Kansas Multi-Tier System of Supports Structuring Guide: Module 2 Reading

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Introduction to Document

The Kansas Multi-Tier System of Supports: Structuring Guide has been created to assist schools in creating the structures necessary to begin the implementation of a Multi-Tier System of Supports (MTSS). This document serves as a workbook for either schools working with Recognized MTSS Trainers (a current list can be found at www.kansasmtss.org) or as a do-it-yourself guide for schools taking on the challenge themselves. This document provides an explanation of why each component is important as well as suggests steps that have helped other schools successfully complete the tasks and decision making necessary for creating structures that support a sustainable system. Content area specific documents for reading, mathematics, and behavior are companion documents to this one, providing information specific to each content area. All Kansas MTSS documents are aligned with the Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM), which describes the critical components of a MTSS and what each looks like when fully implemented, and the Kansas Multi-Tier System of Supports: Research Base, which provides a basic overview of the research support for a MTSS.

Acknowledgements

A significant commitment of time and energy from numerous Kansas educators, their districts, organizations and partners made this document possible. Their efforts to learn and help others understand what it takes to make a MTSS a reality within schools is reflected in this document. This grassroots effort on the part of Kansas educators indicates a commitment to meeting the needs of every student and sharing wisdom from the field and the research. As the list of individuals and districts that have contributed to this effort over the past 10 years has become too long to detail, a collective expression of gratitude is offered here to everyone who has contributed to the concepts, ideas, and knowledge that are reflected in all Kansas MTSS documents.

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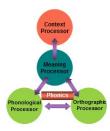
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Introduction

More than 30 years of research exists indicating how children learn to read, why some children fail at reading, and what components and practices are necessary to provide effective instruction in reading. A multi-tiered reading model has been designed to implement these research findings and meet the instructional needs of all readers. MTSS is a prevention model aimed at providing early supports to students before they fall behind or become disengaged from school because of advanced learning needs. A multi-tier reading model uses scientific, research-based reading researched practices and the five essential areas of reading. Considerable research supports the importance of using systematic and explicit instruction when teaching the five essential areas of reading—namely, phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The 4-Part Processing Model for word recognition proposed by Seidenberg and McClellan (1989) supports the research of cognitive psychologists regarding the reading processing systems. The 4-Part Processor is a graphic representation of the four parts of the brain that are involved in reading. The phonological processor symbol on the graphic represents the back part of the frontal lobe of the brain that is responsible for speech-sound awareness. The orthographic processor symbol on the graphic represents the lower back occipital part of the brain that is responsible for letter and letter-pattern recognition. The angular gyrus is where the phonological and orthographic processing systems communicate to support word recognition. The meaning and context processor symbols represent the temporal areas where meaning and comprehension take place.



The four part processor concept helps explain the various ways in which reading problems might develop and why reading instruction should target several kinds of skills. The goal of instruction is to educate all of the processing systems and enable them to work together. "The model shows why recognition and fast processing of sounds, letter patterns, and morphemes—as well as word meanings, language comprehension, and background knowledge are all important components of skilled reading" (LETRS Module 1, 2nd Edition). According to Snowling (as cited in Perfetti, 2005, p.3), "word recognition is the foundation of reading; all other processes are dependent on it." Research in the field of preschool has identified the need for more intentional and explicit instruction in emergent literacy; precursors to reading that include skills in oral language, phonological awareness, and print knowledge (National Early Literacy Panel, 2008). A multitier reading model emphasizes early identification, supplemental instruction, ongoing assessment, and the use of assessment data to identify students who need intervention as assessment selection is a critical step in the MTSS process. The efficiency of the MTSS process varies depending on the assessments selected to drive the process. Teaching all students to read requires a system for the early identification of "at-risk" students as well as a system for providing those students with the interventions they need to become proficient readers by third grade. Good classroom instruction should meet the needs of most students, but an efficient system for providing highquality interventions is required to meet the needs of all students.

Application of MTSS to Preschool Programs

The general practices and procedures provided in this guide can and should be applied by leadership teams when integrating preschool into the MTSS. However, for appropriate integration to occur, it is important that leadership teams understand the similarities and differences between programming for very young children and formal schooling. At times, the application of an MTSS to this population might look slightly different than what is put into place for school-aged children.

When reading the MTSS Structuring Guide and other such materials, the leadership team must be aware that terms such as "grade level" and "student" are not generally used to describe preschool classrooms, although such terms are predominantly used in MTSS guidance documents. The need to change all sentences to be descriptive of both preschool and K-12 environments appear unwarranted as long as leadership teams understand the importance of reading the materials for fundamental concepts and underlying principles. Therefore, when reading general guide information, leadership teams must remember to appropriately interpret and adjust accordingly to ensure that developmentally age-appropriate practices are put into place.

For the purposes of this guide, the term "preschool" will be used to describe early childhood programs serving three- to five-year-old children. A significant challenge when applying an MTSS to preschools is that current research has focused on the four-year-old population. Therefore, many of the recommendations and guidance provided in this guide are primarily aimed toward this age group.

At times, the information provided in the Kansas MTSS: Structuring Reading Supplement is not extensive or specific enough to adequately address specific preschool content or structuring activities. Therefore, Application of MTSS to Preschool Programs leadership teams will be referred, as necessary, to supporting materials located in the Appendix section.

Creating the Structure for a Preschool MTSS

The guidance for creating the necessary structure for a preschool MTSS currently focuses on the following:

- 1. Implementation of an evidence- and research-based core curriculum that supports the acquisition of emergent literacy skills that will serve as the foundation for subsequent reading ability while meeting the needs of ALL children (i.e., below target, at target, above target). The term "emergent literacy" describes the earliest phases of literacy development (Teale & Sulzby, 1986) including the skills, knowledge, and attitudes that are precursors to conventional reading and writing (Whitehurst & Lonigan, 1998).
- 2. Instructional strategies and interventions that support the acquisition of emergent literacy skills through differentiated instruction (small flexible groups, embedded learning opportunities within learning centers).
- 3. Determination of preschool end-of-the-year learning targets based on information gathered from curriculum based assessments, emergent literacy general screening tools, and/or other means (e.g., Kansas Early Learning Document: Early Learning Standards-KSELD) as identified by the leadership team.
- 4. Universal screening and progress-monitoring activities assessing the areas of early literacy that are predictive/precursor skills to the five essential skills identified as necessary for reading proficiency in later grades, and are used in conjunction with other information (e.g., curriculum-based assessments, secondary screening measures, teacher observations, checklists) for the purposes of making instructional decisions.
- 5. Identification of preschool children for whom the core curriculum and instruction does not appear to be sufficient, and may be in need of more intensive service based on information gathered through universal screening, and comparisons against national norms and classroom performance.
- 6. Provision of tiered support (Tier 2, Tier 3) through more targeted instruction on a fewer number of skills, more opportunities for practice and corrective feedback through game like activities carried out in additional small groups and or embedded and explicitly taught in learning centers.

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Resource See the Structuring Literacy & Math for Preschool and Preschool Research Base in the Appendix of the Kansas MTSS Structuring Guide. ECCS This page is intentionally blank.

Assessment

Creating a Comprehensive Assessment Plan

Creating the comprehensive assessment system is the first major structuring tasks that must be completed by the leadership teams. Part of the comprehensive planning work involves selecting a universal screener, progress monitor, diagnostic, and outcomes assessments. Two resources to assist the leadership team in this process are found in the Appendix. Appendix A: Types of Assessments that Comprise a Comprehensive Assessment Plan summarizes the types of assessments that comprise a comprehensive assessment plan, and the characteristics and uses of each. Appendix E: Potential Assessments for Comprehensive Assessment System provides a list assessments used in the Kansas MTSS framework for each type of assessment for literacy.

Selecting a Screening Assessment

It is important that universal screening tools assess the critical skills that fall within the five essential areas of reading and are highly predictive of future performance. Measures that can be administered quickly yet reliably, while still providing data that can be used with confidence to make instructional decisions, are most desirable. Research supports curriculum-based measures as having all of these properties:

> The "simple" skills of reading measured by curriculum based measurements (CBM) predict eventual reading comprehension so well that testing only needs to take 7-15 minutes per child. What is tested is simpler than what is taught: Both foundational skills and comprehension will need to be taught, even though comprehension may not be tested thoroughly. (Moats & Handcock, 2004, p. 12)

Universal Screening for Preschool

Leadership teams may find it beneficial to integrate preschool programs into their MTSS activities, including universal screening three times per year. At least two preschool universal screening measures are available to the public at this time: 1) Preschool Individual Growth Development Indicators (myIGDIs) and 2) CIRCLE-Phonological Awareness, & Literacy System (C-PALLS). These tools are used to assess and measure specific emergent literacy indicators (not the entire skill) and have been found to be predictive of beginning reading ability as well as sensitive to growth after instruction.

Preschool students should be screened three or four times per year using general outcome measures, such as those previously described. Assessed indicators currently include rhyming, alliteration, and

Selecting a Universal Screener

Universal Screeners picture naming, although such tools are continually being refined. In addition to collecting universal screening data, it may be necessary to gather additional assessment information for the purpose of instructional planning and mastery monitoring.

Universal screening data and other information gathered to assess the progress of preschool students should be reviewed with elementary student data, but not combined. Reviewing information in this manner will support discussions related to the adequacy of the core curriculum, the match between preschool and kindergarten scope and sequence of skills, as well as information necessary to meet the needs of individual students.

Universal Screening for Grades K-8

All students in grades K-8 (Early Reading K-3 and Adolescent Reading 4-8) should be screened three times per year on critical literacy skills. The skills measured will depend upon grade level and the time of year. The publisher of each potential universal screening instrument should be able to provide a manual or technical guide that will enable teams to determine whether or not the critical skills are covered. (See Appendix B: Critical Skills for Universal Screening.) At this time, AIMSweb and DIBELS Next are the only universal screening assessments designed to measure the critical skills for reading in grades K-8. (See Appendix E: Potential Assessments for Comprehensive Assessment System).

Universal Screening for Grades 9-12

In grades 9-12, screening is a multi-step process focused on reading comprehension. The first step in this screening process involves assessing students' grade-level comprehension skills once a year in the fall or when they move in to identify students in need of reading intervention or advanced learning needs that may need extension or acceleration opportunities. This can be done by administering group assessments or computer-adaptive group assessments, such as Northwest Evaluation Association/Measures of Academic Progress (NWEA MAP), STAR Reading, and Scantron.

The following table provides a few examples of assessments that can be used as the initial step for universal screening for grades 9-12. Critical Skills for Universal Screening (Grades K-8)

Step 1: Multi-Step Process Grades 9-12

Step 2: Multi-Step Process Grades 9-12

	Universal Screening for Grades 9-12					
Grade Level	Measure	Skill Assessed	Examples of Group Assessments			
9-12	Comprehension Measure	Comprehension	 Gates – MacGinitie (GMRT) Group Reading Assessment and Diagnostic Evaluation (GRADE) Scholastic Reading Inventory (SRI) Northwest Evaluation Association (NWEA) Measures of Academic Progress(MAP) STAR Reading Scantron Diagnostic Online Reading Assessment (DORA) 			

The second step in the screening process is to determine why students are struggling with comprehension. This step requires collecting more information. Information will be collected in the following ways:

- 1. Students who do not pass the grade-level comprehension assessment are given an eighth grade maze. Students scoring below Target on the eighth grade level maze passages are given eighth grade level oral reading fluency passages.
- 2. Students scoring below Target on eighth grade oral reading fluency passages are placed into groups according to fluency and accuracy scores.
- 3. Students in Group 3 are given additional assessments(e.g., QPS, PAST).
- 4. Other at-risk behaviors, such as attendance, tardies, and office referrals, should be considered in addition to the assessment data.

Decision Rules for the Universal Screener

The decision rules that need to be established are the cut points/criteria on the universal screening assessments that will be used to determine which students are performing adequately, as well as which students need supplemental or intensive support due to advanced or at-risk learning needs. (See Appendix C: DIBELS Benchmarks Scores & AIMSweb Target Scores.) For screening purposes, it is assumed that the needs of students who are performing at adequate levels will be met through differentiated instruction in the core curriculum. Students whose scores indicate a need for intervention (advanced or at-risk) will receive differentiated instruction in the core, as well as additional support.

<u>Preschool</u>

Universal screening data will be used to provide information for differentiated instruction within the core curriculum and allow preschool teachers to identify students who may need additional support. In general, universal screening information will be used to identify children whose skill level appears to be significantly below that of same age peers compared to a normative sample.

Grades K-8

Some universal screening tools have pre-established cut points or benchmarks that can be used, whereas others are based on normative information, and utilize percentile ranks as a means of identifying students who may be in need of additional support. Assessments such as the Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next) and AIMSweb identify specific criteria, that represent the minimum acceptable level that is predictive of reading success. Screening tools that have preset benchmarks identify students at risk of falling into the <u>strategic</u> (students needing additional intervention) or <u>intensive</u> category (students needing substantial intervention) (Farrell, Hancock, & Smartt, 2006).

Grades 9-12

Since screening is a multi-step process for students in grades 9-12, the leadership team will need to determine what grade-level comprehension assessment will be administered to all students in these grades once a year. To maximize efficiency, these comprehension assessments are typically group-administered assessments. More examples and information for group-administered comprehension assessment for grades 9-12 can be found in Measure for Measure: A Critical Consumers' Guide to Reading Comprehension Assessments for Adolescents (Morsy, Kieffer, & Snow, 2010). Next, leadership teams will then need to determine which assessment to administer to the students in grades 9-12 who did not pass the grade-level comprehension assessment and need intervention. Students needing intervention will need to be given an 8th grade maze and possibly oral reading fluency passages or Reading Curriculum Based Measurement (R-CBM) as part of the diagnostic process. In addition, leadership teams will also need to determine what other at-risk behaviors (e.g., such as attendance, tardies) will need to be considered as part of the universal screening process.

Selecting a Progress Monitoring Assessment

Selecting a Progress-Monitoring Assessment K-12

Progress monitoring is conducted within the MTSS to inform staff of students' growth in content knowledge and skills. Monitoring progress regularly and using the data to make instructional decisions results in students making more academic progress than when teachers do not use progress monitoring. Teachers' accuracy in judging student progress increases when progress monitoring is used consistently (Stecker & Fuchs, 2000).

For students in the core (Tier 1), progress monitoring is often done through the use of common formative assessments administered throughout the year. These assessments are tied to content area instruction and help teachers determine whether students have learned the concepts and skills taught so that instruction may be adjusted to re-teach concepts or provide additional practice on skills not yet mastered.

For students receiving supplemental (Tier 2) and intensive (Tier 3) instruction, progress-monitoring data are collected much more frequently and are used to chart the growth of individual students. Progress monitoring for students receiving supplemental or intensive instruction answers two questions:

- 1. Is the instructional intervention working?
- 2. Does the effectiveness of the intervention warrant continued, increased, or decreased support?

The tools recommended for progress monitoring include the same tests as the universal screener that was originally used to identify the students requiring interventions (Torgesen, 2006). These curriculumbased measurements (CBM) are recommended because they (1) measure small increments of change, (2) have sufficient multiple forms to allow for frequent (weekly or bi-weekly) administration (20 to 30 alternate forms is sufficient), and (3) provide data that may be used to create growth charts of the students' learning over time.

The evidence indicates strong effects on students' reading, spelling, and mathematics achievement when teachers rely on CBM for progress monitoring, especially when teachers graph scores to help plan instruction (Fuchs & Fuchs, 2002). Having students chart their own progress can also increase motivation and participation (Bos & Vaughn, 2006). The ultimate goal of the MTSS is to return the student to a less intensive level of support as soon as possible while continuing to monitor the student's progress in case the need for additional supports re-emerges.

Progress Monitoring in Preschool

Universal screening general outcome measurement (myIGDIs or C-PALLS) will be used in conjunction with mastery monitoring assessments as a means to assess and monitor the progress of students receiving more intensive instruction in Tier 2 and Tier 3. Progress monitoring for this age group is conducted much less frequently than for students in the elementary and secondary grades.

Matching Progress-Monitoring Assessment to Instructional Focus K-12

Progress monitoring for students receiving supplemental and intense instruction is critical so that teachers can determine if the intervention is working or needs to be adjusted. The assessment instrument chosen for progress monitoring must be able to measure the reading skills being taught in the intervention being provided. Therefore, appropriately matching the progress-monitoring measure and the intervention is critical to ensuring student progress.

Frequency of Progress Monitoring K-12

Collecting and graphing progress-monitoring data over a series of weeks will provide a visual pattern of skill acquisition for students receiving additional support. Most recommendations on the frequency of progress monitoring indicate the need to collect data every two to three weeks for students receiving supplemental instruction and weekly for students receiving intense instruction.

Decision Rules for Progress-Monitoring Assessments for K-12

Leadership teams will need to determine the progress-monitoring assessment that will be used, and document the following decisions:

- The assessment selected, for which students/which grades.
- The areas assessed.
- Who will administer the assessment.

This information should be documented on the Comprehensive Assessment Plan. Planning for data management should be initiated by determining who will be responsible for entering the data and producing reports once the assessment data are collected. The leadership team should consider any needed technical training needed for this to occur.

The leadership team must also determine how many data points will be collected and analyzed to determine whether the current instruction is succeeding or whether an adjustment in instruction is needed. Some researchers recommend that instruction be adjusted after three consecutive data points fall below the aim line (Shinn, 1989), while other researchers (Stecker & Fuchs, 2000) recommend the following Four-Point Decision Making Rule: Matching Progress Monitoring to Instructional Focus

Frequency of Progress Monitoring Given at least six data points, examine the last four consecutive scores to determine instructional success.

- If all four scores fall below the goal line, an adjustment in instruction is recommended.
- If all four scores fall above the goal line, a goal increase is recommended.
- If neither applies, continue collecting data until the four-point rule can be applied.

(Hosp, Hosp, & Howell, 2007; Stecker & Fuchs, 2000)

Teams should select a decision rule for the number of data points needed before deciding whether an adjustment in instruction is needed.

Decision rules for entering tiers are initially based on the assessment's universal screening instructional recommendations. When students are receiving intervention and are being progress monitored on their grade level, the grade-level cut-score for the time of year is used to determine exit criterion and movement between tiers. The fluid movement of groups is critical. Students who achieve exit criterion and are removed from specific intervention groups increase their motivation (Hall, 2007). It may be necessary to continue monitoring these students' progress for a short period to ensure that they can maintain their current skill level without the previously provided support. It is recommended that the leadership team provide time for scheduled meetings for collaborative teams to review data, discuss student progress, and determine students' movement between the tiers.

Diagnostic Process and Assessments K-12

The term *diagnostic assessment* has two meanings in MTSS for reading. The first meaning refers to a diagnostic process that involves the use of informal surveys and tests that probe a student's reading knowledge and skill in-depth so that teachers can determine the student's instructional focus. The second meaning refers to formal diagnostic assessments using standardized tests.

Selecting Diagnostic Assessments for Literacy K-12

It is not necessary for leadership teams to identify a formal diagnostic process to determine instructional focus in preschool.

Diagnostic Process for Reading to Determine Instructional Focus K-12

The diagnostic process uses students' universal screening data to determine the instructional focus for intervention instruction.

- Students not reaching the benchmark or the Target for phoneme segmentation fluency/nonsense word fluency are categorized into groups according to performance patterns (accuracy) and fluency scores to determine the instructional focus for intervention instruction.
- Students not reaching the benchmark or the Target for oral reading fluency are placed into groups according to accuracy and fluency scores. This process determines if the individual students' instructional focus is comprehension, fluency, or phonics. Students requiring phonics intervention instruction will need to complete a phonics assessment to determine where to begin instruction along the phonics continuum. The phonics assessment should:
 - Include nonsense words in isolation.
 - Include real words in connected text.
 - Follow a phonics continuum from letter names and sounds through multi-syllabic words.
- Likewise, students requiring phonological awareness intervention will require a phonological awareness assessment, such as the PAST. Phonological awareness assessments can be accomplished with audio-verbal tasks and should assess the continuum of phonological awareness skills.
- Students in grades 9-12 not reaching the benchmark or the Target on the eighth grade maze passages will be given oral reading fluency passages to begin the diagnostic process to determine the instructional focus for intervention instruction.

Once the diagnostic process is completed using the grouping placement method and additional assessment information is collected, small, flexible, homogeneous groups will be formed according to the students' instructional focus.

