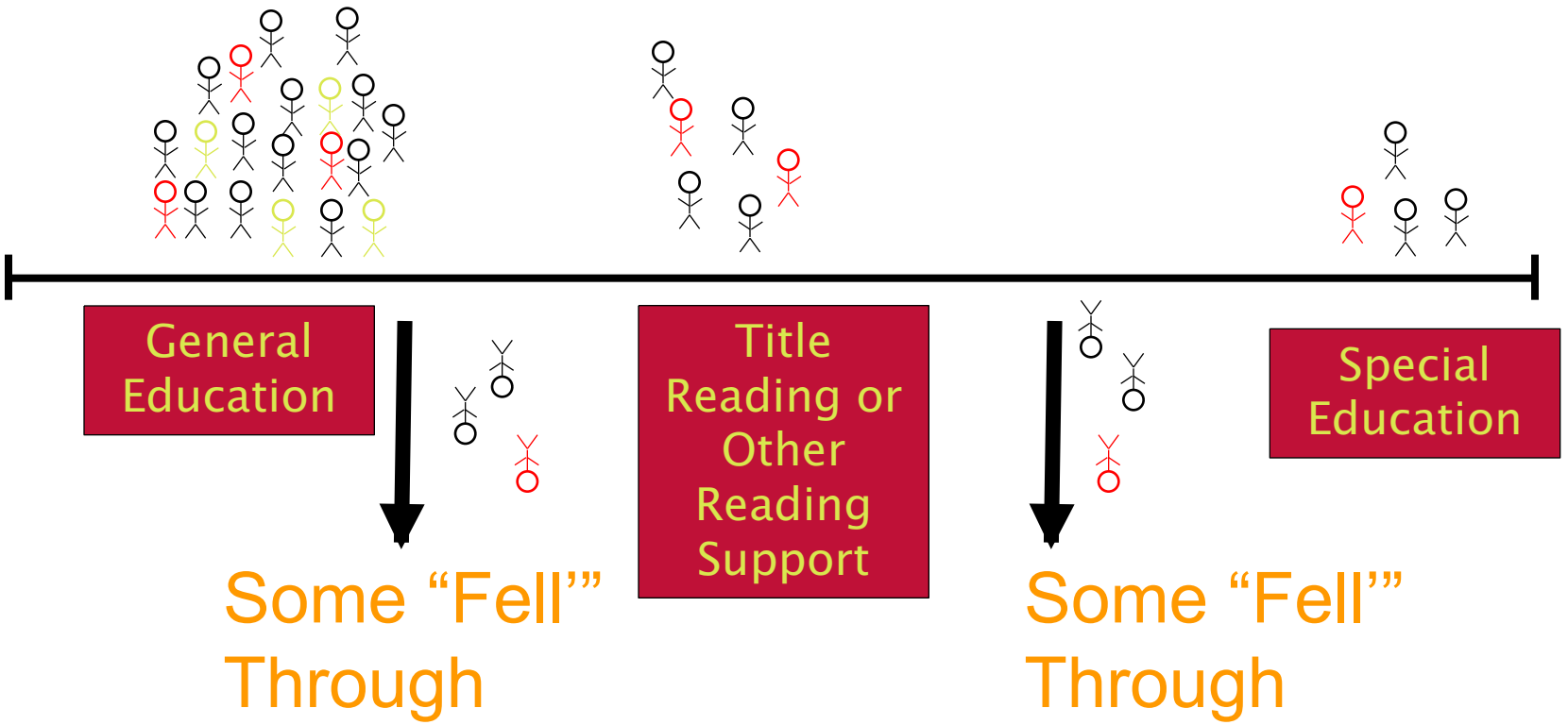


Iowa = IDM Cycles

(Instructional Decision Making)

- Curriculum
- Instruction
- Assessments

In The Past


General Education
Title Reading or Other Reading Support
Special Education
Some "Fell'" Through
Some "Fell'" Through

Full Continuum of Support

I = **Interventions** all along the continuum!

Purpose of an Intervention

- To provide immediate assistance to the student
- To continue to gather information and learn how to best meet the educational needs of the student
- To solve the problem
- To determine the conditions that best enable the student to learn.

Guiding Principles of RtI

5. Data are used to guide instructional decisions
   - To match curriculum and instruction to assessment data
   - To allocate resources
   - To drive professional development decisions

Data Indicates Need: Where is your response targeted?

- Building Level
- Grade Level
- Classroom Level
- Small Group Level
- Individual Student Level

Guiding Principles of RtI

6. Quality professional development supports effective instruction for all students.
   - Provide ongoing training and support to assimilate new knowledge and skills
   - Anticipate and be willing to meet the newly emerging needs based on student performance
   - Differentiate professional development based on knowledge and expertise needed

Guiding Principles of RtI

7. Leadership is vital
   - Strong administrative support to ensure commitment and resources
   - Strong teacher support to share in the common goal of improving instruction
   - Building leadership team to build internal capacity and sustainability over time

Even Super Administrator has his limitations…

- Leadership is more than one person
- It takes a team to get the work done

Leadership Team

- Team is representative of staff
- Administrator is an active member of the team
- Team members are invested in the school culture and the change
- Coordinate efforts and provide organization

Leadership Team

- Adapt the features of RtI to local school
- Team members already know what is happening at the building (never give up something that already works)
- Enhance sustainability over time (multiple people hear the same thing)
- We learn from each other!

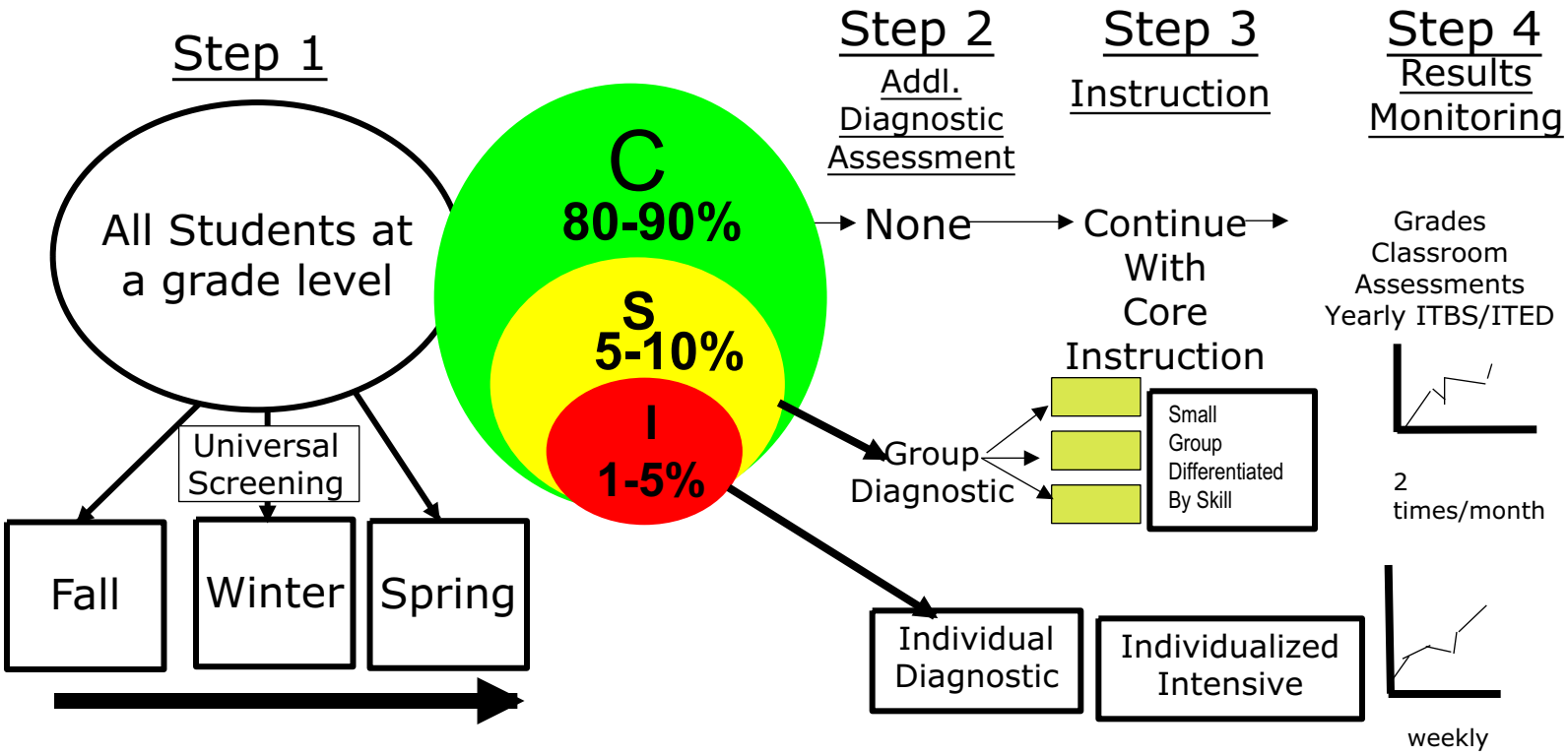
Activity: Comparing Guiding Principles to Current Practice

- Review the Guiding Principles of RtI
- Individually complete:

Compare RtI Guiding Principles to Your Building's Current Practices sheet

- Share and discuss in groups 2-3.

