

The Essentials of Tier 1 for Reading Success for the Elementary Classroom

Dean Richards
drichards@ttsd.k12.or.us

Data based decisions	
Instruction of the Big 5 of Reading	Phonemic Awareness
	Phonics
	Fluency
	Vocabulary
	Comprehension
Common agreements	Time
	Materials
	Instructional strategies
	Whole Group/Small Group
Explicit instruction	Engaging
	Systematic
	Relentless

100% Data Meeting Agenda

School: _____ Grade level: _____
 Benchmarking period (circle one): Fall Winter Spring

Norms: Stay engaged – Focus on what **we** can do – Listen to learn
Purpose: To determine effectiveness of the **core program** and make necessary adjustments to **core instruction**.

1. Based on screening data, is our core program sufficient for most students at our grade level (80% or more above benchmarks)?

- a) Review and analyze **current** benchmark screening data. Record percentages below:
- b) Review and analyze **previous** benchmark screening data. Record percentages below:
- c) Using current and previous benchmarking data, set a **goal** for next benchmarking period. Record below:

	Previous Benchmarking	Current Benchmarking		*Goal for next Benchmarking:
<i>% Above benchmark</i>				
<i>% Below benchmark</i>				
<i>% Well below benchmark</i>				

*Can also review movement of students between risk-status levels to help set goals (**Summary of Effectiveness**)

- d) Review other available grade-wide data (e.g. OAKS, in-curriculum assessments, etc).
 - i) Determine percentage of students meeting minimum proficiency standards as set by the district

2. What instructional adjustments are needed to improve the health of the core?

- a) What instructional strategies have been effective in your classroom?
- b) Using data, prioritize which big idea of reading is currently the most important **common instructional need** for most students (*circle one*):

Phonemic Awareness Phonics Fluency Vocabulary Comprehension

- c) Which **priority skill(s)** within that big idea will be targeted for instruction:

What component(s) of the core can be used for this? _____

- d) What **common instructional strategy** will be used by all grade level teachers:

When this is working what will it look like? _____

- e) What **active engagement strategy** will be used by all grade level teachers:

When this is working what will it look like? _____

- f) Does **fidelity to the core** need to be further examined and how will that be accomplished?

- g) What **professional development** is needed to improve the core?
- _____

Common Instructional Needs

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Phonemic Awareness	Sound/Word comparison Rhyming Blend & Segment: Sentences Syllables Onset-rime					
	Blend & Segment: Individual Phonemes					
	Phoneme deletion & manipulation					
Phonics	Letter sounds					
	High Frequency Words/Sight Words					
	VC & CVC words Consonant Blends Consonant Digraphs Silent e R-controlled vowels Advanced consonants					
	Vowel teams Multisyllabic words Prefixes & Suffixes					
Fluency	Accuracy: @90%	95-97%	96-97%	97-98%	97-98%	
	30-50 WCPM	40-100 WCPM	70-100 WCPM	100-140 WCPM	100-140 WCPM	
	Attends to punctuation					
	Phrasing, Expression, Smoothness (Prosody)					
Vocabulary	Concept Naming & Use					
	Learns new words through direct instruction (Receptive Vocabulary)					
	Uses new words in speaking and writing (Expressive Vocabulary)					
	Uses context clues to understand the meaning of words (Contextual Analysis) Uses word structure to understand meaning of words (Morphemic Analysis)					
Comprehension	Answering Questions					
	Makes predictions					
	Retelling & Summarizing					
	Making Connections					
	Main Idea and Details					
	Making Inferences					
	Monitoring Comprehension					
	Fact and Opinion					
	Cause and Effect					
	Author's Purpose/Point of View Informational Text Structure/Charts, Maps, Graphs, Tables, Insets					

Common Instructional Strategies

Instructor models instructional tasks when appropriate

- Demonstrates the task (e.g. uses think alouds)
- Proceeds in step-by-step fashion
- Limits language to demonstration of skill
- Makes eye contact with students, speaks clearly while modeling skill

Instructor provides explicit instruction

- Set the purpose for the instruction
- Identifies the important details of the concept being taught
- Provides instructions that have only one interpretation
- Makes connection to previously-learned material

Instructor engages students in meaningful interactions with language during lesson

- Provides and elicits background information
- Emphasizes distinctive features of new concepts
- Uses visuals and manipulatives to teach content as necessary
- Makes relationships among concepts overt
- Engages students in discourse around new concepts elaborates on student responses

Instructor provides multiple opportunities for student to practice instructional tasks

- Provides more than one opportunity to practice each new skill
- Provides opportunities for practice after each step in instruction
- Elicits group responses
- Provides extra practice based on accuracy of student responses

Instructor provides corrective feedback after initial student responses

- Provides affirmations for correct responses
- Promptly corrects errors with provision of correct model
- Limits corrective feedback language to the task at hand
- Ensures mastery of all student before moving on

Instructor encourages student effort

- Provides feedback during and after task completion
- Provides specific feedback about student's accuracy
- Majority of feedback is positive
- Celebrates or displays examples of student success