Formal Diagnostic Assessment

The leadership team must also identify diagnostic assessments that will be made available within their comprehensive assessment plan. When selecting diagnostic assessments, the team should ensure the technical adequacy of each assessment. Although traditional academic diagnostic assessments are typically associated with students who have learning difficulties, this type of assessment is also appropriate for planning instruction for use with advanced learners. Diagnostic assessments are designed to provide more precise, detailed, and instructionally relevant information regarding students' knowledge and skill. The purpose of diagnostic assessment is to provide very specific information about students' skills and should focus on sampling students' knowledge in ways that are instructionally relevant. Diagnostic assessments can be conducted at any time during the year when a more in-depth analysis of students' strengths and weaknesses is needed. A diagnostic assessment should provide more in-depth information and be used for instruction-related decisions. Thus, the diagnostic assessment should answer the following questions:

- What are the student's strengths?
- What are the student's needs?
- What instruction is needed?

As leadership teams undertake the task of selecting diagnostic assessments, the following considerations are offered:

- What is the amount of time it takes to administer the assessment?
- Is this assessment effective and accurate in diagnosing students' instructional needs?
- What training is available to learn how to administer the diagnostic assessments and interpret the results?

Selecting Diagnostic Assessments for Reading K-12

Each building must have the capacity to provide appropriate diagnostic assessments for individuals whose screening results indicate a need for further skills analysis. Therefore, at a minimum, a set of diagnostic assessment instruments needs to be available to assess critical skills in reading. From this set of instruments the tool(s) needed to assess an individual student's presenting concerns will be selected. Literacy skills develop along a continuum regardless of a student's age or grade level. Therefore, each buildingkindergarten through high school—must identify a set of diagnostic assessment instruments measuring a range of very specific skills. These skills include the Five Essential Reading Components—namely, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Not all students will be assessed using all these instruments, but the building must have diagnostic assessments available to assess each of these components. Included as a resource in the back of this guide is a reading diagnostic assessment list; although not exhaustive, these quality diagnostic assessments identified are commonly used in Kansas schools to help the leadership teams to develop a comprehensive assessment plan.

For leadership teams working at the secondary level, it is important to note that some diagnostic reading assessments were developed for younger students; however, these assessments can still be appropriately used to identify the needs of older students whose skill level is much lower than that of their peers.

Decision Rules for Diagnostic Assessments

Diagnostic assessments for reading provide a more in-depth analysis of students' strengths and weaknesses. Most diagnostic assessments provide either age-based or grade-based norms, or rubric scoring used

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Resource Appendix D: Diagnostic Assessments for Reading can be found in the Appendix to this document. to determine whether or not a student has significant problems in specific skill domains. This information can be used to design instruction specific to the student's individual learning needs. Formal diagnostic assessments should be given to students when additional information is needed for more customized instructional planning; however, it is also important not to over use them. Formal diagnostic assessments require a lot of building resources and should not be administered as a matter of course to all students; rather, they should be used only when progress-monitoring data indicate that further information is necessary to adequately plan instruction. Decision rules will ensure that students who need diagnostic assessment will receive it in an efficient and effective way.

All buildings should establish decision rules to address when additional diagnostic assessments will be given. Different decision rules may be established for the use of brief, criterion-referenced diagnostic assessments as compared to more formal, norm-referenced diagnostic assessments that are more resource-intensive to administer. The leadership team needs to review each selected diagnostic assessment to determine skills assessed and time required for administration. The team should determine decision rules for when diagnostic assessments will be administered as well as document all decision rules established during the Comprehensive Assessment Plan.

All buildings should address decision rules related to:

- 1. How data from the diagnostic process will be used to assign students to homogenous groups.
- 2. When additional formal diagnostic assessments will be administered.

Professional Development for Assessments

Once assessments have been selected, the leadership team should provide appropriate professional development and ongoing support to all staff expected to use them. Decisions need to be made about who will administer, score, and interpret each assessment. If all staff are involved in the administration of an assessment, they will need to be trained and supported in all aspects. Sometimes an assessment team will be designated to administer and score the assessments. In such a case, the team members will need to be trained and supported in all aspects, although it is still important for all staff to understand what the data mean and how to interpret the instructional implications. All teachers need to be trained on the purpose, rationale, and uses of the assessment. Leadership teams may want to consider training all teachers in the assessments, which not only helps build school capacity, but also encourages "buy-in" of the assessment, which is critical for ensuring that teachers use the data to change their instruction. It is particularly important that leadership teams provide ongoing support to teachers regarding how the assessment data are to be used instructionally.

Professional development activities must be differentiated in order to support the individual needs of staff members as they acquire the necessary knowledge and skills enabling them to administer and interpret the assessment with fidelity. Initial and ongoing training should be differentiated according to expected use, alignment of practices, and prior knowledge, and should build on prior professional development activities. Professional development related to assessments should be integrated into the district and/or building professional development plans if they exist. Professional development focused on each of the assessments needs to go beyond the training in the assessment to include ongoing coaching to ensure fidelity.

It is important to promote the monitoring of fidelity as professional development, not as punishment. Fidelity monitoring ensures that all data are appropriately collected and used. Three main areas need to be monitored:

- 1. Are assessments administered and scored by staff who have been trained to do so?
- 2. Are assessments administered according to decision rules and the assessment calendar?
- 3. Are assessment results correctly interpreted and used to guide instructional planning?

Ideally, staff training should be scheduled just before the assessments are administered so that the scoring rules can be practiced and reinforced. Effective ways to minimize scoring errors while ensuring fidelity includes making sure that examiners have:

- Excellent training.
- Opportunities to practice.
- Periodic ongoing training.
- Experienced examiners to check first-time examiners' scores.
- Opportunities to shadow score.

Shadow scoring occurs when two examiners score the same students. One examiner gives the directions while both examiners score, thereby allowing them to compare scores. Within the frame of professional development, having new examiners work with experienced examiners and providing opportunities for shadow scoring offer the best opportunities for ongoing professional development of staff. Such opportunities need to be included within the larger professional development plan being implemented and monitored by the leadership team.

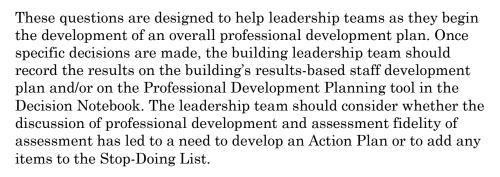
TEAM DISCUSSION

In planning professional development, it is helpful for the leadership team to consider these questions specific to each assessment method:

- 1. Which staff are expected to administer the assessment?
- 2. Which staff will not be administering the assessment but will be involved in interpreting instructional implications of the results?
- 3. Which staff, if any, have experience with or have previously received professional development on the assessment?
- 4. Which staff need to attend initial professional development on the administration of the assessment?
- 5. Which staff need to attend initial professional development on the interpretation of the assessment?
- 6. When (date) will staff first be expected to administer the assessment?
- 7. When (date) will initial professional development be provided?
- 8. Who will provide the professional development?
- 9. Who will monitor the correct administration (fidelity) of assessment?
- 10. What method will be used to monitor the correct administration (fidelity) of the assessment?

TEAM DISCUSSION 11. How frequently will the administration (fidelity) of the assessment be monitored? 12. When and how will ongoing professional development for staff be provided? 13. When and how will professional development for staff needing additional support in effective assessment administration of the assessment be provided?

14. Who will provide professional development for new staff and how will it be provided?



Staff expected to administer specific assessments must be trained in all aspects of the tool, including administration, scoring, and data analysis. Staff whose primary role is to review the data and work with others in a data-based decision making process may not need to be fully trained on the instrument, but may require professional development to ensure that they have a complete understanding of what the data mean and how to apply that information appropriately when making instructional decisions.

Review Policies and Practices for Assessment

The leadership team should review current district and building policies and practices to identify any that may require, prevent, or otherwise influence how, when, and what assessments are given.

Policies are written rules or guidelines that must be followed. These guidelines can come from any level: federal government, state government, district office, building, principal or other source. To align resources to support change, it is important to identify where the



policy originated and why, as well as if it is still functional and necessary.

Practices are the actions that come about due to policies or tradition. Practices can be initiated as a result of the adoption of a new curriculum or because of staff attendance at a workshop. It is important to identify all the practices being used throughout the building even if isolated to a small number of staff, as some practices may be in opposition to new practices that the leadership team is trying to implement. Other practices may be well aligned and warrant sharing with the rest of the building staff.

Leadership teams should also consider whether any policies or practices influence how assessments are currently being used. Is there a curriculum/program requirement connected to any of the current assessments? If so, a decision to change to a different assessment will need to be considered in light of existing program requirements. Discussions about policies and practices impacting assessment decisions will not be completed quickly. Teams should plan on revisiting this discussion at several leadership team meetings. Through these discussions, the leadership team can identify policies and practices that are supportive and should be continued, those that are required and must be included, and those that are inconsistent with the principles and practices of the MTSS and need to be discontinued.

Once the comprehensive assessment plan has been completed, building and district policies and practices regarding assessment should be reviewed. The leadership team should identify whether policies and practices need to be changed to align with the comprehensive assessment plan and document these on the Policies & Practices Tool. In addition, the team should consider whether the discussion of practices and policies related to assessment has led to a need to develop an Action Plan or to add any items to the Stop-Doing List.

TEAM DISCUSSION

- 1. What are the policies (rules/guidelines) that require, prevent, or otherwise influence how, when, and what assessments are used?
- 2. What are the practices (routines/traditions) that require, prevent, or otherwise influence how, when, and what assessments are used?

3. Are there any assessment practices that might belong on the Stop-Doing List?

Review the Communication Plan

Communication is a key aspect of achieving buy-in and sustained change. Therefore, procedures are designed and executed to ensure regular and consistent communication about what is happening with regard to MTSS—not only among the leadership team, but also with all stakeholders. It does not have to be a large formal plan; it only needs to be as large and formal as necessary for the leadership team to ensure that communication occurs as planned by the leadership team. While developing the plan, close attention should be given to bidirectional communication. A one-way communication plan may get the message out, but it does not allow messages to come back easily. Reciprocal communication is critical if the leadership team is to achieve buy-in and support.

Leadership teams need to consider communication with various stakeholders regarding how, when, and what assessments are given. For example, staff will need to know about decisions regarding changes in assessment practices. Parents are also interested in assessments in which their children will be participating, and leadership teams will need to discuss how results of assessments will be shared with parents, and possibly students. The leadership team decides what information is appropriate to share with which stakeholders and when that information should be shared.

Although the format and detail of the plan can vary, the leadership team must consider several questions to help ensure the communication plan regarding assessment is carried out effectively:

- Who needs the information about assessments?
- What information do they need?
- When will communication occur?
- Who will provide the information?
- How will the communication be provided?
- What feedback or input will be requested?
- How will the feedback/input be used?

Once the leadership team develops a communication plan regarding assessment, the plan should be implemented and then regularly reviewed at leadership team meetings. Any communications that have occurred or feedback that has been received can then be shared with team members and any needed revisions can be planned and implemented. In this way, consistent communication between the leadership team and stakeholders is ensured. The leadership team should document communication on the Planning for Communication form in the Decision Notebook.

Once the comprehensive assessment plan is finalized, the leadership team should review the plan for communication that needs to take place regarding assessment:

- Does the communication plan need to be modified?
- Are there steps that need to be carried out to communicate decisions about assessment?
- Has the discussion of the communication plan regarding assessment led to a need to develop an Action Plan or to add any items to the Stop-Doing List?

Models of Instruction: Scheduling

Preschool Intervention Structures

Preschool populations by their very nature include children of a wide variety of skill level. Therefore, preschool schedules have been designed to facilitate differentiated instruction providing focused and explicit learning opportunities for all skill levels along that continuum (from no skill to mastery). For children requiring more support than the core curriculum provides, additional small group and/or embedded and explicit instruction will be implemented.

Grouping for Preschool

Using information collected during the universal screening process and other assessment data (e.g., curriculum-based assessment, teacher observations, checklists), children needing additional instruction in key emergent literacy skills will be identified to participate in additional small group activities. These groups may include children with the same or different skill level needs (to be determined by the building leadership team). However, explicit teaching of target skills must be matched to the individual needs of each student within the group. Group size should include no more than four children, and group activities may be conducted during specified group time or be scheduled to occur during "center time." Small group lessons should reflect a specific scope and sequence of skills in phonological awareness, oral language, alphabet knowledge, and print awareness. Gettinger & Stoiber (2008) have coined the acronym "SOAP" (Sound/phonological awareness, Oral language, Alphabet knowledge, Print awareness) as a way to remember these important skills.



Models of Instruction: Scheduling እንርጂ Resource See Appendix F: Comparison of Models document in the Kansas MTSS Structuring Guide

Preschool Learning Centers and Embedded Learning Opportunities

To increase opportunities for practice and/or provide opportunities for even more individualized support, learning centers can be proactively designed based on children's individual learning needs. Opportunities for extended practice or individualized instruction can be embedded within typical learning centers (e.g., blocks, pretend play/drama, art, etc.) or may be specially designed for the instruction of a specific emergent literacy skills or concepts. These embedded learning opportunities should be designed to complement and extend what was learned in the small groups as well as other emergent literacy topics addressed in the overall core curriculum.

K-12 Models of Instruction

The building leadership team must select a model for providing the necessary tiered instruction to meet students' needs. A variety of possible models of instruction are available in the Tiered System of Support Comparison of Models tool (Appendix F). The culture and logistics specific to a building will influence the implementation of any of the described models or the team's creation of a model that is unique to the building.

Depending on the configuration of the building, intermediate students (grades 4-6) may follow the K-3 elementary model; if they are departmentalized, the model of instruction will be more like those for middle and high school facilities, in which all students are included in content-area classes.

A model that is growing in popularity is the Walk to Intervention Model, in which a school provides common intervention times either for the same grade levels or across grade levels. During this common intervention time students go to different classrooms for intervention. Interventions in this model can be provided by various staff members such as classroom teachers, specialists, and instructional aides. An advantage of this model is that interventions can be provided for advanced learners. When choosing an intervention delivery model, it is essential to consider the following recommendations for supplemental and intensive instruction and advantages and disadvantages of each model of support:

Core K-12

Early Reading (Grade K-3)

Core instruction provided to all students in the building should be consistent with research-based practices and the district allocation of instructional minutes. Core instruction in reading should occur for a minimum of 90 minutes of uninterrupted time daily for kindergarten through third grade. The time allotted for core instruction must be sufficient to include differentiated instruction.

Adolescent Literacy (Grades 4-12)

In buildings that have departmentalized intermediate grades (4-6), the model of instruction will be more like those for middle and high school buildings in which all students are included in content-area classes. Content-area classes are considered to be the core class at the secondary level. Essentially, core (Tier 1) instruction is designed to support the development of vocabulary and reading comprehension in all students and to encourage struggling readers to apply the strategies emphasized during intervention instruction. Further information about core instruction is available in the Secondary Supplemental Structuring guide.

Supplemental K-12

Early Reading (Grade K-3)

Time for supplemental instruction should be built into the master schedule, managing instructional time most efficiently, and ensuring that students continue to have access to the full core curriculum. It is suggested that an additional 30 minutes of targeted instruction should be provided beyond the core, at least three to four days per week (Gersten, et al., 2008; McCook, 2006) and should be conducted in small homogeneous groups of three to five students.

Adolescent Literacy (Grades 4-12)

Supplemental (Tier 2) intervention is designed to provide supplemental support to students who need targeted, focused instruction in reading. It is intended to focus primarily on instruction in comprehension and vocabulary strategies, with instruction in phonics such as word reading and/or reading fluency provided when needed.

For intermediate grades (4-6), an additional 30 minutes of targeted instruction should be provided beyond the core for reading at least three to four days per week (McCook, 2006) in homogeneous groups of three to five students.

For middle and high school students, homogeneous instruction can be provided to groups as large as 10 to 16 students for 30 to 50 minutes per day or one class period, at least three to four days per week (McCook, 2006). When using specific programs, it is necessary to follow program guidelines if group sizes are specified.

Intensive K-12

Early Reading (Grade K-3)

In the intense tier of instruction, the number of students in each group is much smaller, the instruction is more explicit, structured, and systematic, and the time in instruction beyond the core is increased. In the reading content area, intensive support should consist of 60 additional minutes of instruction beyond core instruction. These 60 minutes can be provided in time blocks best suited for the student (e.g., two 30-minute blocks). If schools are using a Walk To Intervention Model (as previously described), one of the 30-minute blocks can be provided during Walk To Intervention time as long as the intervention group has no more than three students. The ideal group size for intensive instruction should be no larger than three students.

Adolescent Literacy (Grades 4-12)

Intensive (Tier 3) instruction should be skill based and focused on direct instruction; this is also known as explicit teaching, "which is a systematic method for presenting material in small steps, pausing to check for student understanding and eliciting active and successful participation from all students" (Rosenshine, 1986, p. 60). Intensive support is provided to small, homogeneous, groups of one to four students for 50 to 60 minutes per day (Denton, Bryan, Wexler, Reed, & Vaughn, 2007).

The leadership team needs to review currently available assessment data on students in the building to obtain a rough estimate of the number of students who will need some type of intervention. The team should then review the models in the Tiered System of Support Comparison of Models tool and discuss the pros and cons of each model. A model of support should be selected that appears to be appropriate for the number of students in the school who might need intervention, and that aligns with the building's core beliefs.

Scheduling K-12

When creating the schedule to put into practice the selected model of instruction, it is prudent to first ensure that classrooms are receiving adequate time for core instruction, then ensure that sufficient time is being considered for supplemental and intense intervention for reading. Building leadership teams may need to review considerations about providing services to students who need interventions for both reading and math, given the challenges of scheduling intervention time and the staff who provide those interventions.

Supplemental Supports

- Time for supplemental supports should be built into the master schedule managing instructional time most efficiently, and ensuring that students continue to have access to the full core curriculum. An additional 30 minutes of instruction (one class period for secondary school students) beyond the core should be provided for supplemental instruction, or one class period for secondary.
- Because supplemental instruction must be aligned with core instruction, leadership teams should consider including collaborative planning time within the schedule.

Intensive Supports

- Time for intensive supports should be built into the master schedule, but providing the amount of time needed for intensive instruction may not be possible without infringing upon other allocated time in the schedule.
- The fluidity of grouping becomes critical to ensure that students can move to less intensive supports as quickly as possible to reduce the loss of other instructional time.
- Intensive support for reading should consist of 60 additional minutes of instruction beyond the core instruction. These 60 minutes can be provided in time blocks determined to be best for the student (e.g., two 30-minute blocks).

Scheduling for Early and Intermediate Reading in Typical Elementary School Models (Grades K-6)

It is generally necessary to schedule intervention blocks for the entire school schedule prior to scheduling the 90-minute reading blocks. Staggering intervention blocks allows the school to use all staff more efficiently over the course of the day. Schedules need to be created for the purpose of optimizing the value of academics. Creating the schedule in a spreadsheet format and color-coding the boxes to reflect the different blocks makes it easier for the team to manipulate the school day. Half-day kindergarten programs may have unique challenges for scheduling; thus, it may be easier to schedule this group last (Jones, Burns, & Pirri, 2010).

The following example demonstrates how a building can create a schedule to make the Walk To Intervention model work. Simply put, this approach preserves a block of time at each grade level (K-6) for core instruction (90-minute Reading) and supplemental intervention (30-minute Reading) in these content areas. No "special" classes are scheduled during this time, and all teachers and instructional aides are part of the supplemental intervention. Of course, students who would be best served by a particular specialist should be assigned to that specialist during instructional grouping. In some schools, an enrichment teacher or librarian also works with classes during this intervention time to ensure that students with advanced learning needs receive enrichment and extension opportunities. In the schedule depicted below, the class has a consistent time each day, thereby allowing for structure and predictability. Many schools find that this type of schedule results in improved student behavior as well as enhanced academic achievement. This type of scheduling requires planning and flexibility so that students can move in and out of instructional groups when needed as dictated by data.