RtI At A Glance



Step 1

All Students at a grade level

Universal Screening

Fall | Winter | Spring

C 80-90%

S 5-10%

I 1-5%

Teacher will make sure:
1. All students have been given the _____assessment
2. All data has been entered
3. A copy of the class-wide data is printed

Questions/concerns: Contact Building Principal

Step 2

Addl. Diagnostic Assessment

None

Teacher will:
1.Calculate what percent of the class is at benchmark
2. If below 80%, determine "core" instructional needs (Beef-up based on data)

Questions/Concerns:
K-3 Contact _____
4-6 Contact_____

Step 3

Instruction

Continue With Core Instruction

Group Diagnostic

Small Group Differentiated By Skill

Individual Diagnostic

Individualized Intensive

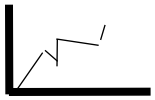
Teacher will:
1.Review all student data
2.Determine if there is a need for additional diagnostic assessment(s)
3.Ensure diagnostic assessments are given
4.Bring all data to grade level meetings

Questions/Concerns:
K-3 Contact_____
4-6 Contact _____

Step 4

Results Monitoring

Grades
Classroom Assessments
Yearly ITBS/ITED



2 times/month

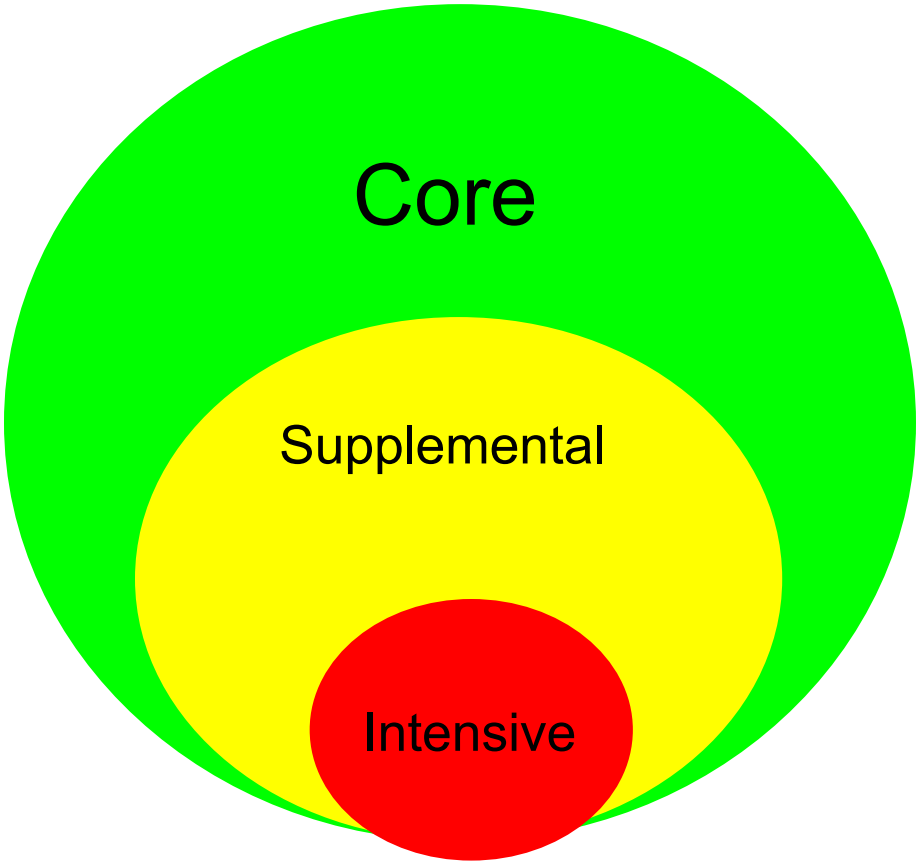
Grade Level Data Meetings:

1.Discuss briefly additions/changes made to core
2.Share data
3. Group kids with similar instructional needs.(COMPARE TO PRIOR GROUPING- IF AVAILABLE)
4. Complete the group intervention Plan form.(one per group)
-Who, what, when, where of instruction
-Who, what, when, where of monitoring
-Who and when of parent notification
NOTE: if any changes are made during Intervention period, document on form.
5. Attach an implementation log and graphs
6. Set date to meet back for check-in (4-6 weeks)

Questions/Concerns: District Based Team& IDM Team, Content Specialist

The RtI Conceptual Model- The “Big Picture” Viewpoint

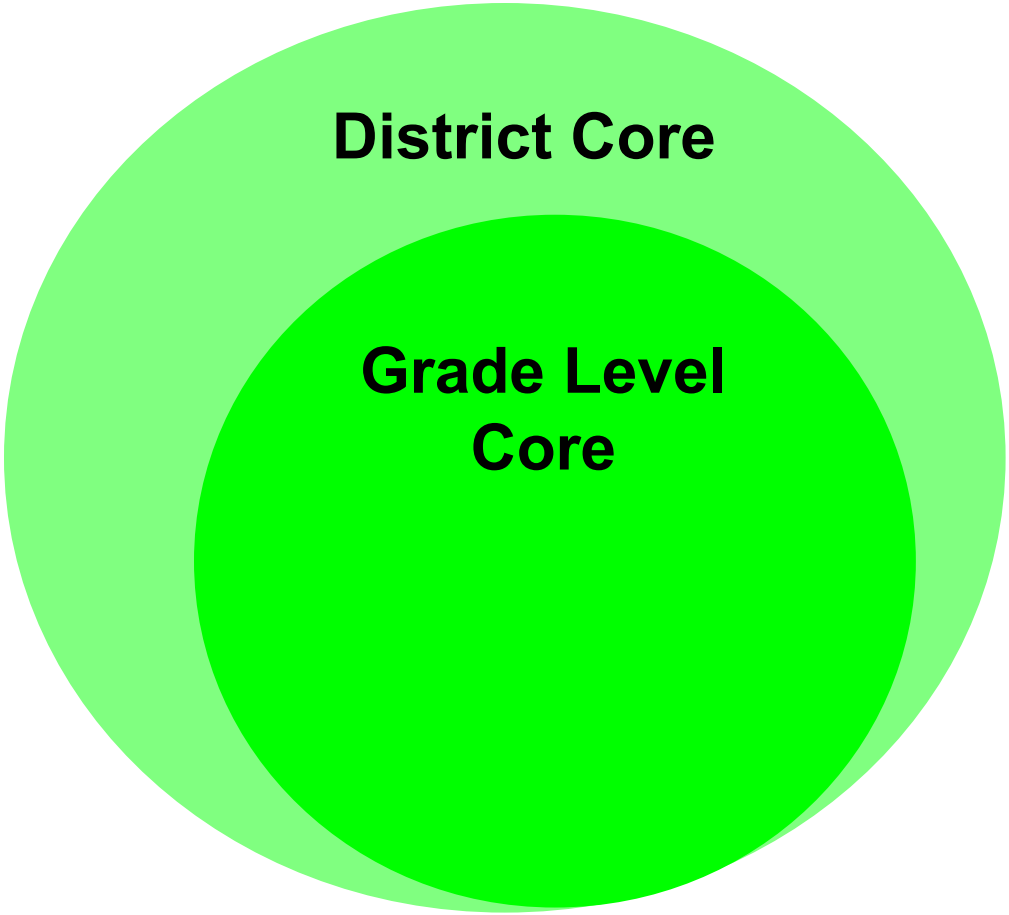
Meeting the Needs of All



Cycles:

- Curriculum
- Instruction
- Assessment

RTI CYCLES



CORE (Tier 1)

- District
- Grade Level

Focus:

•intended

•taught

•assessed

Core Cycle Defined

District Core

The Pre-K - 13+ continuum of standards and benchmarks

- intended
- taught
- assessed

Core Cycle Defined

Grade Level Core

Standards and benchmarks for a given grade level (within District Core):

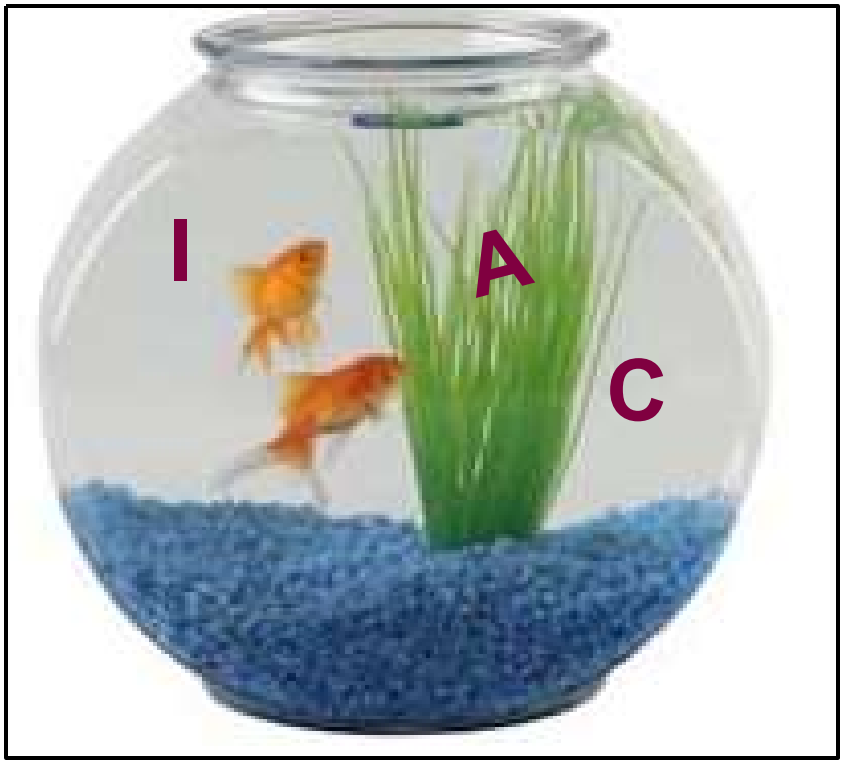
- Strong enough to ensure that at least **80%** of the students meet proficiency without supplemental or intensive support
- Generally received by all students at grade level

