

Administrator's Tool:

Fidelity of *LLI* Implementation (Intermediate)

Key

- 0 No evidence
- 1 Some evidence
- 2 Approaching Fidelity
- 3 Fidelity

<i>Implementation of the Intervention</i>	0	1	2	3
<ul style="list-style-type: none"> Intervention is supplementary to small-group teaching in the classroom. Group is composed of four students. The intervention group lessons occur daily. Lessons are 45 minutes in length. Lowest-achieving students are selected for the intervention. Students are grouped so that the level of instruction is appropriate for each of them. <i>LLI</i> teacher and classroom teacher communicate about the students on an on-going basis. If one student leaves the group, a new student enters in a timely manner. Students are exited from the intervention when there is evidence of satisfactory advancement. Attendance of students is closely monitored and a process is in place to address attendance issues. The time between the exit of one group and the entry of a new group is efficient with a minimal loss of teaching days. There are a minimum number of teacher and/or student 'Not Available' days. Communication with parents happens on an on-going basis. 				
<i>Teacher Expertise: General</i>				
<ul style="list-style-type: none"> Intervention teacher participated in professional development for the implementation of <i>LLI</i> Intermediate. Teacher utilizes a text-based assessment that provides an instructional level to select students for the intervention. Teacher is proficient in the coding, scoring, and analyses of reading records including a comprehension conversation. Teacher takes a reading record including a comprehension conversation on one student every other day. Teacher completes each part of the lesson with students. Teacher uses language from <i>Prompting Guide, Part 1</i> or <i>Prompting Guide, Part 2</i> to support the readers' problem solving as they read and discuss a text. Each reading record is scored, analyzed, and reflected on in conjunction with <i>The Continuum of Literacy Learning</i> to guide teaching at the appropriate level. Teacher records observations of reading, writing, and word study behaviors on a Lesson Record form during each lesson. Teacher uses progress-monitoring tools as needed to adjust teaching goals for each student. Teacher differentiates instruction to meet the needs of the individual students in the group. 				

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<i>Odd-Numbered Standard Lesson</i>	0	1	2	3
<p>Goals for Lesson:</p> <ul style="list-style-type: none"> Teacher uses the lesson goals to plan for student needs. <p>Discussion of Yesterday's New Book: 5 minutes</p> <ul style="list-style-type: none"> Teacher invites students to share their thinking about yesterday's new book. Teacher uses probing language from <i>Prompting Guide, Part 2</i>. <p>Revisiting Yesterday's New Book: 5 minutes</p> <ul style="list-style-type: none"> Teacher selects one of the three teaching options—comprehension, vocabulary, or fluency. Teacher engages the students in targeted and explicit teaching in one of the three areas. <p>Phonics/Word Study: 10 minutes</p> <ul style="list-style-type: none"> Teacher engages students in inquiry around a specific word study principle. The teaching sequence involves: <ul style="list-style-type: none"> Teacher showing examples. Students searching examples for pattern. Teacher helping students articulate the principle. Students practicing applying the principle. Teacher summarizing the learning by restating the principle. <p>Reading a New Book: 25 minutes</p> <ul style="list-style-type: none"> Introducing the new text: <ul style="list-style-type: none"> Teacher talks with students to gain information about their ability to make connections, inferences, and predictions. Teacher adjusts the kind of support the students need to process the text with excellent comprehension. Teacher uses language from <i>Prompting Guide, Part 2</i> to support the introductory conversation. Reading the text: <ul style="list-style-type: none"> The students read silently. Teacher samples oral reading and interacts briefly with students to support strategic actions. Teacher refers to <i>Prompting Guide, Part 1</i> for helpful language. Discussing and revisiting the text: <ul style="list-style-type: none"> Teacher facilitates a discussion of the text. Teacher looks for evidence of students' ability to think <i>beyond</i> and <i>about</i> the text. Teacher uses language from <i>Prompting Guide, Part 2</i> to expand students' thinking. At the end, the teacher selects a very specific teaching point directed around the systems of strategic actions based on observations of the reading. 				