Time	Kdg.	1^{st} Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6^{th} Grade
8:00-8:30	Inter- vention			Reading		Reading	
8:30-9:00	Reading	Inter- vention			Reading		
9:00-9:30		Reading	Inter- vention				
9:30-10:00			Reading	Inter- vention			
10:00-10:30					Inter- vention		
10:30-11:00						Inter- vention	
11:00-11:30							Inter- vention
11:30-12:00							Reading
12:00-12:30							
12:30-1:00							
1:00-1:30							
1:30-2:00							
2:00-2:30							
2:30-3:00							
3:00-3:30							

Blocking a Walk To Intervention Schedule

The following is an example of a Walk To Intervention schedule K-2. It preserves a block of time at each grade level (K-2) for core instruction (50 to 60 minutes for math) and supplemental intervention (30 minutes for reading and 20 to 30 minutes for math).

Time	Kindergarten			First Grade			Second Grade		
	Teach 1	Teach 2	Teach 3	Teach 1	Teacher 2	Teacher 3	Teacher 1	Teacher2	Teacher 3
8:30	Suppleme	ntal Math					Suppleme	ental Readin	g
9:00									
9:30				Core Rea	ding				
10:00	Core Read	ing	-	Suppleme	ental Readi	ng	Core Rea	ding	224
10:30	Library			Suppleme	ental Math				
11:00	Suppleme	ntal Readir	ng						
11:30	Lunch and	Recess		Suppleme	ental Math		Lunch And Recess		
12:00				Lunch An	d recess		Library		
12:30			Library						Library
1:00				Core Mat	h				
1:30	Core Math				Library				
2:00	Music/PE	Library	Music/ PE				Suppleme	ental Math	
2:30		Music/ PE		Music/ PE		Library			
3:00				Library	Music/ PE	Music/ PE	Core Math		

Simplified K-2 Grade Schedule: Walk to Intervention

Scheduling for Adolescent Reading in Departmentalized Intermediate Grades (4-12)

Scheduling for students in the intermediate grades (4-6) may look very different depending on whether or not these grades use a departmentalized structure. If the building does not use a departmentalized structure at these grade levels, the structuring models and schedule will look more like those described for K-3. However, in schools that have departmentalized intermediate grades, the model and schedule issues will be more like those for secondary buildings.

Planning the schedule for middle and high schools may be more complex due to the increased numbers of students and the time demands for required and elective courses. The schedule for core content courses at the high school level will be impacted by NCA and state graduation requirements. Despite these limitations, core instruction provided to adolescent students needs to include adequate time for the provision of differentiated instruction.

TEACHER	CREW	1st Hour	2nd Hour	3rd Hour	4th Hour	5th Hour	6th Hour	7th Hour
TEAM 6		State of the local division of the				-1-2-1-2		2 - 2 - 2 - 1 M
Buckley	Crew	SEI, S	Subj. Man	SCIENCE &	SCIEVCE 6	Collab, Plan	SCIENTE 6	EL Time
Hatoum	Crew	MATHIS	MATR &	MATHO	Subj. Plan	Colleb, Plen	MATHIC	EL TIME
L, White	Crew	Subj. Plan	ENGLISSE	ENGLISH 0	DHIGHTSHI A	Collab, Plan	ENGLISH 6	EL TIME
Brg	Crew	55	55.1	Subj. Plan	后来	Collab, Plan	55.5	EL TIME
KIon	Crew	10.0	Subj. Man	SCIENCE OF STREET	- YSCIENCE #	Collab, Plan	SCIENCE &	THE R. P. LEWIS CO.
Razak	Crew	MUNTHIS	MATHIA	MATHE	Subj. Plan	Collab, Plan	MATHS	HL TIME
Benton	Crew.	Subj. Plan	ENGLISH	ENGLISH 6	ENGLISH &	Collab, Plan	ENGLIER 6	EL TRUE
Roe	Crew:	95.5	55.4	Subj. Plan	51.6	Collab, Plan	55.6	ALL THE
Jacobsen	Crew	ALC: NO WORKER		The President of the President	The second second	Collab, Plan		Study Swith
TEAM 7	1000	A REAL PROPERTY AND A	it with a state of the	A DECEMBER OF				
Lare	Crew:	SCI. 7	Subj. Man	SCIENCE 7	SCIENCE 7	SCIENCE 7	EL Time	Collab, Plan
Mills	Crew-	MATH 7	MATH 7	MATH 7	Subj. Plan	MATH 7	EL Time	Collab, Plan
Stewart	Crew:	Subj. Plan	ENGLISH 7	ENGLISH 7	ENGLISH 7	ENGLISH 7	EL Time	Collab. Piar
Congleton	Crew:	\$5.7	55.7	Subj. Plan	Si 7	SS 7	EL Time	Collab, Piar
Cornell	Crew	SCI.7	Subj. Man	SCIENCE 7	SCIERCE 7	SCIENCE 7	EL Time	Collab, Plar
Scott	Crew	MATH 7	MATH 7	MATH 7	Yestbook*	MATH 7	EL Time	Collab, Plan
Michaelis	Crew	Subj. Plan	ENGLISH 7	ENGLISH 7	ENGLISH 7	ENGLISH 7	EL Time	Collab, Plar
Parsons	Crew	557	55 7	Subj. Plan	\$17	\$5.7	EL Time	Collab, Pla
Betchiey	Crew:				and the second second	All and the second second	Study Skills	Collab, Plan
TEAM 8	C. C. C. C. L.	Constant of the	and the start of the	in conserver to	a start and and	Peter Starry (11)	and the second second	
Turner	Crew	SCI 8	Subj. Plan	SCIENCE 8	SCIEVCE 8	SCIENCE E	Collab, Plan	EL Time
Stephans	Crew	NATHE	MATH #	MATH 8	Subj. Plan	MATH B	Collab, Plan	EL Time
Bender	Crew	Subj, Plan	ENGLISH #	ENGLISH #	ENGLISH 8	ENGLISH T	Collab, Plan	EL Time
Loker.	Crew	55 1	551	Subj. Plan	5.8	55.8	Collab, Plan	FL Tame
J, White	Crew	SC 8	Subj. Han	SCIENCE 8	SCIENCE 8	SCENCE I	Collab, Plan	EL TIMO
Gordon	Crew	HATK S	MATH #	MATH 8	Subj. Plan	MATH 6	Collab, Plan	EL:Time
Tate	Crew	Subj. Plan	ENGLISH B	ENGLISH &	ENGLISH 8	ENGLISH 8	Collab, Plan	EL, Time
Huebner	Crew	55.0	SS 1	Subj, Plan	53	55.0	Collab, Plan	EL Time
Dare	Crew	Sector Sector Sector						Study Side:
ELECTIVES				SHOULD BE SHOULD BE		Sectors - Disk	-unit line -	S. S. LUL
Chenay	Crew	Plan	7th 12 7th 12	CALL STREET	711-PE	Collab, Plan	BID PE	7th PE
			/th PE	6th	ALL PE		Bith PE Bith PACE	7th PE 7th FACS
Wiley	Crew	Plan	OEL PART	OLD FREE	BUTTERNE	Collab, Plan	ath FACS	7th FACS
Lit inger	Crew	Sth ART 21	dinas a	Plan	Shant	Collab, Plan	Bth ART	7th ART
ris uther	CIEN	CITI ART	DOL OF	Plans	CONNEC	Conad, Pian	CARLING AND A	7th ART
Gash	Crew			CONTRACTOR OF THE		Collab, Pian		7th READ L
Ke, Nelson	Crew	Ath Health	7th Health	(charaltheast	7th flealth	a dentile inter	Pian	Collab, Pla
		7th CHOIR	7th Health	Bth CHOIR	7th Health Music Exp.	Wrin Drum		
McGuire	Crew	A PARA PARA PARA	ATH CSC-R		Music Exp.	wild Ditem	Plan	Colleb. Pla
Smith	Crew	Pian	7TH SPAN 7TH SPAN 8th PE	ESL	ESL	ATT: PAN	志由 52AR 和日 52AR	Collab. Pla
Dean	Crew	ann PE	BUS PE	Plan	TH PE	ARIA PE	Collab. Plan	7th PE/Heal
Serte	Crew	ATH TECH	BTH TICH	STH TECH	Pan	Min TECH	Collab. Plan	7th TECH 7th TECH
Mallory	Crew	FTH COMP	Plan	STH COMPLET	STHCOMP	OTH COWF	Collab. Plan	Zih sowi
		7th Math Lab	ATH COMP	STH COWP	STHCOMP.	BED LUWE	8th COMP	7th Math La
LaNoue	Crew	7th Math Lab	STH CARP	A OTT MAIL POP	Subj. Plan	Plan	Stin Climb	7th Meth L

In summary, the leadership team needs to:

- Identify amounts of time needed for core, supplemental, and intense instruction.
- Identify staff who can provide needed instruction throughout the day.
- Develop a detailed schedule for core, supplemental, and intense instruction.



Curriculum

An understanding of reader development, the five areas of reading, and how reading skills are acquired is essential when considering a school's curriculum materials. This knowledge will assist schools in ensuring that the highest quality curriculum is selected and that the essential components are addressed through core, supplemental, and intensive curriculum.

The relationships of the five areas of reading are represented in the Gough & Tumner's Simple View of Reading formula that is supported by scientific research.

Decoding(word recognition) x Language Comprehension = Reading Comprehension or a Proficient Reader.

According to this formula, reading is the product of word recognition (phoneme awareness, phonics, and fluency) and language comprehension (fluency, vocabulary and comprehension). Therefore, a proficient reader has to have both good word recognition skills and language comprehension. Reading comprehension is dependent on decoding skills and language comprehension.

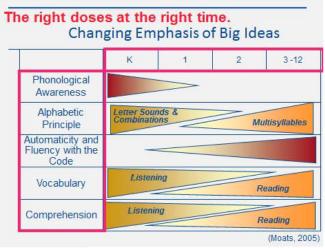
Scarborough's "Rope" Model (Scarborough, 2001) (depicted below) represents how the five areas of reading discussed earlier interact with one another and how fluent reading depends on both the automaticity of word recognition and comprehension sub skills. These sub skills are like strands in a rope that become increasingly integrated as reading develops.

LANGUAGE COMPREHENSION Background Knowledge Vocabulary Knowledge SKILLED READING: Language Structures strategi Verbal Reasoning fluent execution and Literacy Knowledge coordination of word recognition and text comprehension WORD RECOGNITION Phonological Awareness increasingly Decoding (and Spelling) automatic Sight Recognition Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Scarborough's Reading Rope (2001)

Connecticut Longitudinal Study

According to the Connecticut Longitudinal Study (Foorman, B.R., Francis, D.J., Beeler, T., Winikates, D., and Fletcher, J.M., 1997; Shankweiler, et al., 1999; Shaywitz, 2003), the relationship between decoding and comprehension changes as students learn to read. In this study, decoding in first grade accounted for about 80% of passage comprehension compared to 50% in the fourth grade, and 40% by eighth grade. Although in the eighth grade comprehension is still dependent on decoding by almost half, it shows that teaching reading is not a balance of skills, but rather the ability to provide the right doses at the right time (Moats & Tolman, 2009). Therefore, the emphasis on the big ideas of reading in the core curriculum changes according to the grade level, as depicted in the following graphic below:



(Adapted from Simmons, Kame'enui, Harn, & Coyne©, 2003)

Although all components of a comprehensive lesson are needed at all levels, different skills and activities are emphasized at different stages of reading development.

Jean Chall's Stages of Reading Development

Reading progresses along stages of development described by Jeanne Chall (1983). Although the stages of development may be labeled differently depending on the researcher, the concepts are similar. Since each stage builds on skills that are mastered in earlier stages, the lack of mastery at any one stage can halt the progress beyond that level. This reading development develops over time and continues to grow through explicit and systematic instruction, ample practice opportunities, scaffolding techniques, and differentiated instruction. Students' strengths and needs determine the instructional emphasis at each of the reading stages. Teachers must use assessments to determine individual readers' developmental stage, plan instruction that meets the needs of the readers at that developmental stage, and teach concepts and strategies needed. Chall (1983) developed the following stages of reading development which help in understanding how the challenges of learning and teaching reading change over time. These stages are not necessarily linear, and the emphasis at each stage is dynamic, flexible, and dependent on student strengths and needs. It is important to understand that reading growth relies on effective instruction described in the core curriculum (Tier 1) for the literacy learning section of this document.

	Chall's Stages of Reading Development
Stage 0	Prereading or Pre-alphabetic (typical of preschool
	through late kindergarten).
	Oral language development.
Stage 1	Initial Reading or Alphabetic Decoding (Learning to
	Read) (typical of late kindergarten through early
	grade 2).
	• Letters represent sounds.
	 Sound-spelling relationships.
Stage 2	Confirmation and Fluency (typical of grades 2 and 3).
	• Decoding skills.
	• Fluency.
	Additional strategies.
Stage 3	Reading to Learn (typical of grades 4 to 8).
	• Expand vocabularies.
	 Build background and world knowledge.
	• Develop strategic habits.
Stage 4	Multiple Viewpoints (typical of grades 9-12)
	• Analyze texts critically.
	• Understand multiple points of view.
Stage 5	Construction and Reconstruction (typical of college and
	adulthood).
	• Construct understanding based on analysis and
	synthesis.

Critical Components of a Core Curriculum: PreK-12 : National Early Literacy Panel

A research synthesis conducted by the National Early Literacy Panel (NELP) (National Early Literacy Panel, 2008) identified three areas of emergent literacy that have a strong relationship with subsequent reading ability and should therefore be a strong focus of the preschool curriculum. The four areas identified by the NELP include:

- (Sound) Phonological awareness.
- Oral language (speaking and listening).
- Alphabet knowledge.
- Print awareness.

Critical Components of a Core Curriculum: PreK-12 Gettinger & Stoiber (2008) have coined the acronym "SOAP" (Sound Phonological awareness, Oral language, Alphabet knowledge, Print awareness) as a way to remember these important skills.

"Sound" or Phonological Awareness

Phonological awareness is an understanding of how spoken language can be divided into smaller components as well as the ability to manipulate these components (Yopp, 1992). It is an auditory skill that involves spoken words (rather than print) and includes skills such as dividing words into syllables, rhyming, identifying beginning and final sounds, segmenting words into onset-rimes, segmenting initial and final sounds, blending sounds into words, segmenting words into sounds, and/or deleting/manipulating sounds in words (Schuele & Boudreau, 2008). Phonological awareness is the foundation from which older preschool children and kindergarteners begin to build phonemic awareness skills, and later, phonics and spelling.

Oral Language

Oral language ability sets the foundation from which all other communication and literacy skills are built, including the ability to read later on in life. Oral language describes the ability to understand and produce language and is a broad category that includes:

- 1. Vocabulary—including expressive, receptive, and definitional vocabulary.
- 2. Grammar—an understanding and ability to apply language rules.
- 3. Syntax—an understanding and ability to apply rules governing how sentences are organized.

Developmental researchers have provided compelling reasons for implementing curriculum and instructional practices that support oral language development. Specifically, a direct link exists between the oral language development of young children and subsequent reading comprehension. In an effort to explain the intellectual disparity between children in low/high socioeconomic groups, researchers Hart and Risly (1995) conducted an extensive multi-year study that focused on the quality and frequency of parental interaction with their young children. Children of more advantaged families were exposed to a far greater number of words, as well as more advanced words, which explained their significantly higher vocabulary at age three (as much as five times larger than children from disadvantaged homes). This gap in word knowledge continues to rise as children get older, which some researchers believe explains struggles with reading comprehension at the fourth-grade level (Biemiller, 2005). Preschool and early primary curriculum supporting opportunities for rich language experiences can help mitigate the pre-existing word

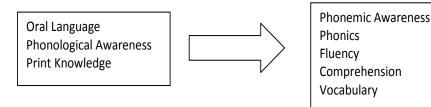
Phonological Awareness knowledge gap and promote a more positive trajectory for later reading and comprehension ability.

Alphabet Knowledge

In addition to oral language and phonological awareness, the NELP identified alphabet knowledge as a fundamental skill for "breaking the reading code". Alphabet knowledge speaks to the ability to identify individual letters by name and by their formation in print (both lower case and upper case identification). Alphabet knowledge also includes the general understanding that individual letters represent specific sounds, yet it does not include the ability to identify the letter sounds (phonemic awareness). Recognizing the alphabet is one of the most accurate predictors of early reading success (Sayeski, Burgess, Pianta, & Lloyd, 2001). In order to learn to read, a child must know most of his letters, but not all are necessary in the earliest stages.

Print Knowledge

NELP identified print awareness activities as an important part of the preschool and early primary curriculum, although print awareness skills by themselves were not "highly predictive" of subsequent reading ability. Print awareness refers to tasks combining elements of alphabet knowledge, concepts about print, and early decoding. The NELP did not initially identify print awareness as an emergent literacy skill that was highly predictive of subsequent reading success; however, it was determined that activities that promote this skill also promote the development of other more predictive skills, such as alphabet knowledge. In addition, print awareness activities promote a meaningful context from which other emergent literacy skills can be taught and practiced (National Early Literacy Panel, 2008). Print knowledge contributes to subsequent phonics, fluency, and writing ability. The following graphic shows the three early literacy building blocks that provide the foundation for learning the five areas of reading.



Research On Elementary and Secondary Literacy: National Reading Panel

The National Reading Panel (National Institute of Child Health and Human Development, 2000) made it clear that the best approach to reading instruction is one that incorporates explicit instruction in five essential areas of reading: phonemic awareness, systematic phonics Alphabet Knowledge

Print Knowledge instruction, methods to improve fluency, and ways to enhance vocabulary and comprehension. The eligible research for vocabulary evidence provided by the National Reading Panel consisted mostly of studies of students in third grade and older, while the research on comprehension involved mostly students in fourth grade and above.

Application of the NRP Results to Elementary and Secondary Education

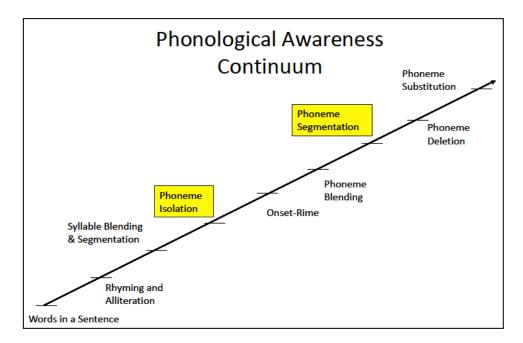
The following is a summary of the panel's findings:

- **Phonemic Awareness:** Children who learn to read through specific instruction in phonemic awareness improved their reading skills more than those who learn without attention to phonemic awareness.
- **Phonics:** Students showed marked benefits from explicit phonics instruction, from kindergarten through sixth grade. The panel also found that systematic, synthetic phonics instruction (teaching students explicitly to convert letters into sounds and then blend the sounds to form recognized words) had a positive and significant effect on disabled readers' reading skills. Systematic, synthetic phonics instruction was also significantly more effective in improving low socioeconomic status, alphabetic knowledge, and word reading skills (NICHD, 2006).
- **Fluency:** Reading fluently improved the students' abilities to recognize new words; read with greater speed, accuracy, and expression; and better understand what they read.
- **Vocabulary**: Vocabulary instruction and repeated contact with vocabulary words are important.
- **Comprehension**: In general, the panel found that teaching a combination of reading comprehension techniques/strategies is the most effective.

(University of Oregon)

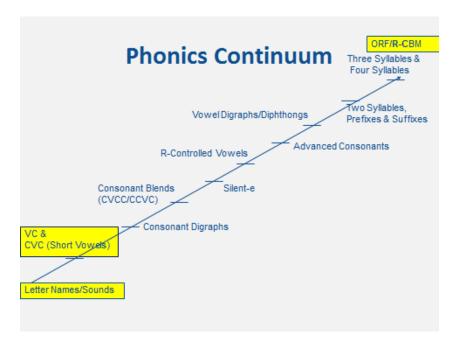
Phonemic Awareness

Phonological awareness is the umbrella for multiple phonological skills, including phonemic awareness. These skills occur along a predictable continuum (see below). Phonemic awareness refers to knowing that spoken words are made up of smaller parts called phonemes. Teaching phonemic awareness gives children a basic foundation that helps them learn to read and spell. Phonemic awareness is an auditory skill that needs to be taught explicitly, but it should only be taught 10 to 15 minutes per day. Focusing instruction on just a few types of phonemic awareness at a time produces better results. Research has found that blending and segmentation are the two critical skills that must be taught. Therefore, instruction must focus on blending and segmenting words at the phoneme, or sound level. Research has also shown that better results occur when teaching phonemic awareness in small groups.