Core Instruction

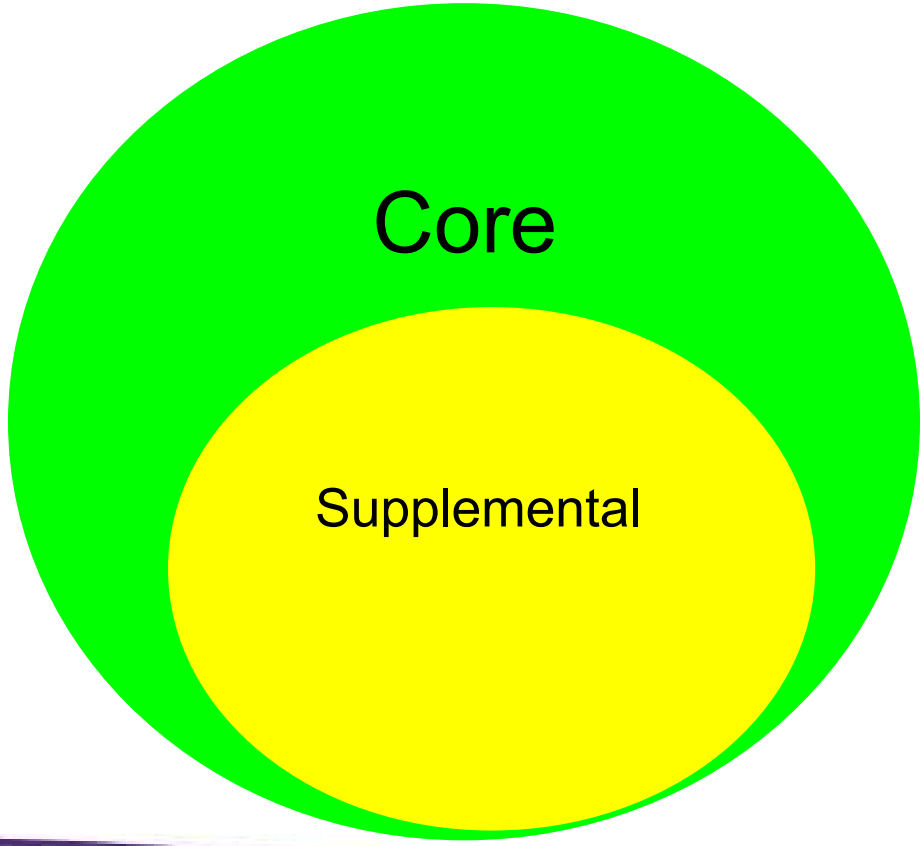
- Core instruction is designed to provide the **literacy diet** that should be sufficient to ensure good literacy outcomes for the majority of the students. The core literacy diet will benefit all, but will not be sufficient for some students.

Focus on “the water”-

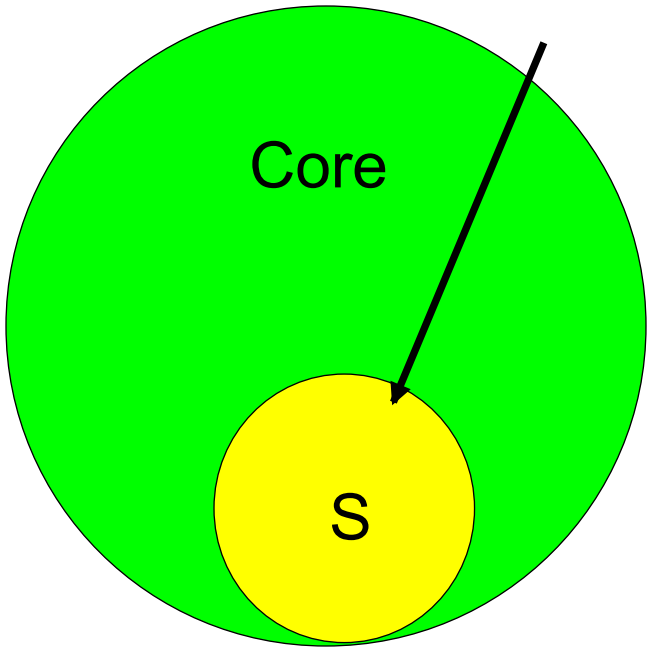
- Curriculum
- Instruction
- Assessment



Supplemental Cycle (Tier 2)



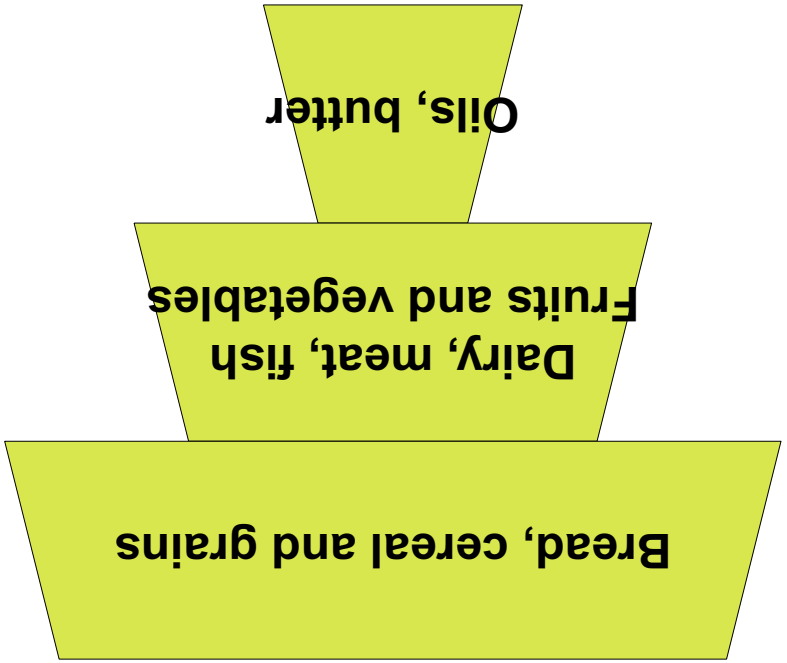
Supplemental Cycle: Guidelines for Students that are Less than Proficient



- Is **in addition to** and aligns with the district core cycle
- Uses more explicit instruction
- Provides more intensity
  - Additional modeling and guided feedback
  - Immediacy of feedback
- Does **NOT** replace core

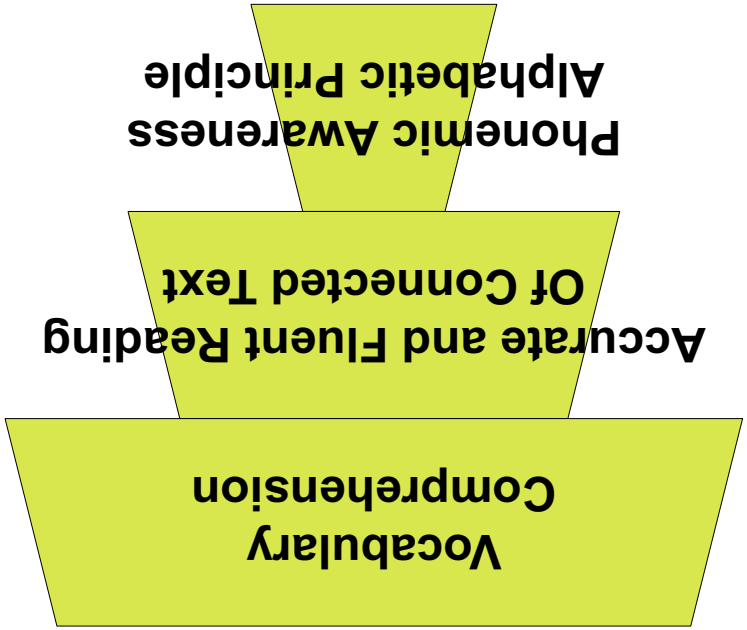
Food Pyramid

- Healthy, balanced diet to ensure good physical health



Literacy Diet

- Powerful literacy diet to ensure good literacy health

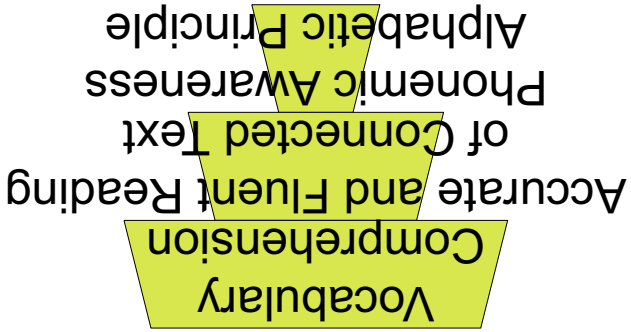


When eating out of the food pyramid is not enough …

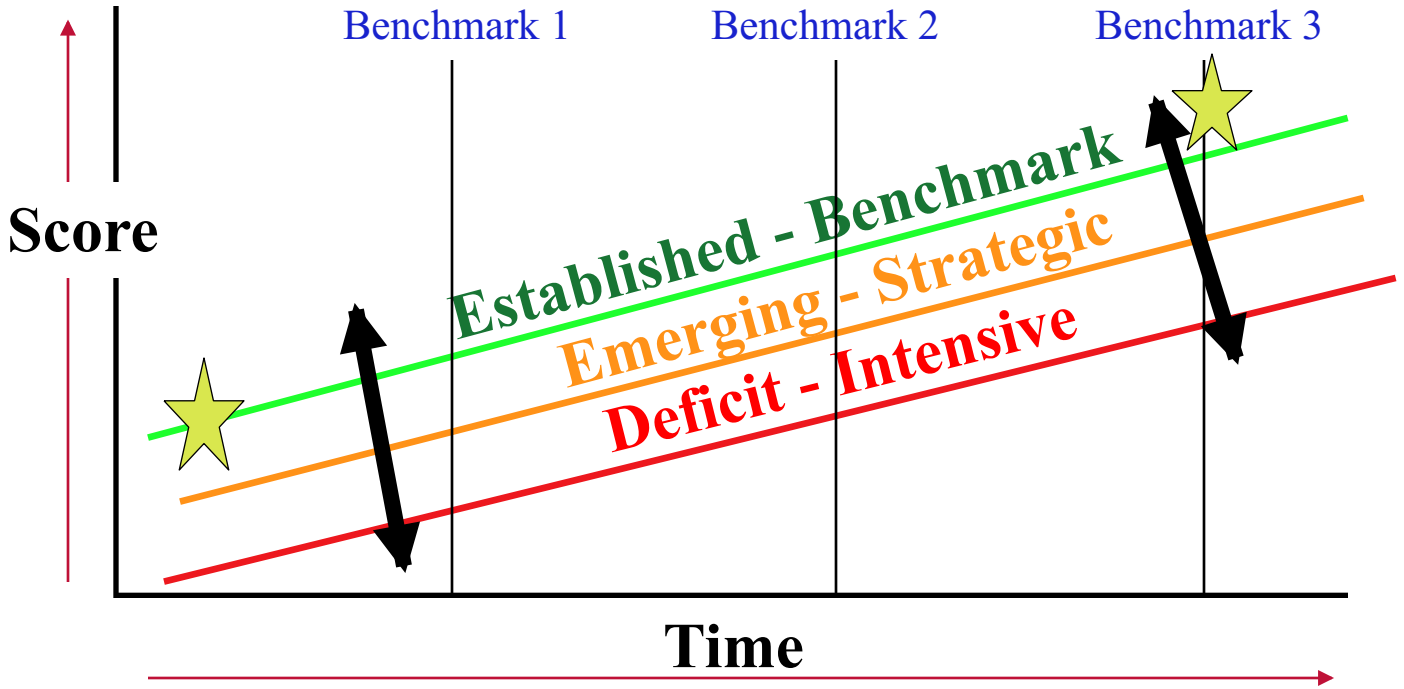
- Need to add iron pills, or vitamins, but do not stop eating from the food pyramid.