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<i>Even-Numbered Standard Lesson</i>	0	1	2	3
<p>Goals for Lesson:</p> <ul style="list-style-type: none"> Teacher uses the lesson goals to plan for student needs. <p>Revisiting Yesterday's New Book: 5 minutes</p> <ul style="list-style-type: none"> Teacher selects one of the three teaching options—comprehension, vocabulary, or fluency. Teacher engages the students in targeted teaching in one of the three areas. <p>Rereading and Assessment: 5 minutes</p> <ul style="list-style-type: none"> Teacher sets a specific purpose for rereading part of yesterday's new book for three students. Teacher assesses one student's accuracy, fluency, and comprehension using a reading record of a section of yesterday's new book. Teacher selects a brief teaching point that will be helpful for this reader. <p>Writing About Reading: 15 minutes</p> <ul style="list-style-type: none"> Teacher talks with students about a specific aspect of yesterday's new book. Teacher engages students in thinking about text structure, aspects of the writer's craft, and extending comprehension of the text. Teacher selects one of three types of writing—Shared, Dictated, or Independent, based on the needs of the students. Students write in <i>Literacy Notebooks</i> and may engage in problem solving on the back of the previous page of the notebook. Teacher utilizes a variety of instructional procedures to assist problem solving. The finished writing is in conventional form with correct spelling (with a few occasional errors). <p>Phonics/Word Study: 10 minutes</p> <ul style="list-style-type: none"> Teacher engages students in inquiry around a specific principle. The teaching sequence involves: <ul style="list-style-type: none"> Teacher showing examples. Students searching examples for a pattern. Teacher helping students articulate the principle. Students practicing applying the principle. Teacher summarizing the learning by restating the principle. <p>Reading a New Book: 10 minutes</p> <ul style="list-style-type: none"> Introducing the new text: <ul style="list-style-type: none"> Teacher talks with the students to gain information about their ability to make connections, inferences, and predictions. Teacher adjusts the kind of support the students need to process the text with excellent comprehension. Teacher uses language from <i>Prompting Guide, Part 2</i> to support the introductory conversation. Reading the text: <ul style="list-style-type: none"> The students begin to read silently if there is time. Teacher may sample oral reading and interact briefly to support strategic actions. 				

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<i>Novel Study Lesson</i>	0	1	2	3
<p>There is a 4-day Novel Study Lesson sequence at the end of each text level.</p> <p>Goals for Lesson:</p> <ul style="list-style-type: none"> Teacher chooses the lesson goals that apply to comprehension, vocabulary, or fluency depending on the needs of the students. <p>Discussion of Yesterday's New Book (only on 1st day of Novel Study Lessons): 5 minutes</p> <ul style="list-style-type: none"> Teacher invites students to share their thinking about yesterday's new book. Teacher uses probing language from <i>Prompting Guide, Part 2</i>. <p>Revisiting Yesterday's New Book: 5 minutes</p> <ul style="list-style-type: none"> Teacher selects one of the three teaching options—comprehension, vocabulary, or fluency. Teacher engages the students in targeted teaching in one of the three areas. <p>Reading a New Book or New Section of Book: 35–40 minutes</p> <ul style="list-style-type: none"> Introducing the new text or section: <ul style="list-style-type: none"> Teacher orients the readers to new ideas, language, and text features in the beginning or new section of the novel. Teacher adjusts the kind of support the students need to process the text with excellent comprehension. Teacher uses language from <i>Prompting Guide, Part 2</i> to support the introductory conversation. Reading the text: <ul style="list-style-type: none"> The students read assigned chapters silently. Teacher samples oral reading and interacts briefly to support strategic actions. Teacher refers to <i>Prompting Guide, Part 1</i> for helpful language. <p>Discussing and Revisiting the Text: 5 minutes</p> <ul style="list-style-type: none"> Teacher invites students to share their thinking about yesterday's new book or section. Teacher uses probing language from <i>Prompting Guide, Part 2</i>. <p>Day 4 of the Novel Study Lessons:</p> <p>Writing About Reading: 30 minutes</p> <ul style="list-style-type: none"> Students write an independent response to the novel in their <i>Literacy Notebooks</i>. 				
<i>Test Preparation Lesson (Optional)</i>	0	1	2	3
<p>There is a 4-day Test Preparation Sequence at the end of each text level. 45 minutes</p> <ul style="list-style-type: none"> Using familiar material, teacher engages students in critical thinking with: Think Together, Have a Try, and On Your Own. Using unfamiliar material, teacher engages students in critical thinking with: Think Together, Have a Try, and On Your Own. Teacher helps students in using multiple choice and constructed-response test items. 				