Phonics

Phonics teaches students about the relationship between phonemes and printed letters and explains how to use this knowledge to read and spell. Like phonological awareness, phonics skills also occur along a continuum (see below).



The Four Part Processing Model explains why a systematic, organized approach to teaching phonics is necessary. Although research has shown that explicit instruction is necessary for phonics instruction, the key element for its success is providing opportunities to read decodable words (words containing previously taught sound-spelling) in context (Adams, 1990; Juel & Roper-Schneider, 1985; Stahl, Osborn, & Pearson, 1992). According to Blevins (2000), students who receive phonics instruction achieve best in both decoding and comprehension if the text they read contains high percentages of decodable words. Therefore, it is critical that phonics skills be taught first in isolation and then practiced in decodable text. Blevins further found that children who received explicit phonics instruction followed up by controlled-text reading (decodable text) and guided opportunities to spell words during dictation outperformed those students in decoding and spelling tasks who did not receive this type of practice. Until decoding skills are known, the most productive prompt to a student who is stumbling on a word is, "Look carefully at all the letters. Sound it out. Does that make sense?" The following example of how to teach a skill-based phonics lesson can be found in Teaching Phonics & Word Study in the Intermediate Grades (Blevins, 2000).

Teaching a Skill-Based Phonics Lesson

- 1. Review and Warm-Up.
 - Repeated reading and warm-up.
- 2. Introduce New Skill.
 - Explicit instruction of sound-spelling relationship.
- 3. Guided Practice.
 - Blending and word-building exercises.
- 4. Apply to text.
 - Reading connected decodable text.
- 5. Apply to Writing.
 - Dictation and writing.
 - (p. 58)

Advanced Phonics and Word Study

Instructional practices that focus on reading at the word level are called "word study" practices. Since word study skills help students read words more effectively and efficiently, these skills uniquely contribute to reading comprehension (Nagy, Berninger, & Abbott, 2006: Scammacca, et al., 2007). Phonics involves the relationship between sounds and their spellings. Advanced phonics builds on the skills taught in primary grades such as consonants, short vowels, and silent *e* and enables students to read multisyllabic words with often complex vowel and syllabication patterns. It also includes the study of structural analysis (prefixes, suffixes, roots) (Blevins, 2000). Instruction in advanced word study teaches students to be flexible decoders who can access word analysis and word recognition strategies as well as recognize irregular words that do not fit predictable patterns. The proficient use of decoding strategies is a requisite skill for fluent reading. Word study practices cue students to the letter patterns and structural features associated with predictable speech sounds. Students learn how to identify and break words into

syllable types (e.g., *r*-controlled vowels [-ar, ire], vowel-consonant-*e*) and to read by blending the parts together.

Effective word study instruction not only includes advanced phonics skills, but also provides information about and strategies for analyzing words based on the meaning and structure of their parts. Students are often taught the six syllable types as well as the meanings of prefixes, suffixes, inflectional endings, roots, and important vocabulary. They learn to break difficult words apart into smaller known units. "Syllable types instruction teaches students to attend to patterns in the English language and, when mastered, enables them to decode lengthy words unaided. This research-based strategy is part of an effective curriculum for teaching reading," (McKenna, 2008) The six syllable types are:

- 1. Closed (a single vowel followed by one or more consonants).
- 2. Open (ends with a single vowel that is usually long).
- 3. Vowel-consonant-silent e (a single vowel followed by a consonant then the vowel e).
- 4. Vowel Teams (two adjacent vowels).
- 5. R-controlled (vowel sounds followed by r).
- 6. Final stable(found in multisyllabic words and have several configurations).

Fluency

Hasbrouck and Glaser (2012) define fluency as reasonably accurate reading, at an appropriate rate, with suitable prosody, that leads to accurate and deep comprehension and motivation to read . During fluency instruction, students need to learn how to:

- Read words (in isolation and in connected text) accurately and automatically, with little attention or effort.
- Automatically recognize words (decoding).
- Read at an appropriate rate and with suitable expression (prosody).

When teaching fluency, teachers need to:

- 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.
- Use decodable texts as needed.

Vocabulary

Vocabulary refers to students' knowledge of and memory for word meanings.

The National Reading Panel (National Institute of Child Health and Human Development, 2000) determined that vocabulary instruction leads to gains in comprehension. Research has shown strong reciprocal relationships between vocabulary size and reading comprehension. Findings on vocabulary yielded several specific implications for teaching reading:

- Vocabulary should be taught both directly and indirectly.
- Repetition and multiple exposures to vocabulary items are important.
- Learning in rich contexts, incidental learning, and use of computer technology all enhance the acquisition of vocabulary.

Teachers should provide explicit vocabulary instruction both as part of reading and language arts classes as well as part of content areas classes such as science and social studies. Teachers should provide repeated exposure to new words in multiple contexts, and allow for sufficient practice sessions in vocabulary instruction. Students should be given opportunities to use new vocabulary in a variety of contexts, such as discussion, writing, and extended reading. Learning specialized vocabularies contributes to the success of reading among adolescent students. By giving students explicit instruction in vocabulary, content area teachers help them learn the meaning of new words and strengthen their independent skills in constructing the meaning of text (Kamil, 2008).

Comprehension

The big ideas of comprehension are:

- Automaticity and fluency with the code.
- Background and world knowledge (academic vocabulary).
- Content engagement.
- Strategy knowledge and use.

(Coyne, Chard, Zipoli and Ruby, 2007)

Comprehension teaches specific plans or strategies that students can use to help them understand what they are reading. The National Reading Panel (National Institute of Child Health and Human Development, 2000) determined that explicit or formal instruction in the application of comprehension strategies is highly effective in enhancing understanding. The teacher generally demonstrates such strategies for students until the students are able to carry them out independently.

Explicitly teaching comprehension and vocabulary strategies involve the following five components:

• 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.

The panel also identified the following seven ways to teach text comprehension that helped improve reading strategies:

- **Comprehension monitoring**, where readers learn how to be aware of their understanding of the material.
- **Graphic and semantic organizers,** where readers make graphic representations of the material to assist comprehension.
- **Question answering,** where readers answer questions posed by the teacher and receive immediate feedback.
- **Question generation,** where readers ask themselves questions about various aspects of the story.
- **Visual Imagery,** where the reader is able to construct mental images of the text in order to remember what is read..
- Summarization, in which the reader attempts to identify and write the main or most important ideas that integrate or unite the other ideas or meanings of the text into a coherent whole.

Skills, Strategies, and Activities

In order to provide effective literacy instruction for students, teachers must understand how skills, strategies, and activities are different.

Skills have to do with the idea of proficiency. The student can orchestrate all the aspects of the task well and in most cases automatically (e.g., reading, knitting, cooking).

Strategies are a set of procedures or steps which an individual learns and then uses more and more independently in order to solve a problem (e.g., chunking). Strategies are more like systematic aids to learning. While strategies have some basic steps or procedures, they are adjusted to meet the demands of each new, but related, task. **Activities** are structures that reinforce instruction and promote the development of strategies and of skillfulness in reading (e.g., (phoneme/grapheme mapping and word sorts). Activities are good for reinforcing/solidifying things, but not for teaching something new.

Core Curriculum: Preschool

Preschool programs promote later conventional reading by supporting the development of emergent literacy skills. These programs provide curriculum and instruction that is adapted to fit within the preschool culture while addressing the broad developmental needs of the young children they serve (individually and age appropriate). An effective emergent literacy curriculum is designed to support the "whole child" through integrated learning experiences throughout the preschool day (Copple & Bredekamp, 2009). These experiences are proactively and intentionally designed and are provided through a combination of teacher-directed and child-initiated learning opportunities that take place within large and small groups, learning center activities, free play (indoors and outdoors), and everyday classroom routines.

Leadership teams should select curriculum that has the best available research or evidence and that focuses on broad knowledge as well as the important previously identified precursor skills (oral language, phonological awareness, alphabet knowledge, print awareness). It should include an appropriate scope and sequence outlining a predetermined order in which individual skill should be taught, and it should be aligned with the Kansas Early Learning Standards (KSDE, 2005). As important as the scope and sequence is, it is equally important for leadership teams to recognize that young children move from the concrete to the abstract, and cannot succeed when information is presented at a level that is not appropriate for them individually. For example, children cannot learn letter-sound connections until they understand the alphabetic principle.

In order to support the large variation in development and ability that is typical for this age group, teachers must create predictable and structured schedules that allow for an orderly routine, while simultaneously ensuring the schedules are flexible and responsive enough to meet the needs of each individual in the classroom (Copple & Bredekamp, 2009). Leadership teams must understand the importance of play as a means for active engagement and practice, as well as support learning environments that allow robust conversation and activity.

Core Curriculum: K-12

At all levels, the staff needs to consider what core skills and knowledge will be required of all students and what core curriculum materials will be used to provide that instruction. Core curriculum is defined in this way for the purposes of this guide. Regardless of whether the core skills and knowledge are taught through a comprehensive core curriculum such as what is typically seen at the elementary level, or through content area classes as students transition to the secondary level, the purpose is still the same. Each school must establish and provide curriculum materials that will be used to teach core skills, strategies, and knowledge.

Materials comprising the core curriculum must support good quality classroom instruction to ensure that all students meet or exceed state and local standards, benchmarks, and indicators in all areas; and the materials should also be evaluated to determine the adequacy of support these materials provide for the acquisition of core skills,

Core Curriculum K-12 strategies, and knowledge. A first step in determining the core curriculum's effectiveness is to identify what is being taught in each grade level, in each course, and the curricular materials currently being used. Core curriculum should be evaluated and selected to ensure the curriculum at each grade level systematically and explicitly focuses on the acquisition of skills. After careful analysis, the leadership team should determine if the core curriculum is adequate or if it needs to be strengthened in any way.

One way to determine if the core curriculum is adequate is by analyzing universal screening data. Analysis of the universal screening data at the systems level provides information that may be used to examine the effectiveness of the instructional supports to help determine when changes should be made. When used at the systems level the universal screening data should be used formatively to identify needs for support at a school level. Instructional supports may include aspects of the system such as the curricula and programs used in the school including both the core reading program and any supplemental materials or interventions and the fidelity of implementation of curricular/instructional programs.

In addition to using universal screening data, the document "Reviewing Reading Programs K-6," provides guidelines to assist teams in reviewing core reading programs and can be found at the Center on Instruction's website (<u>www.centeroninstruction.org</u>). In reviewing materials, educators will be positioned to make the necessary decisions as to whether there are existing gaps in the materials that should be filled. Educators will also be able to make decisions about discontinuing or replacing curricula in a coordinated and consistent manner due to the lack of effectiveness or a research base.

Core Curriculum (K-3)

A strong core reading program must meet district curriculum mandates, align with the Kansas College and Career Ready Standards, and be based on the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The National Reading Panel found that systematic and explicit instruction in phonemic awareness should be an important component of classroom reading instruction. It also concluded that systematic phonics instruction is appropriate for routine classroom instruction. In addition to the five components of reading, a strong core reading program must have a foundation validated by scientifically based reading research (SBRR), including explicit and systematic instruction, as well as allow ample opportunities for student practice and corrective feedback. To become good readers, children must develop:



• Phonemic awareness.

- Phonics skills.
- The ability to read words in text in an accurate and fluent manner.
- The ability to apply comprehension strategies consciously and deliberately as they read.

(Langenbert, 2000)

The following examples demonstrate how to include the right doses of the five big ideas in a 90-minute core lesson for grades K- 3:

90 - Minute Core Reading Block with Instructional Examples K-6							
	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th - 6 th Grade		
Phonological Awareness	20 minutes	10 minutes					
Activities	Segmenting words into phonemes	Phoneme segmentation					
Phonics & Word Study	20 minutes	35 minutes	20 minutes	20 minutes	15 minutes		
Activities	Making and blending words	Making words	Complex onset and rime	Mnemonic HINTS	Multisyllabic words		
Fluency		10 minutes	15 minutes	20 minutes	20 minutes		
Activities		Chunk reading	Partner reading	Partner reading	Partner reading		
Vocabulary	20 minutes	15 minutes	20 minutes	25 minutes	20 minutes		
Activities	Examples and nonexamples	Semantic map	Word map	Prefixes	Tier 2 words		
Comprehens ion	30 minutes	20 minutes	35 minutes	25 minutes	35 minutes		
Activities	Making predictions		A story map	Getting the gist	Summarization		

Core Curriculum (Grades 4-12)

Because reading skills are more embedded in content subject matter for older students, a cross-curricular approach is essential in order to meet student needs (Biancarosa & Snow, 2004). A strong core curriculum for adolescent readers must meet district curriculum mandates and align with the Kansas Common Core Standards.

Kamil, et al. (2008) recommended improving adolescent literacy in core content areas by providing explicit vocabulary instruction, direct and explicit comprehension strategy instruction, opportunities for an extended discussion of text meaning and interpretation, and increased student motivation and engagement in literacy learning. Specific practices for these recommendations include:

Explicit Vocabulary Instruction

- Dedicate a portion of regular classroom lessons to explicit vocabulary instruction.
- Provide repeated exposure to new words in multiple contexts, and allow for sufficient practice sessions in vocabulary instruction.
- Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.
- Provide students with strategies to make them independent vocabulary learners.

<u>Opportunities for Extended Discussion of Text Meaning and</u> Interpretation

- Carefully prepare for the discussion by selecting engaging materials and developing stimulating questions.
- Ask follow-up questions that help provide continuity and extend the discussion.
- Provide a task or discussion format that students can follow when they discuss text in small groups.
- Develop and practice the use of a specific "discussion protocol."

Student Motivation and Engagement

- Establish meaningful and engaging content-learning goals around the essential ideas of a discipline as well as around the specific learning processes used to access those ideas.
- Provide a positive learning environment that promotes student autonomy in learning.
- Make reading experiences more relevant to students' interests, everyday life, and/or important current events.
- Build classroom conditions to promote higher reading engagement and conceptual learning through such strategies as goal setting, self-directed learning, and collaborative learning.

Direct and Explicit Comprehension Strategy Instruction

- Carefully select the text to use when beginning to teach a given strategy.
- Show students how to apply the strategies they are learning to different texts.
- Make sure that the text is appropriate for the students' reading level.
- Use a direct and explicit instruction lesson plan to teach students how to use comprehension strategies.
- Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning. Talk about comprehension strategies while teaching them.

Core curriculum teachers at the secondary level can promote literacy by planning and focusing on critical content and comprehension strategies to provide targeted instruction so that all students may achieve mastery (Deshler, 2006). Strategies must be taught in all classes, so that the use of those strategies within content reading assignments can be modeled and cues provided for their application. All teachers must be provided with strategies as part of their core curriculum to assist students with the acquisition of information by reading content area materials in all subject areas. In order to do this, the leadership team needs to focus on selecting appropriate, common instructional strategies and procedures that can be taught across all content areas to reinforce and build vocabulary and comprehension. Since the comprehension and vocabulary strategies are considered the core curriculum across content area classes, in the MTSS process it is critical that these strategies are taught with fidelity.

Students should be provided with enough guided practice to be able to apply the strategy before teachers introduce a new strategy or procedure. Professional development activities will be necessary to help teachers move from using initial strategies to applying multiple strategies and procedures.

Secondary Instructional Model Example

- **Core** content area class period that includes:
 - Teaching one common comprehension strategy at a time across content classes using common procedures
- Supplemental (Tier 2) Required elective
- Targeted strategy instruction
- Intensive (Tier 3) Required class
 - Targeted skill instruction
 - Comprehensive program

Establishing Effective Interventions for Reading

Interventions K-12 (Supplemental & Intensive)

According to Torgesen, (2006, p. 1), "we will never teach all our students to read if we do not teach our students who have the greatest difficulties to read. Getting to 100% requires going through the bottom 20%." The most efficient way to provide interventions for struggling learners is to provide instruction in small groups in addition to core instruction, which allows the instruction to be targeted to the students' specific needs, while providing students to have more opportunities to respond and receive feedback. Targeted skill-based lessons are lessons that are more systematic, explicit, and focused on a small number of specific skills at a time (e.g., consonant digraphs, vowel teams, r-controlled vowels, etc.) (Moats, 2005).

In MTSS, the universal screening data (accuracy and fluency scores) and the diagnostic process are used to group students according to their needs and targeted instructional focus. (Appendix H: Oral Reading Fluency Flowchart). This method provides a reasonable and

Interventions K-12 for Supplemental and Intensive Instruction practical way to organize data to determine an appropriate instructional match to meet students' needs. The following graphic provides an example of how students are grouped in MTSS using oral reading fluency scores or R-CBM from the universal screener to determine the instructional focus for intervention groups.

Determining Instructional Focus Using Oral Reading Fluency Data					
Group 1: Accurate and Fluent Comprehension/Vocabulary Focus	Group 2: Accurate but Slow Fluency Focus				
Group 3: Inaccurate and Slow Accuracy Focus (Phonological Awareness/Phonics/Sight Word Recognition)	Group 4: Inaccurate but Fluent Self-Monitoring/ Accuracy Focus				

Although differentiated core instruction is a component of MTSS, it will not be enough to meet all the needs of every student. Some students are able to acquire the necessary skills with the standard instruction given by the teacher, while others require more explicit and systematic instruction.

Moats (2001) suggested that the choice of reading interventions depends on a student's instructional need and what is likely to work best, not on chronological age or grade level. Research has demonstrated that older students who struggle with reading at the word level benefit from instruction in word study (Scammacca, et al., 2007). "A student who has difficulty decoding words should receive instruction in word study whether he is in first grade, fourth grade, or 12th grade. The instructional materials used may vary depending on age and grade level, but the learning objectives remain the same" (Boardman, et al., 2008, p. 5).

Although interventions may be guided by different programs than the classroom core program, the way the skills and knowledge are taught should be consistent with the instruction provided in the classroom. Instruction in the classroom and the intervention group should be complementary and mutually reinforcing. Regular "intervention team" meetings in which classroom teachers and intervention specialists discuss student needs and progress are key to a successful school-level intervention system.

Curricula for Supplemental and Intensive Instruction Selection K-12

For supplemental and intensive support to be provided in grades K-3, curriculum materials must be selected that focus on skill-based instruction, which refers to the five essential areas of reading (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension). For intensive supports, curricular materials may be different than those used for supplemental instruction as students are typically missing many skills or concepts, which requires a more comprehensive intervention. Once these curricular materials are provided with fidelity, the problem-solving aspect of the MTSS hybrid model may be used to further intensify and customize supports for students at the intensive level.

Although reading problems for adolescents appear to be comprehension problems, interventions may focus on any of the critical elements of knowledge and skill required for the comprehension of complex texts. These elements include fundamental skills such as phonemic awareness, phonemic decoding, and other word analysis skills that support word reading accuracy; text reading fluency; strategies for building vocabulary; strategies for understanding and using the specific textual features that distinguish different genres; and self-regulated use of reading comprehension strategies (Kamil, et al., 2008).

Instruction for supplemental support for adolescents is typically provided through targeted strategy-based instruction while intensive support for adolescents is skill-based instruction.

Examples of targeted strategies include:

- Word study.
 - Syllable chunking strategy.
 - Teach morpheme patterns.
- Fluency.
 - Partner reading.
 - Fluency instruction.
- Vocabulary.
 - Promotion of word consciousness.
 - Additive vocabulary instruction.
 - Generative vocabulary instruction.
 - Academic vocabulary instruction.
 - (Boardman, et al., 2008)

These targeted strategies will be described in more depth in the Instruction Section.

Just as staff reviewed and evaluated the core curriculum, it is imperative to review current supplemental and intensive materials to determine what will work best to meet students' academic needs. Curricula for supplemental and intensive instruction must utilize SBRR interventions that are aligned to the core curricula, but it is not necessary to use published programs.

Teams should identify current materials and critically evaluate them to ensure that all essential skills are represented and that the materials will support both targeted skill- or strategy-based instruction (supplemental), as well as comprehensive instruction (intensive). In doing this, staff will be positioned to make the necessary decisions regarding whether gaps exist in materials that should be filled. Staff will also be able to make decisions about discontinuing or replacing curricula in a coordinated and consistent manner due to the lack of effectiveness or research support.