When instruction in the literacy diet is not enough

- Add supplemental or intensive instruction (iron pill) ***in addition*** to core instruction (literacy diet) targeting area(s) of need.

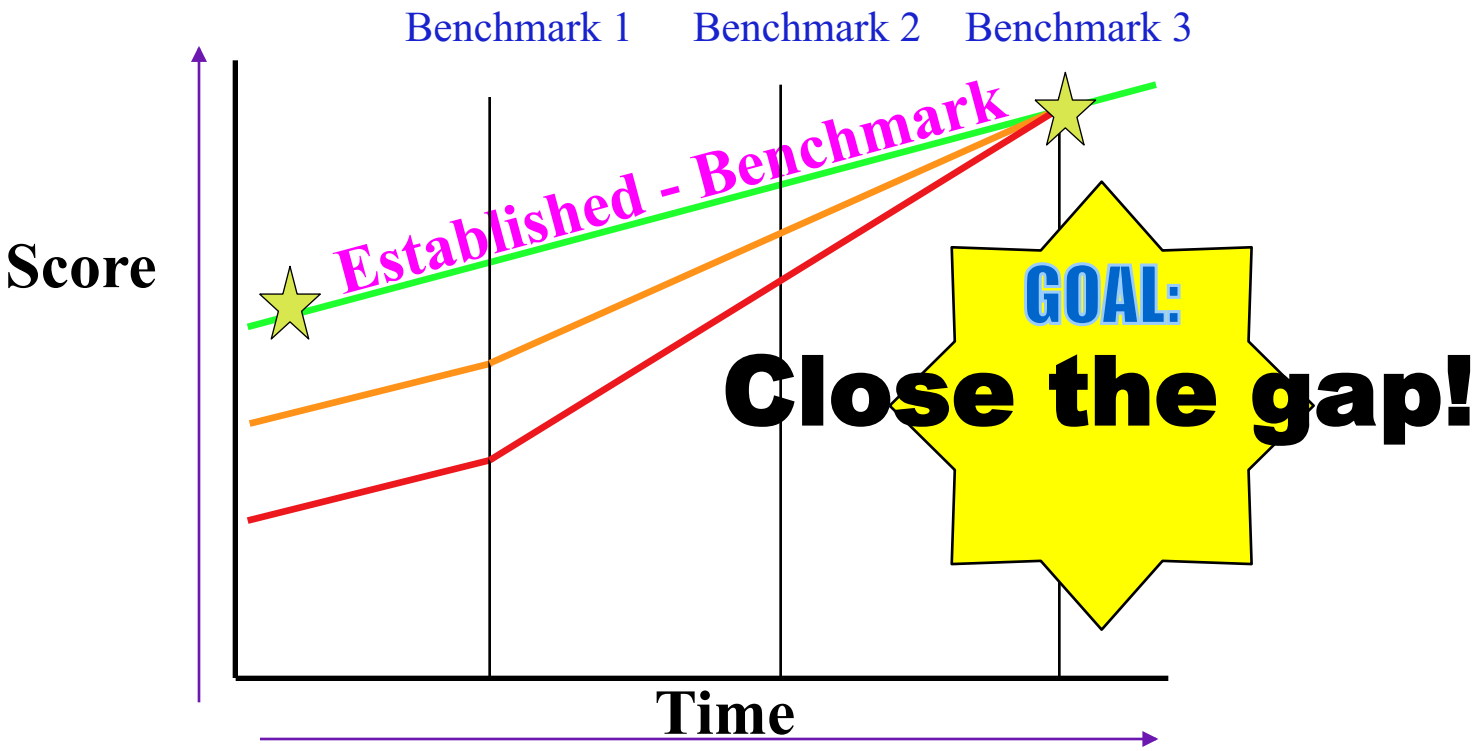


For struggling readers, just making progress isn't good enough.



Trajectory- "the path a projectile makes under the action of given forces such as thrust, wind and gravity." --Encarta World English Dictionary

When curriculum, instruction, and assessments are working together…



For students with supplemental and intensive instructional needs the goal is to accelerate student learning

To accelerate student learning:

- Instruction must be provided in smaller groups

(resources)

- More time spent in instruction

(resources)

- Explicit and systematic instruction in the area of need

(professional development)

Make it reasonable and doable!

- Provide a menu of powerful instructional changes that are reasonable and doable.
- Anticipate and provide trouble shooting guide for small group instruction progress differences, class management, scheduling

Secret to Supplemental Interventions (Tier Two)

- Class-wide instructional routines around high priority skills by grade level and time of year
- Use same routine in instructional interventions; narrow focus
- Example - Phonics and structure analysis: blending routine (match word reading hierarchy, take to syllables)

Pair ‘Em Up

- Phonemic awareness/phonics
- Phonics/fluency (automaticity)
- Fluency/Comprehension
- Vocabulary/Comprehension

Alterable Components

- Time
  - Instruction
  - Practice
  - Distribute across the day

Alterable Components

- Teaching
  - Instructional priority
  - Instructional focus
  - Instructional strategy

Alterable Components

- Practice
  - Practice what is taught
  - Must be accurate at practice skill/strategy

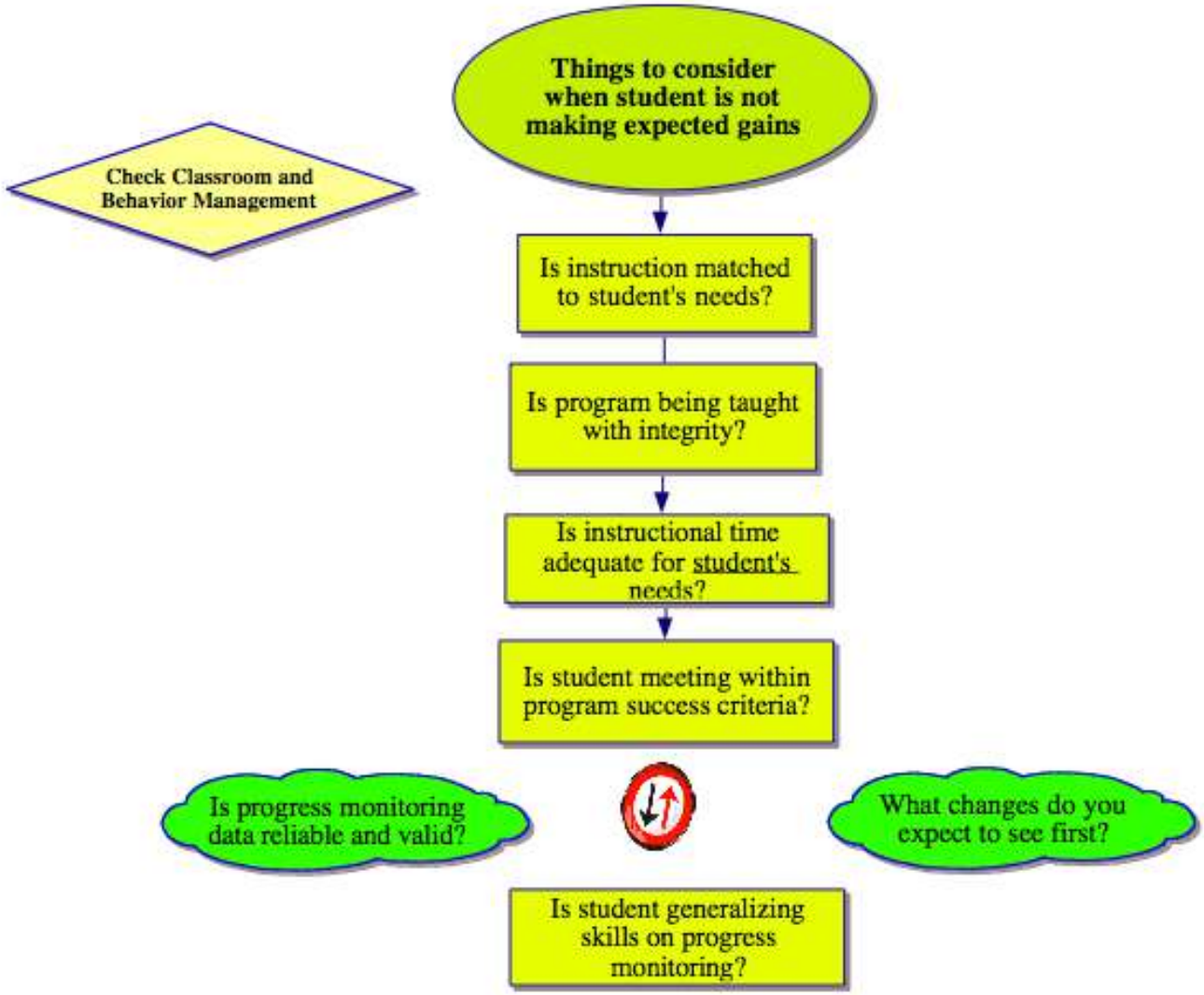
Intensive Cycle: Students who are Less than Proficient

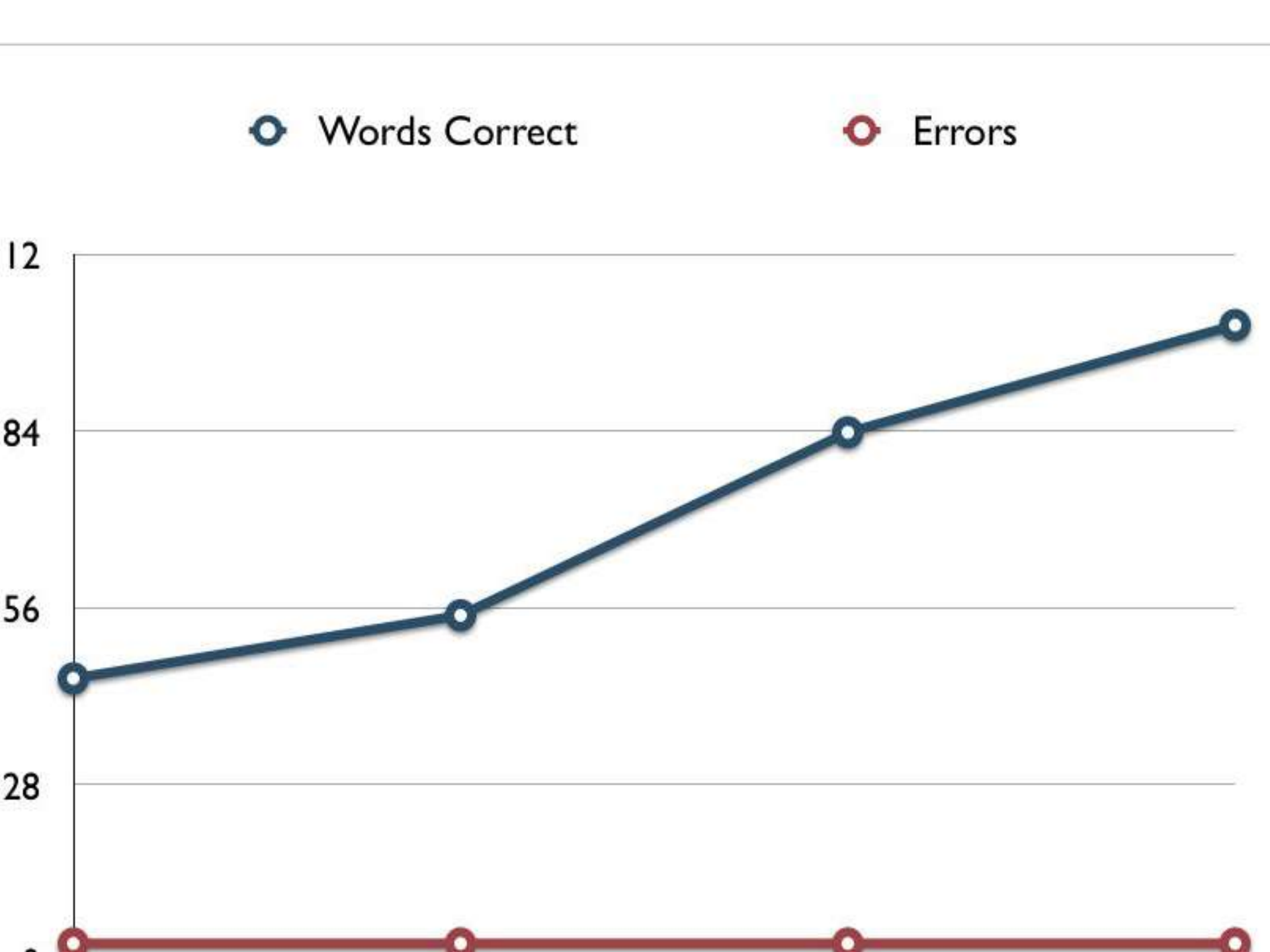
- **In addition to** and aligns with the district core cycle
- Uses diagnostic data to more precisely target to student need
- *Smaller* instructional groups
- **More** instructional time
- **More** detailed modeling and demonstration of skill
- **More** extensive opportunities for guided practice
- **More** opportunities for error correction and feedback

Intensifying Instruction

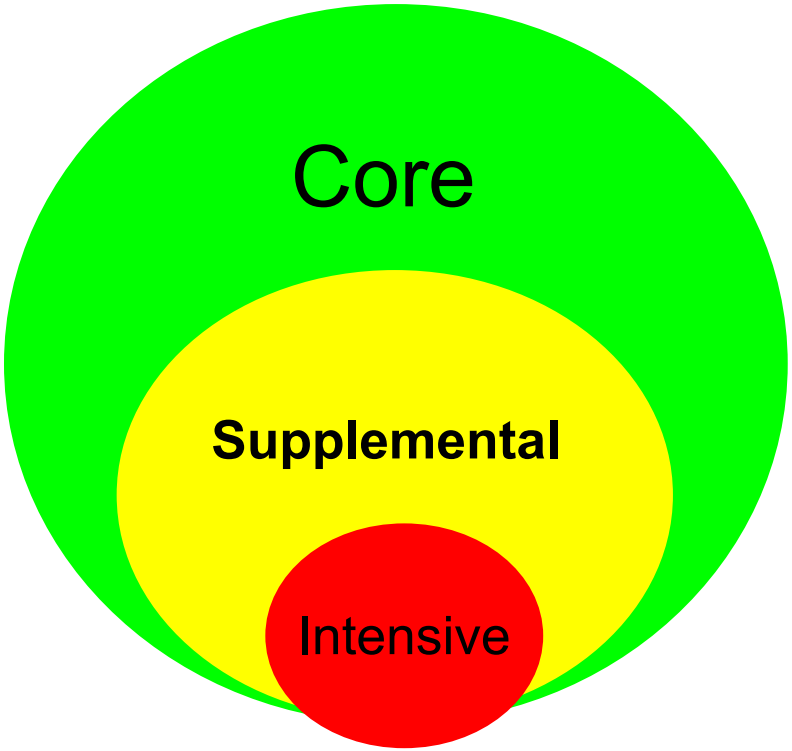
The Big Five

- More explicit
- More modeling
- More systematic
- More opportunities to respond
- More review


Things to consider when student is not making expected gains
Check Classroom and Behavior Management
Is instruction matched to student's needs?
Is program being taught with integrity?
Is instructional time adequate for student's needs?
Is student meeting within program success criteria?
Is progress monitoring data reliable and valid?
What changes do you expect to see first?
Is student generalizing skills on progress monitoring?


Words Correct
Errors
12
84
56
28

Cycles in Implementing RtI



RtI instructional groups are flexible and frequently changing based on the data.

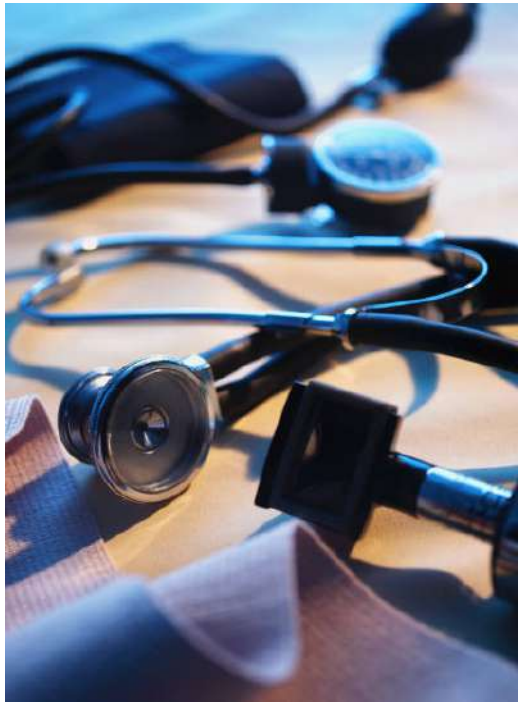
Core Related Questions

RtI Framework Questions

1.Is our core cycle sufficient?
2.If the core is not sufficient, why not?
3.How will needs identified in core be addressed?
4.How will the sufficiency and effectiveness of the core cycle be monitored over time?
- **Have improvements to the core been effective?**

6.For which students is the core cycle sufficient and not sufficient, and why?
7.What specific supplemental and intensive instruction/curriculum is needed?
8.How will specific supplemental and intensive cycles be implemented?
9.How will the effectiveness of supplemental and intensive cycles be monitored?
10.Which students need to move to a different cycle?

How healthy is the core?



Core (Tier 1) - Assumptions

- **The district has a core curriculum (standards and benchmarks).**
- **Teachers possess a repertoire of research-based instructional strategies and practices to deliver that curriculum.**
- **Instruction within the core cycle is implemented as designed.**
- **Curriculum and instruction are aligned within the core cycle.**
- **Assessments are aligned with the district's curriculum (we assess what is taught).**

Core (Tier 1) Cycle

Question 1: Is our core cycle sufficient?

- Clarification: Refers to core ALONE
  - Does not include support services
- Keep this point in mind while evaluating one's "Core Cycle"

Core Cycle

Question 1: Is our core cycle sufficient?

- **Step 1**: Identify screening tool(s)
- **Step 2**: Identify scoring guide points on screening tools for highly proficient, proficient and less than proficient for identified tools
- **Step 3**: Collect universal screening data
- **Step 4**: Enter, organize, and summarize data

Considerations

- Research
- Mandates
- Availability of resources needed to support students
  - CALCULATE WITH ACTUAL STUDENT NUMBERS IN MIND
- Do the MATH: 60% in proficient range & 10% in highly proficient range WITH CORE ALONE …(Total 70%- leaving 30% less than proficient)
  - 30% x total # of students per grade level
  - 30% x 100 students = 30 students per grade level receiving support
  - Do you have the resources needed to support this number of students?

Activity:
What do the numbers tell us about these schools?

Harken Elementary

- Percentage of Students Highly Proficient: 20%

(For Example: ITBS: >95th%ile Rank)

- Percentage of Students within Proficient Range: 25%

(For Example: ITBS: 40th-94th %ile Rank)

- Percentage of Students within Proficient or Highly Proficient Range: 45%
- Percentage of Students within Proficient Ranges receiving supplemental/intensive support? 60%
- Is our core at Harken Elementary sufficient? (Why or Why not?)

Activity: What do the numbers tell us about these schools?