A variety of evidence-based interventions and instructional materials can be found to match learners' needs within each of the groups. The list below based on the five areas of reading is provided as a starting point for discussions around examples of research-based materials and strategies and matching student needs with targeted instructional materials. It is important to remember that programs do not teach. Success does not depend on which program you buy but on how trained your teachers are to deliver excellent instruction. This list should not be considered an "approved list" or an exhaustive list, nor is it appropriate for all student populations. Prior to selecting, purchasing, or using any instructional materials, it is critical to carefully review the research base and match it to the student population (Hall, 2011).

Phonological Awareness Skills:

- Road to the Code (Paul H. Brooks).
- Reading Readiness (Neuhaus).
- Start Up (Benchmark).
- Sounds in Action (Crystal Springs Books).
- Interventions for All Phonological Awareness (Crystal Springs Books).
- Phonemic Awareness Activities in Young Children (Paul H. Brooks).
- Earobics.
- LIPS (Lindamood-Bell).
- Kansas LETRS (Module 2) (Strategies) (Sopris).

Phonics Skills:

- West Virginia Reading First Web Site.
- Build Up (Benchmark).

- Spiral Up (Benchmark).
- Phonics Boost(Really Great Reading Company).
- Phonics Blitz (Really Great Reading Company).
- Phonics A-Z (Scholastic).
- Teaching Phonics & Word Study in the Intermediate Grades (Scholastic).
- Rewards (Sopris).
- High Noon Decodable Texts (Academic Therapy—to be used as a companion to explicit phonics instruction).
- Kansas LETRS (Module 7, 10) (Strategies) (Sopris).
- Word Identification Strategy (Strategies) (Strategic Instruction Model (SIM), University of Kansas Center for Research on Learning).

Fluency:

- Six Minute Solution (Sopris).
- Fluency Strategies for Struggling Readers (Scholastic).
- Quick Reads (Pearson—to be used to facilitate practice of skills obtained through explicit fluency instruction).
- Read Naturally (Read Naturally).
- Kansas LETRS (Module 5) (Strategies) (Sopris).

Vocabulary:

- 35 Strategies for Developing Content Area Vocabulary (Pearson).
- Vocabulary Through Morphemes (Sopris).
- Building Academic Vocabulary (ASCD).
- Keys to Vocabulary Instruction (Sopris).
- CORE Vocabulary Handbook (Consortium on Reading Excellence).
- Kansas LETRS (Module 4) (Strategies) (Sopris).
- LINKS Strategy (Strategies) (Strategic Instruction Model (SIM), University of Kansas Center for Research on Learning).

Comprehension:

- Colors and Shapes of Language (Neuhaus) Developing Metacognitive Skills (Neuhaus) to be paired with Six Way Paragraphs (Jamestown Publishers).
- Collaborative Strategic Instruction (Sopris).
- Teaching Text Structures (Scholastic).
- 50 Content Area Strategies for Adolescent Literacy (Pearson).
- Visualizing and Verbalizing for Language Comprehension (Lindamood-Bell).
- Kansas LETRS (Module 6, 11) (Strategies) (Sopris).
- Summarization (Strategies) (Strategic Instruction Model (SIM), University of Kansas Center for Research on Learning).

Comprehensive Programs:

- S.P.I.R.E.
- Foundations.
- Wilson Reading System.
- Orton-Gillingham programs.

After making final curricular selections, building teams should develop a curriculum protocol (e.g. Appendix G: Curriculum Protocol Examples PreK-5 and Grades 6-12) so that staff members will know what curriculum to use for core instruction and intervention. A curriculum protocol in MTSS refers to the combined model. In Kansas MTSS, the curriculum protocol incorporates a portion of the protocol methodology and the problem solving model. This is referred to as the hybrid model. In the hybrid model, a set group of interventions is defined to be used throughout the system. The interventions are chosen from a list of scientifically research base designed for specific areas of concern. The collaborative teams determine which intervention is to be used first based on universal screening CBM data. Once the intervention begins, progress monitoring data is used to determine if the intervention needs to be adjusted, intensified, or customized based on pre-established decision rules (McCook, 2006). Once the curriculum protocol is developed, building teams need to determine a management system for organizing and using the materials selected to ensure that all staff members providing supplemental and intensive intervention know where materials are located and how they are organized, thereby allowing for efficient planning for instruction.

The goal of interventions should always be to accelerate learning. If student performance indicates that this is not happening, the intervention needs to be adjusted. Intensity of instruction may be needed in order for the interventions to be effective. "If instructional groups are too large, instruction is not properly paced or focused, or too many intervention sessions are cancelled, then impacts on student performance will be reduced" (Torgesen, 2006, p. 4).

According to Torgesen, (2006, p. 4) one of the biggest risks of intervention groups is that we begin to expect a lower standard of performance for students who require them. He states that, in order for intervention groups to work properly, intervention systems require school-level monitoring and regular adjustments. This is accomplished in MTSS by collaborative teams meeting on a regular basis to analyze students' progress, making adjustments to instruction and using the Self-Correcting Feedback Loop for communication.

At least eight key aspects are involved in developing and maintaining an effective intervention system:

- 1. Strong motivation on the part of teachers and school leaders to be relentless in their efforts to leave no child behind.
- 2. A psychometrically reliable system for identifying students who need interventions in order to make normal progress in learning to read.
- 3. A similarly reliable system for monitoring the effectiveness of interventions. This involves progress monitoring using repeated administration of the same tests originally used to identify the students to receive interventions.
- 4. Regular team meetings and leadership to enforce and enable the use of data to adjust interventions as needed.
- 5. Regular adjustments to interventions based on student progress. The most frequent adjustments should involve group size and time (intensity), but may also involve a change of teacher or program.
- 6. Enough personnel to provide the interventions with sufficient intensity (small group size and daily, uninterrupted intervention sessions); this may be the biggest challenge of all.
- 7. Programs and materials to guide the interventions that are consistent with evidence-based research.
- 8. Training, support, and monitoring to ensure that intervention programs are implemented with high fidelity and quality. (Torgesen, 2006)

Providing Supplemental (Tier 2) or Intensive (Tier 3) Interventions

Typically, the most effective intervention teachers are likely to be those with the most training and experience. It is critical that the leadership team ensure that intervention programs are implemented regularly with fidelity. The very best intervention programs are only as good as the level of their implementation with students. This translates into the need of building leadership teams to ensure that staff are not pulled away from intervention groups for other "emergencies" and that the quality of instruction/intervention is monitored on a regular basis. Without this kind of proactive and ongoing support the effectiveness of intervention is likely to diminish (Torgesen, 2006).

Effective Intervention for Reading Instruction

Scientific research on reading has identified a number of important characteristics of effective interventions for students who are at risk for reading difficulties. Interventions:

- Must be based on student's need determined by assessment data.
- Should be offered as soon as it is clear the student is lagging behind in the development of skills or knowledge critical to reading growth.
- Must significantly increase the intensity of instruction and practice, which is accomplished primarily by increasing

instructional time, reducing the size of the instructional group, or doing both.

- Must provide the opportunity for explicit (direct) and systematic instruction and practice along with cumulative review to ensure mastery.
- Must provide skillful instruction including good error correction procedures, along with many opportunities for immediate positive feedback and reward.
- Must be guided by, and responsive to, data on student progress.
- Must be motivating, engaging, and supportive—a positive atmosphere is essential.

(Torgesen, 2006, p. 7)

Professional Development for Curricula

Once the curriculum materials have been selected, it is necessary to provide professional development that is comprehensive, sustained, and intensive enough to support all staff who are expected to use the curricula to provide instruction. Simply having curriculum materials available at each level (i.e., core content, supplemental, intense), does not ensure appropriate use. Staff must have a working knowledge of the curriculum content and materials, as well as an understanding of the planning and pacing process for lesson development. Leadership teams must set clear expectations that curricular materials will be implemented and used with fidelity and provide professional development to support such outcomes.

Professional development activities must be differentiated in order to support the individual needs of staff members as they acquire the necessary knowledge and skills enabling them to implement the specified curriculum with fidelity. Initial and ongoing training should be differentiated based upon expectation of use, alignment of materials, and prior knowledge of the content area; such training should also build on prior professional development activities.

Ensuring Fidelity of Curricula

The professional development plan for curriculum implementation is dynamic in nature and results in the curriculum being implemented with fidelity. It is a plan that proactively identifies activities based on individual staff learning needs and will result in the knowledge and skills necessary to utilize the curriculum. It ensures that staff are accessing and utilizing curricular materials in the expected manner, by planning for and conducting intermediate and follow-up activities. To accomplish this, leadership teams should establish methods for monitoring the use of the curriculum by individual teachers from which information is collected and utilized to differentiate among ongoing professional development and support for each staff member. Activities for monitoring the individuals' fidelity of curriculum implementation are not intended to be punitive, but rather, should be understood as a piece of the overall professional development plan, resulting in further staff support as needed. To accomplish this, a method to check for correct use of the curriculum materials needs to be established. Many purchased curricula and programs come with fidelity-monitoring tools such as observation or walk-through forms. Leadership teams are responsible for establishing a plan to monitor and support the correct and effective use of curriculum materials.

Planning Professional Development

The Building Leadership Team will identify the professional development needs related to curriculum implementation by identifying and considering the targeted staff and the qualities of each specified curriculum.

Core Curriculum—It is important that ALL staff with instructional responsibility have a solid understanding of the core curriculum and receive professional development that enables them to implement it with fidelity. ALL staff in this instance includes the staff responsible for instruction at all three MTSS levels. This is necessary to ensure that curriculum that is implemented at the supplemental or intensive level is aligned to the core curriculum.

Supplemental and Intensive Curricula—It is not necessary that all staff in a building know how to implement the supplemental and/or intensive curricula; however, it is important that everyone involved in collaborative teams understand the skills targeted in each curriculum so they can be involved in instructional planning.

The most effective intervention teachers are likely to be those with the most training and experience. However, in the absence of well-trained and experienced intervention specialists, less experienced teachers, or even qualified paraprofessionals, can deliver effective interventions if they are trained to use a well-developed, explicit, and systematic intervention program. A good rule of thumb is that the less experienced the teacher, the more structured and "scripted" the intervention program should be. (Torgesen, 2006, p. 5)

Media specialists, art teachers, even assistant principals can provide effective interventions when they have been trained to use a wellstructured and systematic intervention program.

One of the leadership team's challenges is to identify resources that may already be available in the system to provide effective interventions for students. It is critical that the leadership team ensure that intervention programs are implemented regularly with fidelity. In planning professional development, it is helpful for the leadership team to consider the following questions specific to each curriculum selected:

TEAM DISCUSSION				
1. Which staff are expected to implement the curriculum?				
2. Which staff, if any, have experience with or have previously received professional development on the curriculum?				
3. Which staff will not be implementing the curriculum but will be expected to align instruction with it?				
4. Which staff need to attend initial professional development on the curriculum?				
5. When (date) will staff be first expected to use the curriculum?				
6. When (date) will initial professional development be provided?				
7. Who will provide the professional development?				
8. Who and how will it be ensured that staff have all materials necessary to implement the curriculum?				
9. Who will monitor the use/implementation (fidelity) of the curriculum?				
10. What method will be used to monitor the use/implementation (fidelity) of the curriculum?				
11. How frequently will the use/implementation (fidelity) of the curriculum be monitored?				
12. When and how will ongoing professional development for staff using the curriculum be provided?				
13. When and how will professional development for staff needing additional support to use the curriculum effectively be provided?				
14. Who and how will professional development for new staff be provided?				

These questions are designed to help leadership teams as they begin the development of an overall professional development plan. Once specific decisions are made, the Building Leadership Team may record the results on the buildings results based staff development plan and/or on the Professional Development Planning tool.

Instruction

A combination of curriculum and instructional practices are used to support students in achieving outcomes. It is important to distinguish between curriculum and instruction. The curriculum is what is taught; instruction is how it is taught. With the understanding that these two components are united in practice, structuring for the MTSS addresses each separately. This facilitates critical discussions around the selection of curriculum and instructional practices that will be used in the system. Classroom instruction works coherently with the content of student materials (texts, activities, homework, manipulatives, etc.) to reinforce the acquisition of specific skills. This sets up a constant interaction between the curricular materials that will be used to teach important concepts, strategies, and skills and the instructional practices used to deliver them.

While having the correct materials is important, Louisa Moats emphasized the importance of highly trained teachers when she said "programs do not teach students to read, teachers do" (DIBELS Summit, 2010). Teachers at all grades must be prepared to provide strong initial instruction in critical skills and knowledge to their classroom as a whole and in small groups for intervention instruction. At every grade and developmental stage, specific skills must be taught and specific knowledge acquired. Teachers must be able to support student growth in critical areas by providing research-based instructional strategies that include explicit and systematic instruction, ample practice opportunities, scaffolding techniques, and differentiated instruction to meet students' instructional needs.

Instructional Practices K-12

Explicit Instruction

Explicit instruction for school-age children means that students are told what they will learn and are given the procedural knowledge to learn. In practice, explicit instruction means that the teacher provides three types of instruction:

- Declarative the teacher tells the students <u>what</u> concept or strategy they need to learn.
- Procedural the teacher explains and models <u>how</u> to use the concept or strategy.
- Conditional the teacher explains <u>when</u> the student will use the concept or strategy.

(Ellis, Worthington, & Larkin, 1994; Pearson & Dole, 1987)

Elementary and secondary video clips on explicit instruction by Archer, Gleason and Vachon (2003) can be accessed on www.explicitinstruction.org.

Evidence-Based Instructional Practices

Systematic Instruction

Systematic instruction refers to teachers providing instruction in a step-by-step manner, with careful planning of the instructional sequence, including the sequence of examples. This increases the likelihood of early success with new concepts and problems, which can then be supported by sequencing examples of increasing complexity. Such instruction ensures that students have an opportunity to apply their knowledge to a wide range of material and promotes the transfer of knowledge, or generalization, to unfamiliar examples (Jayanthi, Gersten, & Baker, 2008).

Systematic instruction should include ample practice opportunities that are planned for reinforcement of previously taught skills. Such practice should:

- Provide opportunities to apply what students have been taught in order to accomplish specific tasks.
- Follow in a logical relationship with what has just been taught in the program.
- Provide students with opportunities to independently apply previously learned information once skills are internalized. (Moats, 2005).

Scaffolded Instruction

Scaffolded instruction is "the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning" (Dickson, Chard, & Simmons, 1993). Scaffolding is a process in which students are given support until they can apply new skills and strategies independently (Rosenshine & Meister, 1992).

The following framework may be helpful when incorporating scaffolding during a lesson.

In this evidence-based practice, the teacher:

- Models and explains the concept and/or strategy being taught (I Do).
- Provides guided practice with students practicing what the teacher modeled while the teacher provides prompts and feedback to support the beginning application of the concept or strategy (We Do).
- Provides opportunity for independent practice so that students may internalize the concepts and/or strategies (You Do) (Rosenshine & Meister, 1992).

When students are learning new or difficult tasks, they are given more assistance. As they begin to demonstrate task mastery, the assistance or support is decreased gradually in order to shift the responsibility for learning from the teacher to the students. Thus, as the students assume more responsibility for their learning, the teacher provides less support.

Ample Opportunities for Practice with Corrective Feedback

One aspect of instructional practice extensively supported by the research is the provision of ample opportunities for practice. Ample practice opportunities need to be provided to students with corrective feedback and should follow in a logical relationship with what has just been taught in the program.

In this evidence-based practice, students are provided with supported opportunities to apply what they have been taught in order to accomplish specific reading tasks as well as opportunities to independently apply previously learned information once skills are internalized. However, it is important for teachers to provide students with corrective feedback along with the opportunity to practice.

Instructional Routines

Instructional routines are a set of teaching behaviors that can be used any time teachers teach new information or provide practice on information. When teachers use an instructional routine consistently students can focus their attention on the content instead of dividing their cognitive energy between the task and the content. (Archer, 2011) Instructional Routines and the Empowering Teachers website can be found at www.fcrr.org/assessment/ET/index.html.

Information on alignment of instructional routines to the common core state standards can be found at centeroninstruction.org, "Using Instructional Routines to Differentiate Instruction, A Guide for Teachers". This guide will assist K-3 teachers using the instructional routines which are located on the website called **Empowering Teachers**, created by the Florida Center for Reading Research at Florida State University, fcrr.org.

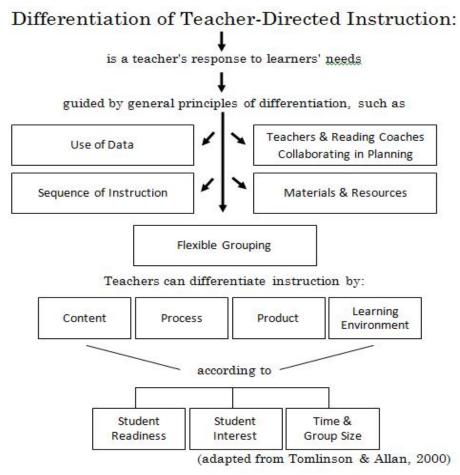
50 Instructional Routines to Develop Content Literacy is also available for older students by Pearson.

Differentiated Instruction

Differentiated instruction is an organized way of proactively adjusting teaching and learning by teaching students at their individual skill level helping them to achieve maximum growth as learners. Differentiation of teacher-directed instruction refers to a teacher's response to learners' needs guided by general principals of differentiation, such as the use of data, sequence of instruction, flexible grouping, materials and resources, and teachers' and reading coaches' collaboration in planning. It involves using multiple approaches to content, process, product, and learning environment. Teachers can differentiate instruction by content (what students learn), process (how students learn), product (how students

Ample Opportunities for Practice

Instructional Routines demonstrate what they learn), and learning environment (the "climate" of the classroom) according to student readiness based on data, student interests, and time and group size.



Differentiating Content

- Presenting information at various levels of difficulty.
- Presenting ideas through both auditory and visual means.
- Using peer tutors.
- Meeting with small groups—re-teaching or extending content.

Differentiating Process

- Tiered activities: all learners work with the same important information and skills but proceed with different levels of support, challenge, or complexities.
- Provide interest centers that encourage students to explore subsets of class topics.
- Develop personal agendas.
- Provide manipulatives or other hands-on support.
- Vary length of time a student may take to complete a task.

Differentiating Product

- Provide options of how to express information learned.
- Use rubrics that match and extend varied skill levels.
- Allow students to work alone or in small groups for products.
- Encourage students to create their own product assignments.

Differentiating Learning Environment

- Provide places to work around the room that are quiet or invite collaboration.
- Provide materials that are culturally sensitive.
- Set clear guidelines for independent work that matches student needs.
- Develop routines that allow students to get help when the teacher is not available (working in small groups).
- Help students understand that some learners need to move around while others sit quietly.

When differentiating instruction, teachers should first determine the students' readiness based on formative assessments, then determine students' interests, and use this information to design instruction and monitor student progress (Tomlinson & Allan, 2000).

Steps involved in tiering a lesson are:

- 1. Start with the standard.
- 2. Define key concepts, generalizations, and objectives within the standard.
 - What should all students know, understand, and be able to do?
- 3. Think about students' readiness, pre-requisite skills, etc.
 - What kind of scaffolding will be necessary?
- 4. Determine which part of the lesson to tier.
 - Content, process, or product.
- 5. Determine type of tiering to do.
 - Readiness, interest, time, and group size.
- 6. Create the lesson and clone the activity along the ladder.
- 7. Match a version of the task to a student based on student profile and task requirements.

(Shores & Chester, 2009)

Grade Level group: Kindergarten Strategy or Activity: Segmenting and Blending – Say It and Move It

Higher Level of Complexity

<u>Adapt Activity</u>: Say It and Move It mat: Segmenting CCVC and CVCC words with letter tiles.

<u>Original Activity</u>: Say It and Move It mat: Segmenting VC, CVC, and CCVC words using colored chips

<u>Adapt Activity</u>: Say It and Move It adapted mat: Segmenting short a and short I CVC words with colored chips.

<u>Adapt Activity</u>: Connect 4 Dog Activity: Segmenting CVC short a words using checkers.