Robinson Middle School

- Percentage of Students Highly Proficient: 35%

(For Example: ITBS: >95th%ile Rank)

- Percentage of Students within Proficient Range: 63%

(For Example: ITBS: 40th-94th %ile Rank)

- Percentage of Students Proficient or Highly Proficient: 98%
- Percentage of Students within Proficient Ranges receiving supplemental/intensive support? 60%
- Is our core at Robinson Elementary sufficient? (Why or Why not?)

Activity: What do the numbers tell us about these schools?

Fay Elementary

- Percentage of Students Highly Proficient: 15%

(For Example: ITBS: >95th%ile Rank)

- Percentage of Students within Proficient Range: 75%

(For Example: ITBS: 40th-94th %ile Rank)

- Percentage of Students within Proficient or Highly Proficient Range: 90%
- Percentage of Students within Proficient Ranges receiving supplemental/intensive support? 10%
- Is our core at Fay Elementary sufficient? (Why or Why not?)

Let's look at the "Literacy Diet"!

Matching Core Cycle to the 5 Essential Components

Core Comprehensive Reading Program

- Based on scientifically based reading research (SBRR)
- Addresses the essential components of reading

(elementary)

  - Phonemic awareness
  - Phonics (alphabetic principle)
  - Fluency in connected text
  - Vocabulary
  - Comprehension

Core Comprehensive Reading Program

- Based on scientifically based reading research (SBRR)
- Addresses the essential components of reading

(adolescent)

  - Word Knowledge (Decoding and Vocabulary)
  - Fluency in connected text
  - Comprehension
  - Writing

Core Comprehensive Reading Program

- Coherent design of explicit instructional strategies and sequences (scope and sequence)
- Ample practice opportunities
- Materials that are appropriate to student levels (grouping practices)
- Materials aligned with standards and benchmarks
- Adequate time for quality instruction

Core Comprehensive Reading Program

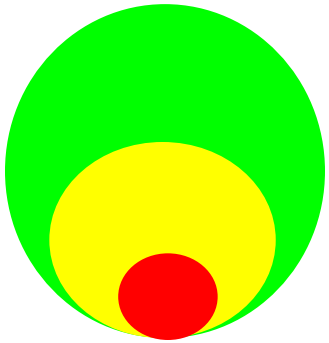
- Provides interventions in the classroom and supplemental instruction
  - More practice (strategic)
  - More teaching (strategic)
  - More teaching and more practice (intensive)
- Includes assessment
  - Screening - first alert
  - Diagnostic - in-depth view
  - Progress monitoring - growth charts
  - Outcomes - reaching our goals

Essential Components - The Literacy Diet

- All the components are important.
- The components do not fight with each other.
- Different students will require different levels of instruction to acquire and apply the skills contained in the essential components.

Harnessing the Power of the Literacy Diet

- Identify critical features of instruction (what does the research say)
- Identify high priority skills for each grade level (what is critical for literacy outcomes)
- Establish class-wide instructional routines around high priority skills
- MATCH instructional strategies for struggling students in the areas of reading that will have the highest impact on literacy



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7.What specific supplemental and intensive instruction/curriculum is needed?

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Screening Question
For All Grade Levels

Can the student read and understand grade level text?

Seems like a simple question, but to answer it there are some things we must understand about reading comprehension.

Survey and Specific Level Procedures

K - 2nd Grade Work Our Way Up

Phonemic Awareness	Alphabetic Principle	Accuracy and Fluency of Connected Text	Vocabulary	Comprehension

Kdg. begins here

First grade begins here

Second grade begins here

Survey and Specific Level Procedures

3rd on Up Work Our Way Back

Phonemic Awareness	Alphabetic Principle	Accuracy and Fluency of Connected Text	Vocabulary	Comprehension

3rd Grade and up should enter HERE!

Reading Comprehension:

Comprehension is carried out through the application of **enabling skills** and **comprehension strategies**.

Reading Comprehension:

Enabling Skills

1. Accurate and Fluent Reading
2. Vocabulary
3. Syntax
4. Prior Knowledge

Reading Comprehension:

Enabling skills are necessary, **but not sufficient** for comprehension to occur. The application of comprehension strategies is needed for the student to respond to the text.

Reading Comprehension:

Comprehension Strategies

1. Monitor for Meaning and Self-Correct
2. Selective Attention to Text
3. Adjust for Text Difficulty
4. Connect Text to Prior Knowledge
5. Clarify

So what does this mean…

- Poor comprehension skills can be a result of deficits in any of the enabling skills or deficits in comprehension strategies.
- Systemic look at **why (problem analysis)** students are not proficient and making the instructional match with interventions.

Impact of assessment data on student outcomes

- Has to be practical, reasonable and doable for teachers
- Must spend more time teaching than assessing
- Must think about intervention work by grade level not individual students
- Reasonable, practical way to do problem analysis

using student data: Four Box Method

Organizing Fluency Data: Making the Instructional Match

Group 1: Accurate and Fluent	**Group 2: Accurate but Slow Rate**
Group 3: Inaccurate and Slow Rate	**Group 4: Inaccurate but High Rate**

Group 1: Dig Deeper in the areas of reading comprehension, including vocabulary and specific comprehension strategies.
Group 2: Build reading fluency skills. (Repeated Reading, Paired Reading, etc.) Embed comprehension checks/strategies.
Group 3: Conduct an error analysis to determine instructional need. Teach to the instructional need paired with fluency building strategies. Embed comprehension checks/strategies.
Group 4: Conduct Table-Tap Method. If student can correct error easily, teach student to self-monitor reading accuracy. If reader cannot self-correct errors,complete an error analysis to Determine instructional need. Teach to the instructional need.

Group 1

Group 1: Fluent and Accurate	***Group 2: Accurate but Slow Rate***
Group 3: Inaccurate and Slow Rate	***Group 4: Inaccurate but High Rate***

Instructional Recommendations for Comprehension Review

Active and Reflective Reading
Before, During, and After Strategies
Reciprocal Teaching
Story Maps and Semantic Webbing
Pre-reading Questioning
Critical Reading
Monitoring for Meaning
PALS

References

CBE materials

Howell & Nolet, 2000

Data Indicates Need: Where is your response targeted?

- Building Level
- Grade Level
- Classroom Level
- Small Group Level
- Individual Student Level

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 knowledge or experiences to text
- How to use comprehension strategies to improve their comprehension

Comprehension

How We Teach It:

- Explain, model, and teach comprehension strategies
- 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
- Monitor students' progress to inform instruction
- **Teach GENERALIZATION in content areas**

Informational Text Structures

- Descriptive
- Sequential
- Enumerative
- Cause-effect
- Problem-solution
- Compare-contrast

Supports within the core for students struggling with comprehension

- Teach the strategy routine explicitly.
- Display a poster or give students a book mark containing the steps for the strategy.
- When teaching the strategy to the students use the following three steps:
  - Explain the concept
  - Model the strategy at the listening level
  - Model the strategy at the reading level

Comprehension support for struggling comprehenders

- Intervention lessons must be taught systematically and rigorlously in order for students to accelerate their growth in this area.
- Need more opportunities than typical students to apply the strategies they are learning.
- Select texts at the student's independent reading level

Levels of Comprehension

- Word (vocabulary)
- Phrases
- Sentences and relationship among sentences
- Paragraph
- Strategic reading (active and reflective)
- Connection to self and world

Five Components of Explicit Teaching of Comprehension Strategies

- An explicit description of the strategy and when and how it should be used.
- Teacher and/or student modeling of the strategy in action
- Collaborative use of the strategy in action
- Guided practice using the strategy with gradual release of responsibility
- Independent use of the strategy

Summarizing

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students:

- Identify or generate main ideas
- Connect the main or central ideas
- Eliminate unnecessary information
- Remember what they read

Skill-Strategy Continuum

- Strategies are generally more complex than skills because they require the orchestration of several skills.
- Effective instruction links comprehension skills to strategies to promote strategic reading.

Skill-Strategy Example

To summarize involves:

- Sequencing of events
- Making judgements
- Noting details
- **Determining main idea**
- Using story structure or text organization

Begin with Accurate and Fluent Reading

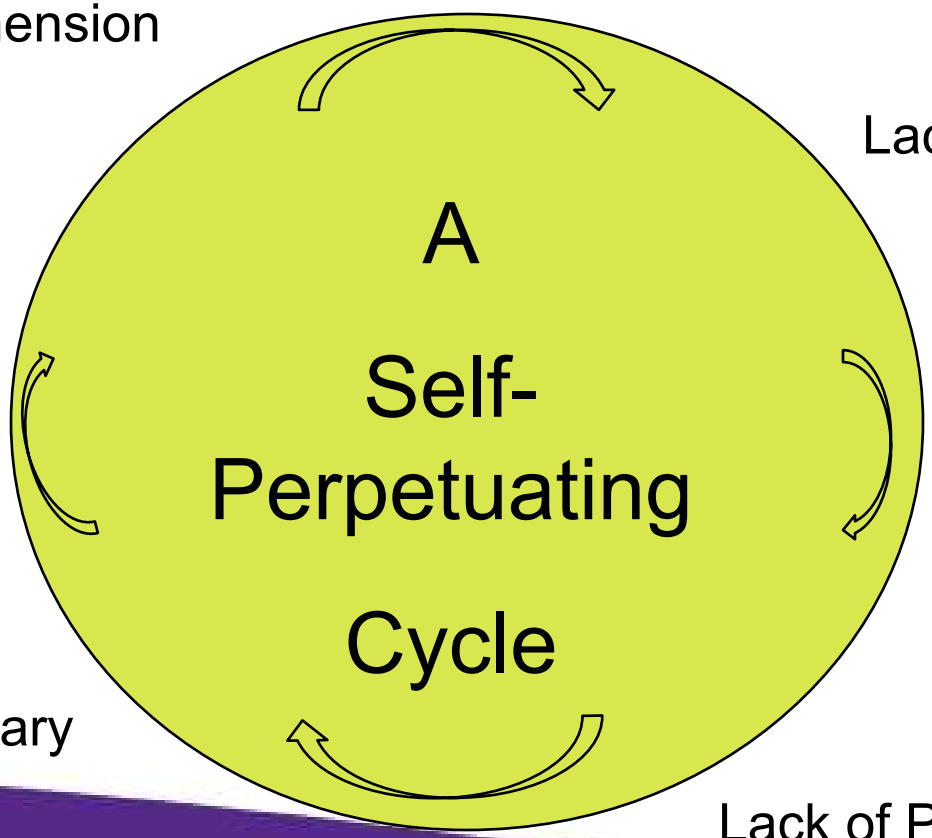
Reading Fluency

Dimensions of Reading Fluency:

- Accuracy
- Automaticity (rate)
- Quality

Why focus on fluent reading?