Lower Level of complexity

Kansas Reading Academy

Emergent Literacy Instruction: Preschool

From birth, young children begin the process of developing emergent literacy skills that build a foundation for later subsequent reading ability. These skills do not develop in isolation, but are intertwined with other developmental domains (Notari-Syverson, O'Connor, & Vadasy, 1998). The natural curiosity of young children pushes them into actively exploring every aspect of their world, from relationships to physical surroundings. Specific interests spark in-depth investigations, while playtime provides meaningful opportunities to practice and become proficient in specific skills. In order to capitalize on young children's active engagement in the learning process, preschool teachers must be able to create environments and utilize instructional strategies actively and sequentially to build children's language and conceptual knowledge, and promoting the development of specific code-focused skills.

Given the active nature of young children's learning, <u>how</u> preschool educators teach young children is very important. Recent research supports the need for a balanced approach to preschool instructionEmergent Literacy Instruction: Preschool one that provides a combination of teacher-directed and child-initiated activities (Graue, Clements, Reynolds & Niles, 2004; Stipek, Feiler, Daniles & Milburn, 1995). This is best accomplished by providing different levels of guidance to meet the needs of individual children by using grouping strategies (large, small, and individual), flexible schedules that allow opportunities for sustained and in-depth learning especially through play, and responsive and nurturing teaching techniques (Neuman, 2010). More specific information relating instructional practices for specific emergent literacy skills is provided in the following sections.

Instructional Strategies to Promote Oral Language

A fundamental way in which young children learn to understand and use language is through conversations that occur between adults and other children within the meaningful context of daily activities and routines relevant to children's lives (Hart & Risley, 1995). Oral language is a broad category that extends beyond vocabulary alone and impacts subsequent literacy outcomes. Thus, it is therefore critical that the leadership team understand the importance of a "language-rich classroom," which provides multiple opportunities for children to be engaged in bidirectional conversations with both adults and other children. Preschool teachers must be allowed to communicate in ways that encourage children to talk, instead of placing a premium on listening and following directions (Wasik, Bond & Hindman, 2006), as is often seen in more inappropriate settings.

Several strategies can be used to engage children in conversations and extend their knowledge and skill level of language ability. These strategies, albeit seemingly simple, are effective when implemented appropriately and routinely. They include a variety of instructional methods, including scaffolding, modeling, and questioning techniques, and providing opportunities for children to learn new vocabulary, concepts, definitions, and synonyms for words.

Slow Down the Pace

Given that adults have significantly more advanced language skills than young children, it is easy to understand why adults often end up dominating the conversation. However, the goal of conversations in preschool is to allow children—not adults—to practice and extend their language ability. Therefore, teachers and other adults in the classroom must routinely slow down the conversational pace. The pace can be slowed by consciously adding some time at the end of the child's comment or idea before inserting the adult's response, and by occasionally pausing during the adult's turn in the conversation. Adding wait time before providing an adult response allows the child to add or interject more information, while pausing during the adult's turn promotes opportunities for the child to take a turn in the conversation more quickly and more frequently.

Being a Good Listener

Good listeners frequently provide confirmation to the speaker that they understand what has been said and that they are interested in the message. This is done in nonverbal ways, such as nodding to indicate understanding, exhibiting facial expressions (like concern, fear, excitement, etc.), and verbally imitating or paraphrasing what the child has said. The act of being a good listener not only allows a child to participate in a meaningful conversation, it also provides an opportunity to model the behaviors of a "good listener."

Extending Word Knowledge and Sentence Complexity

During conversations (both one-way and two-way), adults can actively extend children's language ability by labeling, scripting, and expanding conversations (Justice, 2006). Labeling is a simple technique in which the adult "talks out loud" and labels unknown objects, events, concepts, or actions. This can be done while sitting next to a child and "labeling" what the child or adult is doing. An extension of labeling is scripting. Scripting takes place when the adult labels something (often an action) and then asks the child to repeat back the label as a response. For example, a teacher sees a child in the block area, and the teacher says, "Hey, I see you are building a block tower," then asks, "What are you building?" The expected script would be "a block tower." Scripting is usually done during routine times: therefore. children can hear the repeated script over and over until it becomes part of their language. Another technique for extending a child's oral language skills is to add or expand what the child has already stated. For example, in the play dough area, a child may say, "I made a ball," to which the adult could reply, "Yes, you made a big red ball" to extend the language.

Targeted Vocabulary Instruction

A large vocabulary is not necessarily a prerequisite for early reading ability; however, it is essential for reading comprehension (Chall, Jacobs, & Baldwin, 1990). Biemiller (2001) found that, by third grade, many children are able to read more words correctly than they can understand. Vocabulary skills have been found to be a significant predictor of reading comprehension after the third grade, and are an important, but often neglected instructional area (Biemiller, 2005).

Unfortunately, the vocabulary skills of many children are already drastically behind their peers by age three (Hart & Risley, 1995). In order to sufficiently increase vocabulary skills to a degree that would positively impact subsequent reading comprehension, these children must be exposed to systematic and direct approaches to teaching vocabulary rather than merely acquiring word knowledge through inference (Biemiller, 2005). In addition, children can more easily learn new vocabulary when they are provided with both contextual and definitional information, and exposed to the words multiple times and in multiple settings (Coyne, Simmons & Kame'enui, 2004).

The process of learning new vocabulary first begins with curiosity and interest. Initially, children notice an unfamiliar word—a stage referred to as "word consciousness" (Graves, 2000). Once they notice this word, they begin to attend to various clues to gain initial meaning, also called "fast mapping" (Carey, 1998). As children are provided opportunities to link this new word to already known concepts or words, their understanding increases, and soon they are able to know more explicitly what the word refers to and be able to use it, or limit its use, as appropriate (Christ & Wang, 2010).

Preschool teachers can provide multiple and purposeful exposures to new words through a variety of strategies. Programs utilizing a thematic curriculum provide opportunities for targeted vocabulary instruction throughout the day by instructing and embedding word definitions during storybook reading, learning centers, and themebased projects. During activities, routines, and conversations, teachers can intentionally include the new vocabulary to increase word exposure and elicit opportunities for the child to use and practice the word. Finally, storybook reading provides an excellent opportunity to introduce new vocabulary, especially for words that represent unfamiliar concepts (Neuman, Dwyer & Neuman, 2008).

Repeated Interactive Storybook Reading/Dialogic Reading

The practice of storybook reading in preschool is recognized as a common practice. Researchers have found that adults who engage children in dialogic reading activities (a specific interactive reading strategy) significantly improve language and literacy skill acquisition (Whitehurst & Lonigan, 1988; Teale & Sulzby, 1986). Interactive reading strategies provide an opportunity for the teacher or other adult to introduce new concepts in various content areas (such as science, math, and social studies), target and extend new vocabulary, and bring children's attention to characteristics of print (e.g., letters, words, and sentences).

Dialogic reading is a term used to describe a repeated story book strategy that pulls the child into "dialogue" with the adult reader, by asking open-ended questions and allowing the child to switch roles and become the "story teller" rather than being a passive participant in the reading experience. Dialogic reading was first developed to help parents provide a more interactive and engaging reading experience with their child; however, it is effective for both one-on-one and small group reading activities carried out in preschool programs. The following acronym was created to help adults remember the process:

- *P* Prompt with a question about the story.
- *E* Evaluate the response given to the question.
- *E* Expand on the response given (through paraphrasing and/or adding information).
- *R* Repeat the initial question to check understanding of the new information.

In addition to the PEER process, adults are encouraged to ask a range of questions (prompts) to keep the dialogue going and provide scaffolding support as follows:

- C Completion questions.
- *R Recall questions.*
- *O Open-ended questions.*
- W "Wh" questions (who, what, where, when, why).
- D Distancing questions.

Dialogic reading activities work best when children are familiar with a book and shouldn't be conducted the first time a book is read. The resource listed in the margin provides specific guidance for implementing dialogic reading activities and targeted vocabulary instruction as well as other instructional practices to improve early language and emergent literacy skills:

Code-Focused Instruction

Teaching methods that help children learn to "break the code" are called code-focused instructional strategies. These strategies are characterized by the systematic, sequential, explicit, and intentional instruction of phonological awareness skills, and alphabet knowledge. Although these skills can be taught independently, research indicates that a greater impact is made when phonological awareness instruction is paired with alphabet knowledge and phonics instruction (National Early Literacy Panel, 2008). It is important for the leadership team to remember that, although code-focused activities are systematically and explicitly taught, they should be provided in a way that maintains a sense of playfulness and fun and should not rely on "skill and drill" or rote memorization. They are best conducted in small homogenous groups that encourage interactions among children and must be placed in a context of real reading and writing (Yopp, 2000).

Instructional Strategies for Phonological Awareness

Well before formal reading ability occurs, children learn to recognize the sounds, rhythm, and rhyme of spoken words; this skill is called phonological awareness. Phonological sensitivity has been found to be predictive of beginning reading and spelling in early primary school (Lonigan, Burgess, & Anthony, 2000). High-quality preschool programs provide opportunities for children to master their ability to recognize these sounds in increasingly complex ways from whole word, syllables, onset rimes, and finally phonemes (Vukelich & Christie, RESOURCE What Works: A Teacher's Guide for Early Language and Emergent Literacy Instruction www.famlit.org/pdf/whatworks.pdf ECCS 2004), doing so in activities that have typically been a part of preschool programs. For example, preschool teachers often sing songs or play games that bring attention to rhyming words and/or the separate sounds of spoken language. During storybook reading, preschool teachers may point out words that begin or end with the same sound. The chart below describes the acquisition of various phonological awareness skills designed and incorporated into specific preschool activities; however, many phonological awareness activities can very easily be embedded throughout the preschool day, in such a way that is meaningful and playful.

	2-3 years	3-4 years	4-5 years
Rhyming	Participate in	Match	Produce
Match and produce	rhyming	rhyming	words that
word endings	activities	words	rhyme
(rhymes)			
Alliteration:	none	Recognize	Produce
Match and produce		words with a	words with a
words with same		common	common
initial sounds		initial sound	initial sound
Blending:	none	$Combine \ a$	Combine a
Combine syllables		sequence of	sequence of
and sounds to make		isolated	isolated
words		syllables to	sounds to
		produce words	produce words
Segmenting: Pull	none	Identify	Identify initial
words apart into		syllables in	sounds in
syllables and		words	words
sounds			

(Paulson & Moats, 2010)

Instructional Strategies for Alphabet Knowledge

Learning the alphabet is an essential component of the broader emergent literacy experience. In fact, the ability to identify the letters of the alphabet when entering kindergarten is highly predictive of beginning reading success (NELP, 2008). However, learning to identify the letters in a rote and isolated manner, such as "the letter of the week," is neither effective nor appropriate (Venn & Jahn, 2003). A better way to introduce alphabet knowledge is to provide a meaningful context that enables children to discriminate between individual letters. For young children, the meaningful contexts rest within familiar words, such as their own name, classmates, and words they frequently see in the environment (e.g., signs, logos, labels). Letters that "say their own name," such as the letters b, s, and t, have also been identified as being easier to learn that other letters (Venn & Jahn, 2003).

<u>Supporting Alphabet Knowledge Development Through Print</u> Awareness Activities

Print awareness activities provide a meaningful context in which alphabet knowledge skills can be learned and practiced; such activities are most appropriate for children between four and five years of age. To support children's understanding of the alphabet, the teacher may demonstrate writing by "thinking out loud"—namely, writing down the spoken words for the children to see (e.g., writing out a list, note, or set of directions). A similar strategy is for the teacher to write down what the children say. In both of these strategies, the teacher can help support alphabet awareness by occasionally stopping to identify letters that may occur in familiar words. Helping support an individual child as they attempt to write is another opportunity to identify specific letters. Shared reading with "Big Books" or on chart paper is another frequent strategy used in preschool programs to call attention to specific words and letters.

Core Reading Instruction

Early Reading Instruction (Grades K-3)

Especially in the primary grades, teachers must be prepared to provide strong initial instruction in the critical reading skills previously described herein. Teachers must be able to provide skillbased, systematic, and explicit instruction to the entire class while simultaneously being able to work with small groups of students who have different instructional needs. Students with diverse needs are best supported when instruction is at the right level and focused on areas of most critical need. According to Torgesen et al. (2007), without strong core classroom instruction including differentiation by classroom teachers, school resources may be overwhelmed by the demands placed on individual staff providing intervention.

Thus, it is important that:

- Teachers provide explicit, well-organized, and engaging whole group instruction.
- Small-group instruction be differentiated appropriately based on students' needs.
- Other students be involved in independent learning activities that are appropriate and engaging while the teacher is teaching a small group of students.

(Torgesen, et al., 2007).

Core instruction provided to all students in the building should be consistent with research-based practices and the district's allocation of instructional minutes. A core reading block should include highquality instruction with a minimum of 90 minutes of uninterrupted instruction, including both whole group instruction and small group instruction as well as opportunities for practice. Instruction in small Core Instruction (K-3) groups should be teacher-led and involve flexible, differentiated, homogeneous groups. In addition to small group instruction, the core should also include differentiated, independent student centers that are based on data. An example of a 90-minute core reading block with whole and small group instruction can be found in the resource section.

Adolescent Core Reading Instruction (Grades 4-12)

For adolescents, the focus for learning shifts to become more content driven, focusing on the ability to build content knowledge and develop critical thinking skills. Core instruction should support the development of vocabulary and reading comprehension in all students. Leadership teams need to examine the efficacy of core instruction in order to ensure that the needs of students are being met. It may be helpful to look across content areas for patterns of strengths and weaknesses in order to identify content areas where students are most successful and the instruction that seems to promote this success.

In order to assist students in becoming critical thinkers, the use of embedded strategy instruction across content areas is encouraged. When buildings consistently use strategies embedded in content areas, students are able "to focus on comprehension and content knowledge," and learning across all content areas is enhanced (Johnson, 2009). Teachers need to create multiple opportunities for students to practice using the strategies as applied to content-specific materials and situations as well as provide adequate feedback on their use. Without explicit strategy instruction, researchers note that many students are not able to perform at grade level and have gaps in their ability to read and write at the secondary level (Biancarosa & Snow, 2004; Deshler, Palincsar, Biancarosa, & Nair, 2007).

Improving Adolescent Literacy: Effective Classroom and Intervention Practices (Kamil, et al., 2008) and the National Reading Panel's (2000) report are major sources for identifying strategies that can have an immediate impact on student reading achievement, including adolescent reading, grades 4-12.

The IES Practice Guide can be found at: *ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=8* and the videoclip at: http://dww.ed.gov/topic/?T_ID=23

Supplemental and Intensive Instruction (Grades K-12)

In the elementary grades, supplemental and intensive interventions should be skill-based, explicit, and targeted on the missing skills that have been identified through the assessment process. For adolescents, supplemental instruction should focus on supporting students with targeted strategies. Strategy instruction must be evidence-based and proven to improve students' literacy skills. Strategy instruction must be explicit in order to make students aware of the purpose (how, when, where, and why to use them) as well as allow for practice and feedback (Pressley, et al., 1992).

Below are specific instructional considerations and guidance centered around the essential five components of reading.

Phonological Awareness

Phonological awareness is critical to learning to read. Instruction should follow a progression of task difficulty, moving from the easiest to the most difficult tasks, since phonological awareness skills develop in a predictable progression (Gillon, 2004). Even older poor readers often need to work on phonological awareness skills. According to research, the phonological skills of syllables, onset-rime, and phonemes are the most supported steps by research to improving reading and spelling skills.

Phonics and Word Study

For younger at-risk and struggling readers, the recommended instructional practice includes explicit instruction and practice in word study. Students who inaccurately decode can benefit from phonics or word study instruction to improve their accuracy skills; meanwhile, students who read words accurately but slowly may benefit more from interventions that focus on fluency, comprehension, and vocabulary. Although many struggling readers at the secondary level are proficient in reading single-syllable words (stint, core, plan), they may lack strategies to decode the multisyllabic words that are common in higher-level reading materials (Archer, Gleason, & Vachon, 2003). Often termed *advanced word study*, interventions in this area generally include instruction in word recognition and word analysis (Curtis, 2004).

When using word analysis strategies, students read unknown words part by part and use known meanings, or semantic features, of the smaller chunks to assist them in decoding the longer word. The following are recommended instructional practices for word study:

- Teach students to identify and break words into syllable types.
- Teach students when and how to read multisyllabic words by blending the parts together.
- Teach students to recognize irregular words that do not follow predictable patterns.
- Teach students the meanings of common prefixes, suffixes, inflectional endings, and roots; instruction should include ways in which words relate to each other (e.g., trans: transfer, translate, transform, transition).
- Teach students how to break words into word parts and combine word parts to create words based on their roots, bases, or other features.

• Teach students how and when to use structural analysis to decode unknown words.

(Boardman, et al., 2008)

An example of a word study strategy is syllable chunking. In the syllable chunking strategy:

- 1. Students read the word aloud.
- 2. Students explain the word's meaning.
- 3. Students orally divide the word's pronunciation into its syllables or beats by raising a finger as each beat is pronounced and then stating the number of beats.
- 4. Students match the pronounced form of each beat to its spelling by exposing that part of the spelling as it is pronounced, while covering the other letters.
- 5. Students blend the syllables to say the whole word.

Fluency

Fluency is clearly an important reading skill, yet not all students will need the same amount of fluency instruction (Boardman et al., 2008).

- Students who are decoding fewer than 70 words correct per minute (wcpm) on grade-level text may benefit more from instruction on word recognition practices.
- Students who are reading 120 wcpm or more on grade-level text and still not comprehending text may benefit more from instructional time on comprehension and vocabulary.

Teaching fluency should include guided oral reading in which students read out loud to someone who corrects their mistakes and provides them feedback. Two examples of widely used research based strategies to improve fluency are:

- **Repeated Reading:** Practicing text until the reading is fluid and flowing.
- **Partner Reading:** Twostudents take turns reading aloud to one another in a variety of ways.

Repeated reading is necessary only for students whose wcpm is below expectations. Meanwhile, partner reading is a widely used researchbased strategy that lets students practice oral reading with immediate and explicit feedback and incorporates the opportunity to engage in comprehension practice.

Paired Repeated readings (Koskinen & Blum, 1986) is a combination of repeated and partner readings. A student reads a short passage three times to a partner and receives feedback. Then the partners switch roles. Pairing above-level readers with on-level readers and on-level readers with below-level readers works best.

Data from oral reading fluency passages should be used to partner students. A partner who is a somewhat stronger reader can be paired with a relatively weaker reader. However, do not pair the strongest reader in the class with the weakest reader. The key is to have a model of good reading for the weaker partner (Boardman et al., 2008)

When pairing students:

- 1. Rank and order students based upon oral reading fluency data.
- 2. Divide the student list into two equal columns: the highest performing students, and the lower performing students.
- 3. Pair the top reader in column one with the top reader in column two. Continue until all the students have partners.

Although two partners of slightly differing ability are partnered, both may benefit in their fluency development. Since students are taught to monitor their partner's reading, it engages both partners in fluency monitoring practices and improves their own self-monitoring during reading. It is recommended that partner reading be used three to five days per week, but only for students who are at the stage of their reading development where they will benefit from practicing reading fluently. Fluency practice need not take long periods of time and can be effectively implemented in 15 to 20 minutes per day or every other day. The rest of the instructional time should be spent on enhancing the other components of reading, depending on the student's need.

Vocabulary

Effective vocabulary instruction engages students in developing word consciousness. Word consciousness requires a deep knowledge of specific words. It also requires skill in "figuring out" new or unfamiliar words based on existing knowledge of similar words or word classes (Graves, 2006).

Vocabulary instruction can be divided into three areas:

- 1. Additive vocabulary instruction: Providing explicit instruction of selected words.
- 2. **Generative vocabulary instruction**: Teaching word meanings through the examination of different word parts and word families.
- 3. Academic vocabulary instruction: Concentrating on meanings of words in specific academic content areas.

These strategies are effective for teaching vocabulary to all students. They may be particularly effective for supporting students with learning disabilities (Bryant, Goodwin, Bryant, & Higgins, 2003; Jitendra, Edwards, Sacks, & Jacobson, 2004).

Comprehension

Reading comprehension may be the most important component of reading instruction at the secondary level. Students who struggle to understand and remember what they read require explicit instruction in reading comprehension strategies. Even when a student is working on basic reading skills, the goal is comprehension. Most students demonstrate improved reading outcomes when they are taught reading comprehension strategies. Thus, most comprehension instructional practices can be implemented class wide in any setting where reading for meaning is emphasized, including content areas.