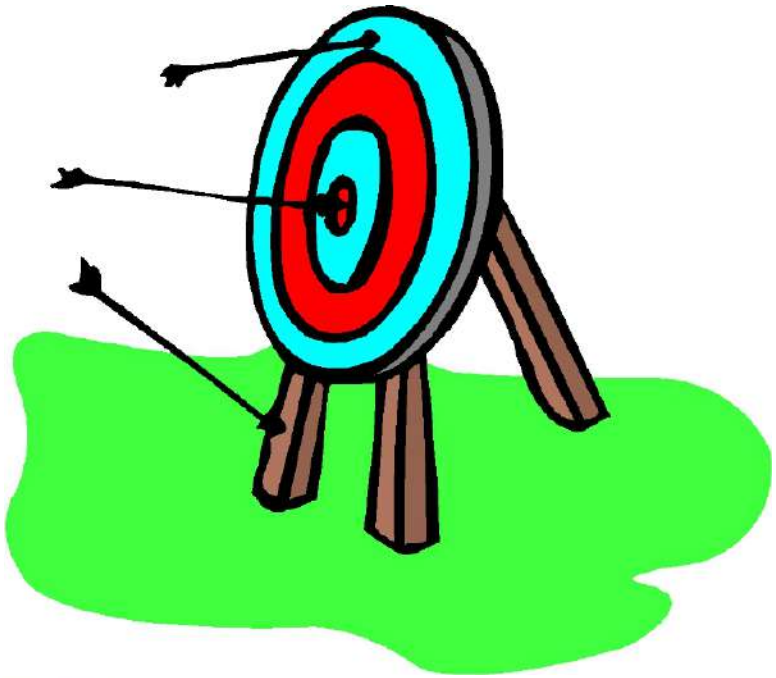
Reading Fluency



Kame'enui and Simmons, 1999

Reading Accuracy

- Comprehension is hindered by low accuracy.



Reading Accuracy: Considerations

- Gather a large enough reading sample-Student may look accurate and not be.
- Gather Error Samples from Instructional Reading Level Materials

  Percentage of Accuracy
  - Independent reading level, 96-100%
  - Instructional reading level, 91-95%
  - Frustration reading level, 90% and below
- Are the errors violating meaning? Go to higher criteria (95% - 98%)

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Group 2

Group 1: Accurate and Fluent	***Group 2: Accurate but Slow Rate***
Group 3: Inaccurate and Slow Rate	***Group 4: Inaccurate but High Rate***

Question:

*Is the student performance on an every day basis consistent with this data?

If NO, further assess

IF YES, check rate:

Grades 4-6 *If reading below 60wpm, will dig deeper in accuracy.

Phonics assessment tools

Also consider raising expectations to 98% accuracy.

Once accuracy is validated-Go to building fluency!

Data Indicates Need: Where is your response targeted?

- Building Level
- Grade Level
- Classroom Level
- Small Group Level
- Individual Student Level

Building Level: Fluency Building

- Middle School Example
  - Knoxville Middle School
    - Brian McNeill, Principal
  - Data Driven Decisions
  - 2007-08 MANY kids in Box 3
  - Fall 2008- Moved Box 3 kids to Box 2
    - Too many for intervention groups
    - Decided on distributed practice model-BEEF UP CORE!
    - Professional development Provided to all teachers (see samples)

Building Level: Fluency Building

- Middle School Example
  - Data Results
  - Data NEW: Still figuring growth rates etc.

	ORF: Made Growth Fall-Winter	Map Test: Made Growth Fall-Winter
6th	94%	83%
7th	80%	76%
8th	80%	69%

Fluency

What Students Need to Learn:

- How to read words (in isolation and in connected text) accurately and quickly with little attention or effort
- How to automatically recognize words (decoding)
- How to increase speed (or rate), improve accuracy, and read with expression (prosody)

Fluency

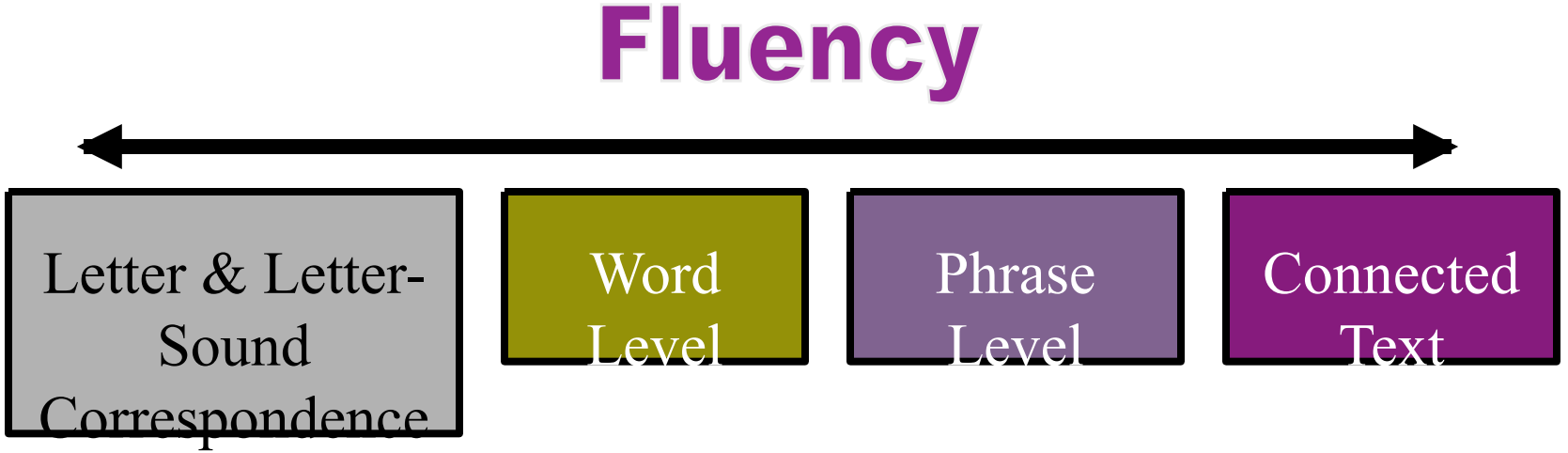
How We Teach It:

- Provide opportunities for oral repeated reading with support and feedback
- Match reading texts and instruction to students' reading levels
- Provide opportunities to read narrative and expository texts
- Monitor students' progress in both rate and accuracy

Adapted from Vaughn Gross Center for Reading and Language Arts, 2005

Fluency Continuum

- *Practice needs to occur at the appropriate level(s).*



Patterns for speed drills

- Short vowel words (a, i) (tan, tin)
- Short vowel and magic e words (dot, dote)
- Irregular words (was, saw, they, were)
- Suffixes (ed, ing)
- Prefixes (un, re)

Group 3

Group 1: Accurate and Fluent	***Group 2: Accurate but Slow Rate***
Group 3: Inaccurate and Slow Rate	***Group 4: Inaccurate but High Rate***

Question:

*Is the student performance on an
ery day basis consistent with this
ta?
NO, re-assess
YES,
Conduct Error Analysis
ther Error Samples from Instructional
el Material
Consider Using Phonic
sessment Tools: Quick Phonics
reener, San Diego Quick Screen,
ti-Syllabic Word Lists,

Diagnostic Assessments: Phonetics

Data Indicates Need: Where is your response targeted?

- Building Level
- Grade Level
- Classroom Level
- Small Group Level
- Individual Student Level

Examples: Phonics Instruction

- Building Level
- Grade Level
- Classroom Level

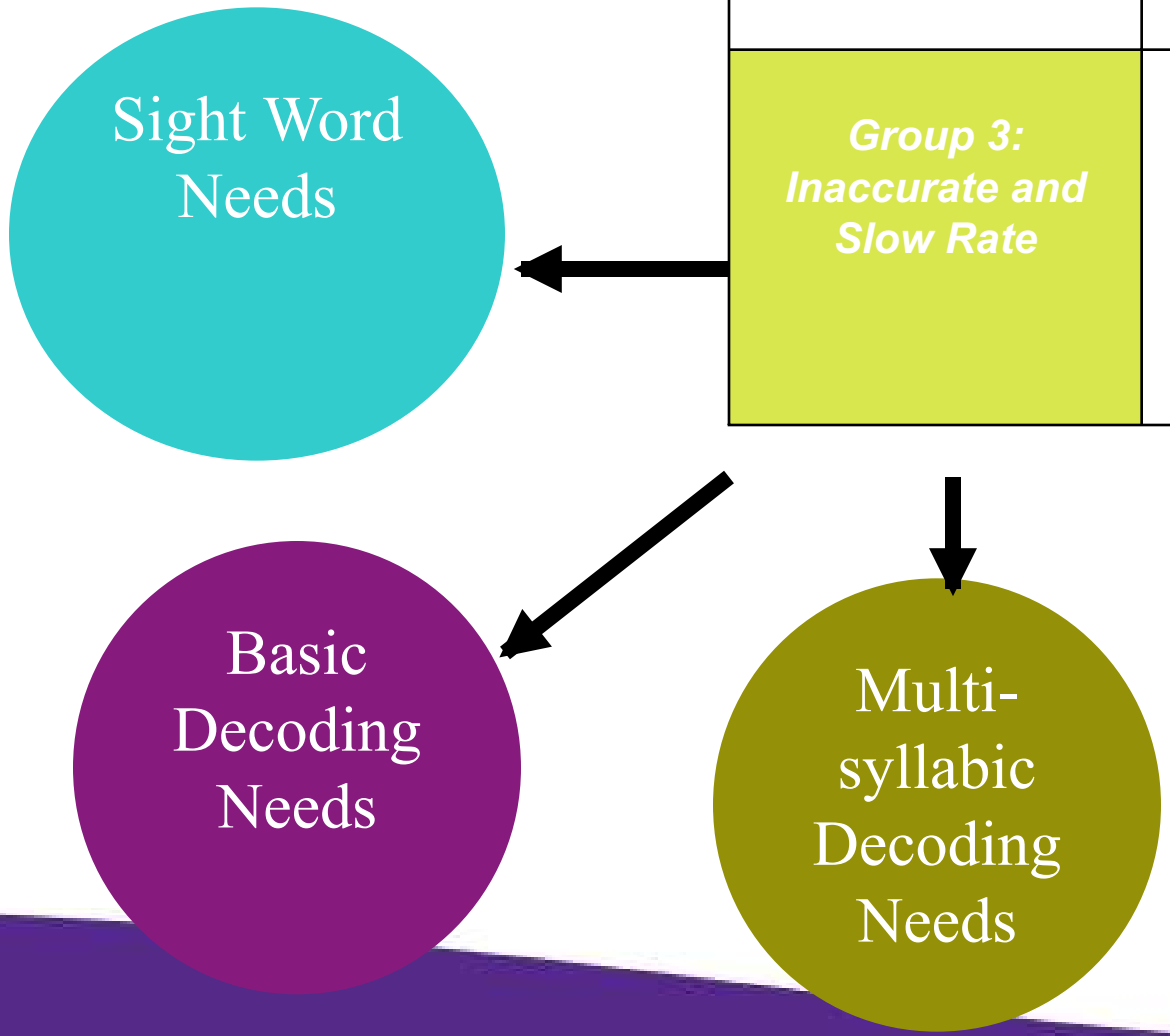
Expectation set that every teacher models chunking of every multi-syllabic vocabulary word in every content area.

- Small Group Level
- Individual Student Lev

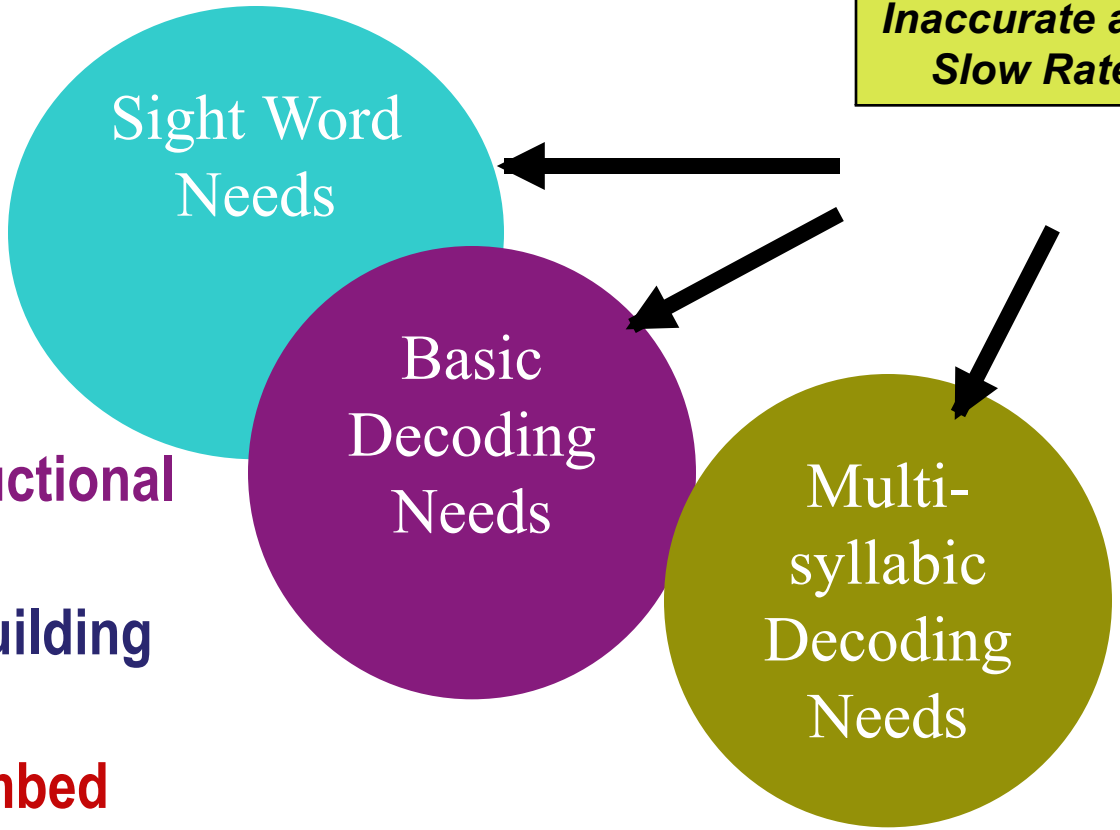
Rewards, multi-syllabic program, done 15 min. daily For approx. 9 weeks. (1/2 lesson a day for 20 Lessons)

Group 3

Group 1: Accurate and Fluent	***Group 2: Accurate but Slow Rate***
Group 3: Inaccurate and Slow Rate	***Group 4: Inaccurate but High Rate***



Group 3: Inaccurate and Slow Rate

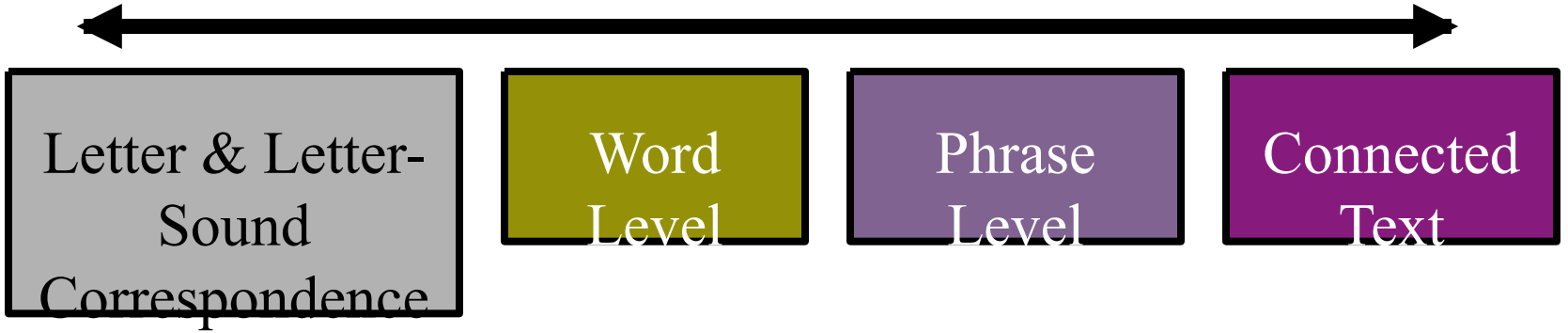


- **Teach to instructional needs**
- **Add fluency building activities**
- **Continue to embed comprehension checks/ strategies**

Instruction needs to occur at the appropriate level(s)

ALL MOVE TO CONNECTED TEXT!

Accuracy/Decoding Instruction



Group 3

Group 1: Accurate and Fluent	***Group 2: Accurate but Slow Rate***
Group 3: Inaccurate and Slow Rate	***Group 4: Inaccurate but High Rate***

Group students according to similar needs:

- **Multi-syllabic Error Pattern**
- **Basic Decoding Skills**
- **Sight Word Difficulties**

Teach to instructional needs

Add Fluency Building Activities

Continue to embed comprehension checks/ strategies

Phonics Study

What Students Need to Learn:

- The alphabetic principle
- Phonic elements (e.g., letter-sound correspondences, spelling patterns, syllables, word parts)
- How to apply and generalize phonics elements as they read and write in content area classes

Phonics Study

How We Teach It:

- Provide explicit, systematic phonics instruction in:
  - A set of letter-sound relations
  - Blending sounds to read words
- Include practice reading texts
- **Give substantial practice applying phonics as students read and write**
- Monitor students' progress to inform instruction
- Teach GENERALIZATION in content area classes

Blending routines

- Smoothly sounding out (treat the “slow” sounds and “quick” sounds differently
- Vowel first blending
- Extends to multisyllabic words (loops under parts)

Group 3 Considerations

- Link Error Samples to Specific Instruction…
  - Is there a need for a specific instructional tool/program or just systematic explicit instruction with practice?
    - For example: If only error pattern is silent “e”, probably doesn’t need a systematic decoding instructional program.

Why learn to read big words?

- Fluent reading depends on the ability to quickly analyze and recognize multi-syllable
- Flexibility with big words is essential for students as they read, write, and learn in all areas of school and life. Many big words occur infrequently, but when they do occur they carry a lot of the meaning and content of what is being read.

HINTS
(Reading and understanding big words)

Highlight the prefix and/or suffix.
Identify the vowel sounds in the root word.
Name the root word.
Tie the parts together.
Say the word.

(Vaughn-Gross Center for Reading and Language Arts)

Common Prefixes and Suffixes

Prefixes	Suffixes
un	-s, -es
re	-ed
im, in, il	-ing
dis	-ly
em, en	-er, -or
non,	-ion, -tion
in	-able, -ible

Group 4

Group 1: Accurate and Fluent	***Group 2: Accurate but Slow Rate***
Group 3: Inaccurate and Slow Rate	***Group 4: Inaccurate but High Rate***

Further investigate inaccuracy

Assisted Self-Monitoring (Pep Talk Test)

Criterion is for accuracy to increase by 50% or to criterion of 95%

Assisted Monitoring (Table Tap Method)

Immediate correction equals no further investigation in decoding

e to correct, do error analysis

Group 4

Group 1: Fluent and Accurate	***Group 2: Accurate but Slow Rate***
Group 3: Inaccurate and Slow Rate	***Group 4: Inaccurate but High Rate***

Instructional Recommendations for Building Monitoring Skills

Assisted Self-Monitoring

Assisted Monitoring

If student doesn't improve accuracy with assisted monitoring, use strategies from Group 3 to teach decoding skills.

References

CBE materials

Howell & Nolet, 2000

Punch Line

- If you want to see it, **teach it!**
- If you teach it,

assess it!

- If you assess it, analyze it, **use it to guide instruction!**
- Assess again to see if **instruction was effective!**