Learning from textbooks or written directions requires the ability to understand and remember what has been read. As discussed, word study, fluency, and vocabulary are all essential to facilitating reading comprehension. Because the need to gain meaning from text increases dramatically as students progress through school, knowing how to apply comprehension strategies is necessary for adolescent readers (Biancarosa & Snow, 2004; Perfetti, Landi, & Oakhill, 2005). Strategies are most beneficial when students learn and practice them in meaningful contexts. For example, use a relevant text or textbook in the content area targeted for instruction to teach students how to derive the main idea. Multi-component strategies combine several comprehension strategies into an organizational system, or plan, for reading. For example, over time teachers provide instruction in previewing, mental imagery, main idea, questioning, and summarizing.

Recommended comprehension instructional practices include:

- Giving students adequate instruction to become proficient in each strategy before combining strategies in a multi-component approach.
- Using the same procedures across content area classes when teaching a specific strategy.
- Actively engaging students in using multiple strategies through cooperative learning, group discussions, and other interactive modes.
- Supporting students in generalizing strategy use across contexts, with a goal of students applying strategies independently and automatically whenever they are reading; (they need support and practice to generalize skills).
- Teaching students to self-regulate their use of strategies in order to know which strategy to use, when to use it, and why. To benefit from reading strategies, reading must be flexible so that they can shift their approach if one strategy or technique is not working.

Intensive instruction should focus on skill-based instruction in reading determined from data analysis. The fluidity of grouping at this level becomes critical to ensure that students can return to less intensive

instruction as quickly as possible to reduce the loss of other instructional time. The differences between supplemental and intensive instruction include:

- More time is needed for intervention.
- More intensive and explicit instruction.
- More customization of instruction.
- Smaller group size.
- Increased opportunities to respond.
- Immediate corrective feedback.
- More frequent progress monitoring.

Professional Development for Instruction and Ensuring Fidelity

It is imperative that the leadership team plans for the significantly challenging task of providing support to staff. In order for staff to change their instructional practices and fully support MTSS, professional development must be carefully planned and implemented.

The first step is selecting instructional strategies/practices, which should be recorded on the Instructional Practices Table in the Decision Notebook. The second step is planning ongoing support of staff to implement the necessary practices. To achieve fidelity of implementation, staff members need initial training as well as ongoing coaching and support to use these practices effectively and efficiently.

The building should also have a process in place to formally monitor implementation of the instructional practices. In this manner, response and support via coaching can be provided in a timely and encouraging manner.

The following steps can be used to decide how to support staff in the use of evidence-based instructional practices:

- Develop a plan to provide professional development to appropriate instructional staff (including ESOL, Migrant, Title, SPED, paraprofessionals, etc.).
- Determine the key elements of instruction that need to be monitored for fidelity.
- Determine a method (e.g., walk-through, peer coaching, etc.) to monitor key elements for fidelity.
- Develop and implement a plan to provide training and coaching to instructional staff who need additional assistance in providing instruction, as identified through monitoring. Monitor the plan for fidelity of implementation.

Two examples of a classroom walk-through to ensure fidelity of instructional practices for reading can be found at www.centeroninstruction.org: *Adolescent Reading Walk-Through for*



Principals and *Principal's Reading Walk-Through: Kindergarten-Grade 3.* These two documents provide an observation form for identifying observable examples for classroom instructional practice.

Professional development activities must be differentiated in order to support the individual needs of staff members as they acquire the necessary knowledge and skills, enabling them to implement the specified instructional strategies and practices with fidelity. Initial and ongoing training should be differentiated based upon expectation of use, alignment of practices, and prior knowledge, and should also be built on prior professional development activities. The leadership team needs to review the Instructional Practices Table to remind the team which instructional practices were identified to be supported.

Planning Professional Development

The Building Leadership Team will identify the professional development needs related to the implementation of instructional strategies and practices by identifying and considering the targeted staff and the qualities of each specified practice.

In planning professional development, it is helpful for the leadership team to consider the following questions specific to each instructional strategy or practice:

- 1. Which staff are expected to implement the strategy/practice?
- 2. Which staff will not be implementing the strategy/practice but will be providing support to students in settings where the use of the strategy/practice should be demonstrated?
- 3. Which staff, if any, have experience with or have previously received professional development on the strategy/practice?
- 4. Which staff need to attend initial professional development on the strategy/practice?
- 5. When (date) will staff first be expected to use the strategy/practice?
- 6. When (date) will initial professional development be provided?
- 7. Who will provide the professional development?
- 8. Who will monitor the use/implementation (fidelity) of the strategy/practice?
- 9. What method will be used to monitor the use/implementation (fidelity) of the strategy/practice?
- 10. How frequently will the use/implementation (fidelity) of the strategy/practice be monitored?
- 11. When and how will ongoing professional development for staff be provided?
- 12. When and how will professional development for staff needing additional support to use the strategy/practice effectively be provided?
- 13. Who will provide professional development for new staff, and how will it be provided?



These questions are designed to help leadership teams as they begin the development of an overall professional development plan. Once specific decisions are made, the Building Leadership Team should record the results on the building's results-based staff development plan and/or on the Professional Development Planning tool. The leadership team should also consider whether the discussion of professional development and fidelity of instruction has led to a need to develop an Action Plan or to add any items to the Stop-Doing List.

Review Policies and Practices for Instruction

Now that the instructional practices plan has been completed, the leadership team should review district and building policies and practices regarding instruction, to identify whether there are any policies and practices that need to be changed to align with the Instructional Practices Table. These changes should be documented on the Policies & Practices Tool. The leadership team should also consider whether the discussion of policies and practices regarding instruction has led to a need to develop an Action Plan or to add any items to the Stop-Doing List.

TEAM DISCUSSION

- 1. Are there any policies (rules/guidelines) that require, prevent, or otherwise influence how, when, and what instructional strategies are used?
- 2. What are the practices (routines/traditions) that require, prevent, or otherwise influence how, when, and what instructional strategies are used?
- 3. Are there any practices that might belong on the Stop-Doing List?

Review the Communication Plan

Once the leadership team has finalized the Instructional Practices Table, the plan for communication that needs to take place regarding instruction should be reviewed.

- Does the communication plan need to be modified?
- Are there steps that need to be carried out in order to communicate decisions about instruction?
- Did the discussion of a communication plan for instruction lead to a need to develop an Action Plan or to add any items to the Stop-Doing List?



Secondary Level Structuring Supplement

Introduction

This Structuring supplement was created to provide guidance around the unique challenges schools face when structuring a school in a Multi-Tiered System of Supports for students in grades 7 and above.

Unfortunately, the current state of reading performance among American students in grades 4 through 8 has not been promising. According to 2011 NAEP data, there has been no significant change in eighth grade since 1992. Only 34% of the nation's eighth graders were proficient readers in 2011 and the figures are even more dismal for African-American, Hispanic, and low SES students, ranging from 15% to 26% proficient (Report Card, 2011).

"Typically, middle school struggling readers are identified when they fail to demonstrate adequate reading comprehension proficiency on high stakes tests or standardized achievement tests" (Denton, et al., 2007). Historically, reading intervention has responded at the secondary level by focusing on comprehension and comprehension strategies. However, the root cause of comprehension issues lies much deeper. There are many reasons that students may not comprehend at grade level proficiency. Often they struggle with fluency, and fluency depends on mastering automatic word recognition. In fact, a large number of struggling adolescent readers have phonological awareness and phonics deficits. Because of the number of underlying issues that could inhibit a student's progress as a reader, the Kansas MTSS model follows a systematic assessment approach to determine where reading has become problematic for a student.

The information provided in the supplement will give leadership teams more information regarding the assessment, curriculum, and instruction as it specifically relates to secondary level students.

Assessment Process for Grades 7-12

During Structuring, the Building Leadership Team will select what they will use for their universal screener. It is essential to determine the specific skill deficit that is impeding an adolescent reader's comprehension. This could be inaccuracy in reading words, inadequate fluency, or a lack of proficiency in comprehension strategies. Because of the wide range of possible skill difficulties, an assessment system must be designed to target a particular deficit. In grades 7 and 8, the Maze assessment is an appropriate universal screener and is given to all students three times a year. In grades 9-12, screening is a multistep process focused on reading comprehension. The first step in this screening process involves assessing students' grade-level comprehension skills once a year in the fall. Students who move in during the year should also be given this screener. This allows teams to identify students in need of reading intervention, as well as those who need extension or acceleration opportunities. This can be done by administering group assessments or computer-adaptive group assessments, such as Northwest Evaluation Association/Measures of Academic Progress (NWEA MAP), SRI, STAR Reading, Scantron or other screeners found in the Appendix of the Structuring Guide.

Curriculum for Grades 7-12

Core Curriculum

At the secondary level, the core reading curriculum is implemented as part of content area classes. Because reading skills are more embedded in content subject matter for older students, a crosscurricular approach is essential in order to meet student needs (Biancarosa & Snow, 2004). A strong core curriculum for adolescent readers must meet district curriculum mandates and align with the Kansas Common Core Standards. "The idea is not that content-area teachers should become reading and writing teachers, but rather that they should emphasize the reading and writing practices that are specific to their subjects, so students are encouraged to read and write like historians, scientists, mathematicians, and other subject-area experts" (Carnegie, 2006).

Essentially, the core (Tier 1) curriculum is designed to support the development of vocabulary and reading comprehension in all students and to encourage struggling readers to apply the strategies emphasized during intervention instruction. Kamil, et al. (2008) recommended improving adolescent literacy in core content areas by providing explicit vocabulary instruction, direct and explicit comprehension strategy instruction, opportunities for an extended discussion of text meaning and interpretation, and increased student motivation and engagement in literacy learning. Selecting a common comprehension or vocabulary strategy to be used throughout the building in all content areas is important with older students for transition of the skill. When a strategy is only practiced during intervention, the older struggling reader "compartmentalizes" that skill as something only to be used in intervention time. However, if the strategy is used across the content area classes, students get multiple opportunities each day to practice and internalize that strategy (Denton, 2003). "To leverage time for increased interaction with texts across subject areas, teachers will need to reconceptualize their understanding of what it means to teach in a subject area. In other words, teachers need to realize they are not just teaching content knowledge but also ways of reading and writing specific to a subject area" (Carnegie, 2006).

All teachers must be provided with strategies as part of their core curriculum to assist students with the acquisition of information by reading content area materials in all subject areas. These strategies would include the comprehension strategies recommended by the National Reading Panel, as well as strategies for vocabulary acquisition, such as morphological analysis. In addition, teachers must consider the importance of teaching academic vocabulary in the content areas. Developing knowledge of general academic words should occur while developing knowledge of the overall discipline. Studying disciplinary texts with appropriate scaffolding will help students understand discipline-specific words (Nagy & Townsend, 2012). Professional development activities will be necessary to help teachers move from using initial strategies to applying multiple strategies and procedures.

Intervention

<u>Tier II</u>

Supplemental (Tier 2) intervention is designed to provide supplemental support to students who need targeted, focused instruction in reading. It is intended to focus primarily on instruction in comprehension and vocabulary strategies, with instruction in phonics such as word reading and/or reading fluency provided when needed. Some examples of supplemental strategies and materials might include a syllable-chunking strategy (referenced in the main Structuring guide), using Cornell notes, or the Rewards or Read Naturally curriculum, depending on the student's individual needs.

For middle and high school students, homogeneous instruction can be provided to groups as large as 10 to 16 students for 30 to 50 minutes per day or one class period, at least three to four days per week (McCook, 2006). When using specific programs, it is necessary to follow program guidelines if group sizes are specified.

Tier III

Examples of Tier 3 curriculum would include programs such as Phonics Boost, High Noon Decodable readers, or Wilson Reading. Refer to the resource list in the Implementation guide for more ideas. Intensive support for adolescent readers is provided in small, homogenous groups of one to four students for 50 to 60 minutes per day (Denton, et al., 2007).

An important point to remember when providing interventions at any level is that the skills taught through the curricular materials are focused on the student's instructional need, as determined by assessment, and not the student's chronological age or grade level.

Instruction for Grades 7-12

The research-based instructional practices outlined in the Kansas MTSS Structuring Guide: Module 2 Reading are applicable to adolescent readers. Instruction at the secondary level should be

explicit, differentiated, scaffolded, systematic, and provide many opportunities for student response and teacher corrective feedback.

Reading Next (Biancarosa & Snow, 2004) outlines the instructional elements that contribute to successful systems that are designed to improve adolescent reading achievement in middle and high schools. Six of the elements directly target content literacy instruction:

- 1. *Direct, explicit comprehension instruction* in the strategies and processes that proficient readers use to understand what they read.
- 2. *Effective instructional practices embedded in content language* arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area.
- 3. *Extended time for literacy* including two to four hours of literacy instruction and practice that takes place in language arts and content-area classes.
- 4. *Text-based collaborative learning* involves students interacting with one another around a variety of texts.
- 5. *Diverse texts* texts at a variety of difficulty levels and on a variety of topics.
- 6. *Intensive writing* instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond (Biancarosa & Snow, 2004, p. 4).

Further guidance from Kamil, et. al. (2008) is provided in the main Structuring guide in terms of providing direct and explicit comprehension and vocabulary strategy instruction, and providing opportunities for extended discussion of text meaning and interpretation. In addition to comprehension and vocabulary strategy instruction, instruction should include study in morphology. Students need to be taught how to use the morphological structure of words to gain meaning of unfamiliar words. Content area teachers can focus on teaching prefixes, suffixes, and base words. This strategy allows students to gain meaning from the complex words they encounter in content area texts.

The research on reading instruction for struggling adolescent readers shows that providing a strong research-based core curriculum combined with targeted intervention can be very effective. In their meta-analysis of multiple studies, the Center on Instruction found an overall effect size of .95. This means that students who received intervention outscored the comparison groups by almost one standard deviation (Scammaca, et al., 2007).

This meta-analysis had nine key findings related to struggling secondary readers. Among those findings:

- 1. Adolescence is not too late to intervene, and older students who participate in interventions can benefit.
- 2. Older students with reading difficulties benefit from interventions focused both at the word level and at the text level.
- 3. Teaching comprehension strategies to older students with reading difficulties is associated with an overall effect equivalent to a gain of about one standard deviation.
- 4. Older students with reading difficulties benefit from improved knowledge of word meanings and concepts.
- 5. Interventions provided by both researchers and teachers are associated with positive effects.
- 6. Older students with learning disabilities benefit from reading intervention, when it is appropriately focused. (Scammaca, et al., 2007)

Professional Development

Most teachers who teach secondary students do not see themselves as "reading teachers." They are comfortable teaching their content area but may need further support to incorporate reading strategies during content-area (core) instruction. They must also understand the literacy demands of their particular content area. Teaching foundational skills to students who need interventions is often an area where they will need more intensive professional development. LETRS (Language Essentials for Teachers of Reading and Spelling) is professional development that is grounded in the science of reading and aligns with the explicit, systematic instruction MTSS recommends. LETRS PD modules are available from certified trainers throughout the state. There are twelve 1-day trainings, or modules, but not all would be necessary for secondary teachers. Module 1 is an overview of how students learn to read and why some students have difficulty with this aspect of literacy. It is helpful as a foundation for the research and methodology of the other LETRS Modules. Modules 4 (Vocabulary), 5 (Fluency) 6 (Comprehension), 7 (Advanced Phonics), 10 (Syllabication and Advanced Decoding) and 11 (Writing-A Road to Reading Comprehension) are particularly applicable to secondary teachers. For more information and a list of trainers, please go to: www.ksdetasn.org and find the link for LETRS on the left of the screen. Professional development in R-CBMs for secondary teachers has also been shown to help teachers feel more comfortable giving the assessments and to understand the rationale for using the various reading probes.

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Appendix A: Types of Assessments That Comprise a Comprehensive Assessment Plan

Broad Type of Assessment	Specific Type of Assessments	Characteristics	Uses
Summative Assessments "They are designed to evaluate student performance after instruction has been completed" (Kansas State Department of	Outcome Assessments:	For <u>academics</u> outcomes assessments are administered after instruction and measure students against a defined set of grade-level content standards.	They are administered one time per year and are designed to evaluate student performance after instruction has been completed and are useful in determining the overall effectiveness of a given program.
Education, 2011, p. 126)	Interim Assessments:	For <u>academics</u> interim assessments are administered throughout the year after sections of instruction and measure students against a defined set of grade-level content standards.	They are administered three to four times per year and are designed to predict student performance on outcome assessments.
Formative Assessment: "Formative Assessments are designed to aid learning by providing explicit feedback related to student performance and are used to make immediate instructional decisions on behalf of individuals and small groups." CITATION Kan11 \p 126-127 \l 1033 (Kansas State Department of Education, 2011, pp. 126-127)	Universal Screening:	At <u>grades PK-8</u> universal screening assessments for reading and math are curriculum-based measures that provide both accuracy and fluency data of critical skills. At <u>grades 9-12</u> universal screening for academics is a multi-step process that first involves group or computer assessment followed by a curriculum-based measure. For <u>behavior</u> universal screening consists of office discipline referral (ODR) data that includes behavior, student, location, time, and who made referral for externalizing behaviors and a formal screening measure for internalizing and externalizing behavior.	For academics universal screening assessments are administered 2-3 times per year depending on grade level. For behavior, universal screening consisting of ODRs/behavior incident reports (BIR) is collected continuously throughout the year and the formal screening measure is conducted three times per year. Universal screening is designed to identify students who may be in need of additional support.
	Progress Monitoring of Core Instruction:	For <u>academics</u> these are assessments that progress monitor core instruction and are tied to content area curriculum standards and instruction. For <u>behavior</u> , ODR data are used to progress monitor core instruction at the building level. Data on problem behaviors, location, time of day, # of ODRs per day/month are used to assess the effect of the core instruction and target instruction as needed based on those data.	This is used to help teachers know whether students have learned the concepts and skills taught so that instruction can be adjusted to re-teach concepts or to provide additional practice on skills not yet mastered.

Broad Type of	Specific Type of	Characteristics	Uses
Assessment	Assessments		
	Progress Monitoring of Intervention:	For <u>academics</u> these are assessments that progress monitor intervention instruction. They are curriculum-based measures aligned to the universal screening assessment that can show small increments of change in accuracy and fluency of the skills targeted by intervention.	These are used to ensure effectiveness of intervention and to inform instructional decisions.
		For <u>behavior</u> these are assessments that progress monitor intervention effects for individual students. Student ODR data along with individual student monitoring data (e.g., point/goal sheets) are used to determine the extent to which targeted behaviors improve as a result of intervention.	
Formative	Diagnostic	For <u>academics</u> diagnostic	They are administered when
Assessment: continued	Assessments:	assessment refers to formal diagnostic assessments using standardized tests that assess skills in depth for the essential reading and math components.	additional information is needed to allow teachers to determine the student's instructional focus.
	Diagnostic Process:	For <u>academics</u> the diagnostic processes involves the use of informal surveys and tests to probe a student's knowledge and skills in depth for the essential reading and math components. For <u>behavior</u> the diagnostic process involves conducting a functional behavioral assessment (FBA) in order to customize interventions that focus on the function (e.g., attention, escape) of student behavior.	They are used when additional information is needed to allow teachers to determine the student's instructional focus. With behavior, the diagnostic process is used to determine the function of behavior so that individualized, function- based interventions may be designed to meet the students needs.

Grade Level	Measure	Skills Assessed		
Infant to Toddler	Under Development			
Pre-K	Rapid Picture Naming Rapid Naming of Numbers	Memory Oral Language		
	Rhyming Alliteration	Phonological Awareness		
	Letter Naming	Alphabetic Knowledge		
К	Letter Naming Fluency	Letter name identification and ability to rapidly retrieve abstract information		
	Letter Sound Fluency First Sound Fluency	Letter Sounds		
	Phoneme Segmentation Fluency	Phonemic Awareness		
1	Letter Naming Fluency	Letter name identification and ability to rapidly retrieve abstract information		
	Letter Sound Fluency First Sound Fluency	Letter Sounds		
	Phoneme Segmentation Fluency	Phonemic Awareness		
	Nonsense Word Fluency	Proficiency and automaticity with basic phonic rules		
	Grade Level Oral Reading Fluency R-CBM	Reading connected text accurately and fluently		
2-3	Grade Level Oral Reading Fluency R-CBM	Reading connected text accurately and fluently		
4-6	Grade Level Oral Reading Fluency R-CBM	Reading connected text accurately and fluently		
	Mazes	Basic comprehension		
7-8	Mazes	Basic comprehension		
9-12	Group Reading Comprehension Assessment	Reading Comprehension		

Appendix B: Critical Skills for Universal Screener

Appendix C: DIBELS Next Benchmark & AIMSweb Target Scores

	MEASURES	FALL	Winter	SPRING
		Benchmark	Benchmark	Benchmark
KDG	FSF	10+	30+	
	PSF		20+	40+
	NWF - CLS		17+	28+
1st GRADE	PSF	40+		
	NWF-CLS	27+	43+	58+
	NWF-WWR	1+	8+	13+
	ORF		23+	47+
	DORF-Accuracy		78-100%	90-100%
	DORF-Retell			15+
2nd GRADE	NWF-CLS	54+		
	NWF-WWR	13+		
	DORF	52+	72+	87+
	DORF-Accuracy	90-100%	96-100%	97-100%
	DORF-Retell	16+	21+	27+
	DORF- Retell Quality		2+	2+
3rd GRADE	DORF	70+	86+	100+
	DORF-Accuracy	95-100%	96-100%	97-100%
	DORF-Retell	20+	26+	30+
	DORF-Retell Quality	2+	2+	2+
	DAZE	8+	11+	19+
4th GRADE	DORF	90+	103+	115+
	DORF-Accuracy	96-100%	97-100%	98-100%
	DORF-Retell	27+	30+	33+
	DORF-Retell Quality	2+	2+	3+
	DAZE	15+	17+	24+
5th GRADE	DORF	111+	120+	130+
	DORF- Accuracy	98-100%	98-100%	99-100%
	DORF-Retell	33+	36+	36+
	DORF-Retell Quality	2+	3+	3+
	DAZE	18+	20+	24+
6th GRADE	DORF	107+	109+	120+
	DORF- Accuracy	97-100%	97-100%	98-100%
	DORF-Retell	27+	29+	32+
	DORF-Retell Quality	2+	2+	3+
	DAZE	18+	19+	21+

DIBELS Next Benchmark Scores

AIMSweb Target and 25th Percentile Chart

GRADE	MEASURES	FALL Target	Winter Target	SPRING Target	Spring 25%ile
KDG	LNF	13	38	46	
	LSF	2	20	33	
	PSF	2	18	41	
	NWF		19	33	
1st GRADE	LNF	40	49	56	
	LSF	25	40	46	
	PSF	35	45	49	
	NWF	27	45	57	
	R-CBM		30	53	40
2nd GRADE	PSF	39	41	45	
	NWF	46	52	62	
	R-CBM	55	80	92	82
	MAZE	4	9	14	
3rd GRADE	R-CBM	77	105	119	98
	MAZE	11	14	15	11
4th GRADE	R-CBM	105	120	136	112
	MAZE	12	19	19	15
5th GRADE	R-CBM	114	129	143	123
	MAZE	16	21	25	20
6th GRADE	R-CBM	136	149	161	141
	MAZE	21	27	27	22
7th GRADE	R-CBM	136	150	171	141
	MAZE	22	25	29	24
8th GRADE	R-CBM	138	151	161	142
	MAZE	23	21	27	22

Appendix D: Reading Diagnostic Assessments

		Fi ⁻ Read		ssen Con		ents	
Reading Assessment (listed in alphabetical order)	Grade Level Assessed	Criterion Referenced/No rm Referenced	Phonological Awareness	$\mathbf{Phonics}$	Fluency	Vocabulary	Comprehension
Comprehensive Reading Inventory (CRI) 2007 Edition	K-12	Criterion Referenced	Х	Х	X	Х	X
Comprehensive Test of Phonological Processing (CTOPP)	K-12+	Norm Referenced	Х				
Diagnostic Decoding Surveys	1-12	Criterion Referenced		Х			
Developmental Reading Assessment – 2 (DRA-2)	K-3	Criterion Referenced	Х	Х	Х	X	X
Diagnostic Assessments of Reading (DAR)	K-12	Criterion Referenced	Х	Х	Х	X	X
Gates MacGinitie Reading Tests, 4th Edition	K-12+	Norm Referenced	Х	Х		X	X
Group Reading Assessment and Diagnostic Evaluation, 2001 Edition (GRADE)	Pre-K- 12+	Norm Referenced	Х	Х		Х	Х
Gray Oral Reading Test (GORT IV)	K-12	Norm Referenced		Х	Х		X
Peabody Picture Vocabulary Test, 4th Edition (PPVT)	Pre-K- 12+	Norm Referenced				X	
Phonological Awareness Literacy Screening (PALS)	1-3	Criterion Referenced	Х	Х	Х	X	X
Phonological Awareness Skills Test (PAST)	K+	Criterion Referenced	Х				
Test of Word Recognition Efficiency (TOWRE)	K-12+	Norm Referenced	Х	Х	Х	X	X
Qualitative Reading Inventory- 4(QRI-4)	K-12	Criterion Referenced		Х			X
Quick Phonics Screener (QPS)	1+	Criterion Referenced		Х		e 201(

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Appendix E: Potential Assessments for Comprehensive Assessment System

Type of Assessments	Content Area	Grade	Name of Assessment
	Reading		Kansas Computerized Assessment (KCA) District Assessment Iowa Tests of Basic Skills (ITBS) Iowa Tests of Educational Development (ITED)
Outcome			Kansas Computerized Assessment (KCA) District Assessment Iowa Tests of Basic Skills (ITBS) Iowa Tests of Educational Development (ITED)
	Behavior	PK-12	Trends in Office Discipline Referrals/Behavior Incident Reports Trends in universal screening of behavior data School Climate Surveys <i>May be used in combination with:</i> Suspension and Expulsion Data Detention data
Interim	Reading Math		Kansas Interim Assessment Kansas Interim Assessment
	Reading	Preschool PK-6	myIGDI (also known as Get it, Got it, Go); mCLASS: C-PALLS; Phonological Awareness and Literacy Screening – Preschool (PALS-PK); Get Ready to Read DIBELS/DIBELS Next
		PK-8 9-12: is a multi- step process	AIMSweb AIMSweb Step 1: Reading comprehension test
	Math	РК 3-4	Step 2: Mazes Preschool Numeracy Indicators EARLI
Universal Screening		K-1 K-6 K-8 K-8 (with HS norms) PK-10 9-12 is a two-step process	Early Numeracy Indicators easyCBM from DIBELS easyCBM from Riverside AIMSweb STAR Math Enterprise Step 1: Use current class placement, current math grade, and previous course grade to determine who should be screened (or screen all students) Step 2: If using Star Math Enterprise or AIMSweb, use HS norms; if using easyCBM, use 8 th grade assessment and 8 th grade norm
	Behavior	РК-12	Office Discipline Referrals (ODR) Behavior Incident Report (BIR) Student Risk Screening Scale (SRSS) Strengths and Difficulties Questionnaire (SDQ)

Type of	Content	Grade	Name of Assessment
Assessments	Area		
Progress Monitoring	Reading		CETE Formative Test Builder Common Formative Assessments NWEA/MAP (if administered 3x per year)
of Core Instruction	Math		CETE Formative Test Builder Common Formative Assessments NWEA/MAP (if administered 3x per year)
	Behavior		Office Discipline Referral (ODR)
	Reading	Preschool PK-6 PK-8	myIGDIs mCLASS: C-PALS DIBELS/DIBELS Next AIMSweb
Progress Monitoring of Intervention	Math	K-6 K-8 (with HS norms) K-8 PK-10	easyCBM from DIBELS AIMSweb easyCBM from Riverside STAR Math Enterprise
	Behavior	РК-12	Point Sheets Office Discipline Referrals (ODR)/ Behavior Incident Report (BIR)
	Reading		Phonological Screening Assessment Test (PAST) Quick Phonics Screener (QPS)
Diagnostic Process	Math		Use of universal screener at lower levels Screener's instructional planning report Comprehensive protocol intervention placement test
	Behavior		Match Tier 2 intervention to student need
Diagnostic	Reading		CTOPP DRA2 GORT IV
Assessments	Math		Key Math III STAR Math Enterprise
	Behavior		Functional Behavioral Assessment (FBA)

Appendix F: Tiered System of Support Comparison of Models

Model	Considerations	Advantages	Disadvantages	Scheduling	Resources
Pull Out	 Works best when numbers of students needing assistance is small and/or done cross grade level. Students in group need to have same instructional needs. 	 Most similar to traditional practice Minimal logistical planning needed. 	 Transition time to resource needed. Most schools have more students to serve than this model accommodates. Coordination with planning and reviewing progress monitoring data between teachers needed. General education teachers need to make sure students being pulled out are not missing core curriculum. 	 Typically, each grade level receives support ½ hr. to one hour each day. Need to insure that students served with this model are not pulled out of general education curriculum. 	This model rarely requires extra or change in resources.
In Class	 Works best when numbers of students needing assistance is small. Students in group need to have same instructional needs. 	 Students stay in class for intervention time. Classroom teacher is able to work with at least one group of his/her own students. Students may be moved more flexibly in and out of intervention time. 	 Most schools have more students to serve than this model accommodates. Coordination with planning and reviewing progress monitoring data between other teachers who help is needed. 	 Typically, each grade level receives support ½ hr. each day. Can be done while other students are rotating through centers. 	Classroom supervisor may be necessary to protect uninterrupted intervention time.

Comparison of Models

Model	Considerations	Advantages	Disadvantages	Scheduling	Resources
Intervention	 Most likely used when 	• A team can	• Transition time to	• Typically, each	• Depending on the
Team	number of students needing	accommodate a larger	new groups needed.	grade level	number of
	intervention is large, or	number of groups.	General education	receives	intervention
	beyond what can be done by	Larger numbers of	teacher	support ½ hr.	groups necessary,
	the teacher and one support	groups can make for	disconnected from	each day.	resources may
	staff.	more options when	student and		need to be
		student's needs	instructional		rethought in the
		change.Allows time for	planning.		school.
		• Allows time for additional support for	• Interventionists report wanting to		Make sure adequate training
		Tier III.	have the students		and support is
			for longer periods of		built into the
			time.		model.
			Training and		Make sure
			support needs to be		students most in
			coordinated.		need have the
			• May be easy to		most qualified
			overlook need to		interventionists.
			make core		
			curricular changes.		
Walk to	• Similar to intervention team	• Designated time by	• Transition time to	• Each grade	• Depending on the
Intervention	approach, but grade-level	grade level insures	new groups needed.	level	number of
Cross-Class	teachers used as	that all students	 General education 	coordinates	intervention
	interventionists.	receiving extra	teacher sometimes	intervention	groups necessary,
		reading time without	disconnected from	time with	teachers may be
		conflicts to missing	student and	other reading	able to provide
		general education	instructional	teachers	more guided
		curriculum.	planning.	(reading	assistance to
		Allows for several		specialists/	students barely
		certified staff to be		special	on track. On the
		providing reading		education)	other hand, other
		interventions.			building or
		Easier to develop intervention groups			district personnel
		intervention groups for students needing			may be called
		enrichment.			upon to assist.
		• When teachers have			
		• when teachers have	1		

Model	Considerations	Advantages	Disadvantages	Scheduling	Resources
Walk to Intervention Cross-Grade	• Consider when the number of students on track is considerably less than those not on track.	 built in collaborative time, discussions about groupings and individual students can be built in. Allows time for additional support for Tier III. Allows for more individualized and intense instruction based on reading and skill level. 	Requires difficult decisions to be made regarding other important curriculum	 Scheduling takes into consideration resources needed and 	 Resources can be allocated in larger chunks of time.
		 Focus on reading increased due to no transition time necessary. Teacher provided time to know student's skill level and increased time allows him/her more flexibility in meeting needs. 	 matters. Requires thinking about things very differently. 	grade level requirements.	
Alternative Class (Required Elective)	Students with similar needs are scheduled with an intervention teacher for basic skills instruction, while remaining in the core English/Language Arts (ELA) or math course.	 Works well in high school schedule Enables students to progress in core content classes while improving basic literacy or math skills. The interventionist may be able to provide both student instruction and teacher 	 Students lose the choice of what may be a preferred elective class. Requires having a staff member with specialized knowledge of basic skills instruction. 	• Requires that students with common needs be available during the same class period.	• The number of students and their needs will determine how many class periods the interventionist needs to schedule.

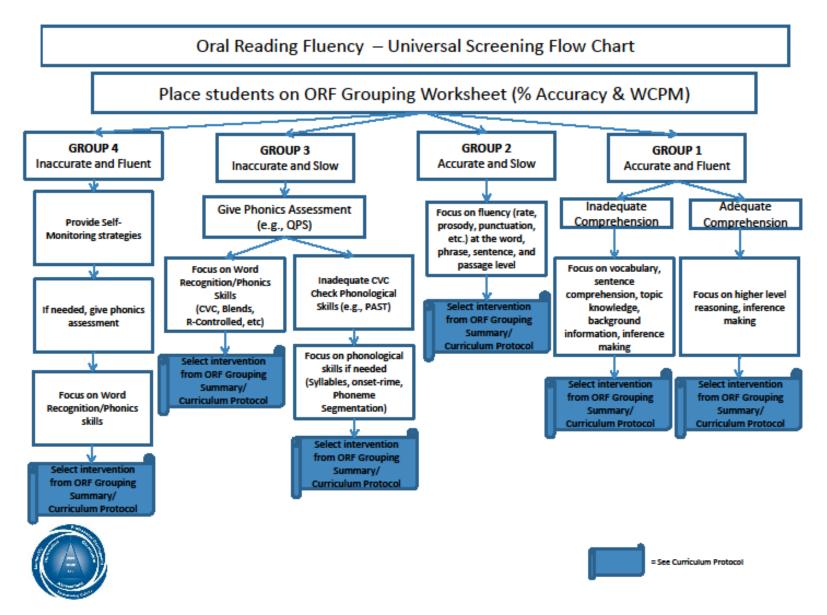
Model	Considerations	Advantages	Disadvantages	Scheduling	Resources
		 consultation Convenient for using purchased curriculum for struggling readers. 			
Intervention Team (Homeroom)	• Each teacher takes a group of students for intervention, including students at benchmark or above.	 Works well in middle school schedules. Providing intervention during homeroom time helps with fluidity of grouping. 	Requires common planning time for teachers to collaborate.	 Instructional groups can be matched to teachers' individual skills. 	• Some buildings may need to increase the amount of time allowed for homeroom.
All School Seminar or Advisory Period	All students receive extensions, additional practice, or supplemental or intense instruction during seminar time.	 Many secondary schools already have an advisory or seminar period built into their schedules. Assures that all students (advanced learners, benchmark students, and students with learning difficulties) receive some type of intervention. Enables departmental planning for interventions. 	• Requires that focus of seminar be changed to instruction. This may mean a loss of time for student organizations and may also conflict with scheduled teacher planning times.	• The way students are scheduled into seminar may need to be reorganized.	 Changed purpose of seminar will require that more teachers are engaged in instruction during that period.

Appendix G: Curriculum Protocol Examples

Curriculum Protocol Example Grades PreK-5						
CORE	 Little Treasures (PreK) Treasures (1st-5th Grade) 					
Differentiation of Core	Treasures Leveled ReadersTriumphs					
Tier 2 (Targeted Skills)	 Interventions for All: Phonological Awareness- Zgonc Road to the Code Start Up 	 Phonics A-Z (Blevins)/Treasures Decodable Text/Florida Activities Phonics & Word Study/Treasures Decodable Text/Florida Activities West Virginia Website: <u>https://sites.google.com/a/wv</u> <u>de.k12.wv.us/reading-first- information/phonics- lessons/</u> Build Up Spiral Up <u>Rewards</u> <u>Phonics Blitz</u> 	 Six Minute Solution Read Naturally 	 Frayer Model Teaching Vocabulary Through Morphemes 	 Developing Metacognitive Skills/Six Way Paragraphs Teaching Students to Read Nonfiction (Blevins) Treasures Leveled Readers Additional instruction on Comprehension Strategies presented in the core 	
(Skills) Tier 3	• Reading Readiness	 Phonic Boost Corrective Reading (Decoding) 	Six Minute Solution	• Frayer Model	• Corrective Reading (Comprehension)	
(Comprehensive)	Alphabetic Phonics, S.P.I.R.E					
	Phonological Awareness	Phonics	Fluency	Vocabulary	Comprehension	

	All Content Area Subjects Grades 6-12					
CORE	 Comprehension/vocabulary Strategies throughout the year Summarization – Taught the first 9 weeks of school in all subject areas Comprehension Monitoring – Taught 2nd 9 weeks in all subject areas Combination of the previous two strategies- 3rd 9 weeks Question Generation – 4th 9 weeks 					
	Language Arts Class: Triumphs Grades 6-8					
(Strategies)		• Syllable Chunking Strategy	Paired/Partn er Reading	• Frayer Model	 Summarization Strategy Comprehension Monitoring Strategy 	
Tier 2		 Phonics Boost Phonics Blitz Rewards Teaching Phonics & Word 	 Read Naturally 6 Minute Solution 	Vocabulary through Morphemes	• 6 Way Paragraphs	
(Skills)		Study in Intermediate Grades by WileyHigh Noon Decodable Texts				
(Skills)	Phonological Awareness Activities for	 Phonics Boost Phonics Blitz Rewards	 Read Naturally 6 Minute 	• Vocabulary through Morphemes	• 6 Way Paragraphs	
Tier 3	Older Students	 Teaching Phonics & Word Study in Intermediate Grades by Wiley Blevins High Noon Decodable Texts 	Solution			
(Comprehensive)	Wilson Reading Program					
	Phonological	Phonics	Fluency	Vocabulary	Comprehension	
	Awareness			5		

Appendix H: Oral Reading Fluency/R-CBM

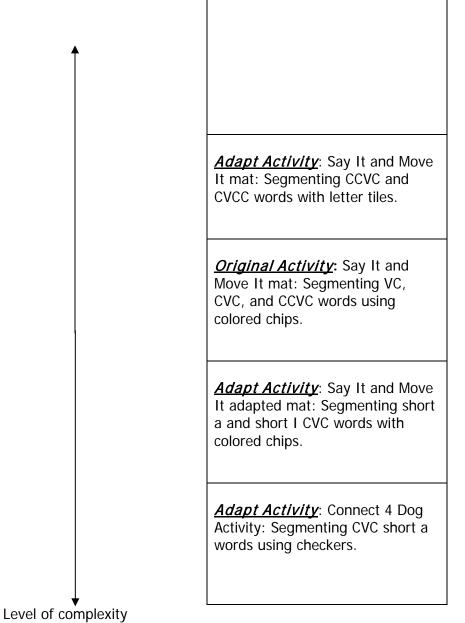


Appendix I: Differentiation Activity

Grade Level group: Modeling for Kindergarten/ First Grade

Strategy or Activity: Segmenting and Blending – Say It and Move It

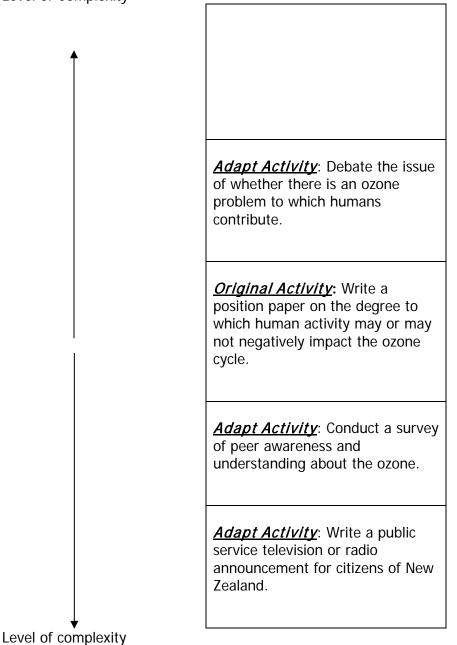
Level of Complexity



Grade Level group: 8th Grade

Strategy or Activity: To demonstrate understanding of what ozone is and why it is important.

Level of Complexity



Grade Level group: _____Grade

Strategy or Activity: _____

Level of Complexity

Level of Complexity	
↑	<u>Adapt Activity</u> :
	<u>Adapt Activity</u> :
	<u>Original Activity</u> :
	<u>Adapt Activity</u> :
	<u>Adapt Activity</u> :
Level of complexity	