Students are engaged in the lesson during teacher-led instruction

- Gains student attention before initiating instruction
- Paces lesson to maintain attention
- Maintains close proximity to students
- Transitions quickly between tasks
- Intervenes with off-task students to maintain their focus

Students are engaged in the lesson during independent work

- Independent work routines and procedures previously taught
- Models task before allowing students to work independently
- Checks for student understanding of the task(s)
- Students use previously-learned strategies or routines when they come to a task they don't understand
- Independent work is completed with high level of accuracy

Students are successful completing activities at a high criterion level of performance

- Elicits a high percentage of accurate response from group
- Holds same standard of accuracy for high performers and low performers

Non-Negotiables for Reading Instruction

The following describes the required components that must be used and/or taught from the Scott Foresman Reading Street program. It does not define how to teach and does not restrict teachers from making adjustments to the directions and/or design of the lesson components. The time allotted for reading instruction is required and should not be interrupted.

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
<p>90 minute minimum uninterrupted reading block Teacher's guide open to this week's lesson with teacher annotations.</p>					
Reading Street Sound Spelling Cards posted	Reading Street Sound Spelling cards posted	Reading Street Sound Spelling Cards posted			
The weeks sound, high frequency, and amazing words visually posted	The weeks sound, high frequency, and amazing words visually posted	The weeks sound, high frequency, and amazing words visually posted	The weeks vocabulary/ high frequency words visually posted	The weeks vocabulary/ high frequency words visually posted	The weeks vocabulary/ high frequency words visually posted
The weeks sound and high frequency words in centers and seat work	The weeks sound and high frequency words in centers and seat work	Robust Vocabulary Instruction ☞ Word posted ☞ Student friendly definition ☞ ELL poster used and referenced	Robust Vocabulary Instruction ☞ Word posted ☞ Student friendly definition ☞ ELL poster used and referenced	Robust Vocabulary Instruction ☞ Word posted ☞ Student friendly definition ☞ ELL poster used and referenced	Robust Vocabulary Instruction ☞ Word posted ☞ Student friendly definition ☞ ELL poster used and referenced
Daily phonemic awareness, phonics, spelling, and word building activities in whole group and repeated in small group if needed	Daily phonemic awareness, phonics, spelling, and word building activities in whole group and repeated in small group if needed	Daily phonics, spelling, and word building activities in whole group and repeated in small group if needed	Daily phonics, spelling, and word building activities in whole group and repeated in small group if needed	Spelling and word building activities in whole group and repeated in small group if needed	Spelling and word building activities in whole group and repeated in small group if needed
At least 3 small groups daily oral reading	At least 3 small groups daily oral reading	At least 3 small groups daily oral reading	At least 3 small groups daily oral reading	All below level students read orally in small group daily	All below level students read orally in small group daily

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
All teachers use rapid, simple, error correction procedures during oral reading which require correct re-reading of sentences	All teachers use rapid, simple, error correction procedures during oral reading which require correct re-reading of sentences	All teachers use rapid, simple, error correction procedures during oral reading which require correct re-reading of sentences	All teachers use rapid, simple, error correction procedures during oral reading which require correct re-reading of sentences	All teachers use rapid, simple, error correction procedures during oral reading which require correct re-reading of sentences	All teachers use rapid, simple, error correction procedures during oral reading which require correct re-reading of sentences
Every child reads decodable from cover to cover every week (correctly, with no word guessing)	Every child reads decodable from cover to cover every week (correctly, with no word guessing)	Every child reads decodable from cover to cover every week (correctly, with no word guessing)	Every child read main selection. Above level students read main selection and above level reader On level students read main selection and on level reader Below level students read main selection and below level reader	Every child read main selection. Above level students read main selection and above level reader On level students read main selection and on level reader Below level students read main selection and below level reader	Every child read main selection. Above level students read main selection and above level reader On level students read main selection and on level reader Below level students read main selection and below level reader
Writing instruction happens outside of the 90 minute reading block during its own 30 minute period of time.	All students take comprehension test at the end of every selection. Teachers correct and use results to make changes to instruction.	All students take comprehension test at the end of every selection. Teachers correct and use results to make changes to instruction.	All students take comprehension test at the end of every selection. Teachers correct and use results to make changes to instruction.	All students take comprehension test at the end of every selection. Teachers correct and use results to make changes to instruction.	All students take comprehension test at the end of every selection. Teachers correct and use results to make changes to instruction.
Writing and grammar instruction happens outside the 90 minute reading block during its own 30 minute period of time	Writing and grammar instruction happen outside the 90 minute reading block during its own 30 minute period of time	Writing and grammar instruction happen outside the 90 minute reading block during its own 30 minute period of time	Writing and grammar instruction happen outside the 90 minute reading block during its own 30 minute period of time	Writing, Spelling, and Grammar instruction happen outside of the 60 minutes reading block during its own 30 minute period of time	Writing, Spelling, and Grammar instruction happen outside of the 60 minutes reading block during its own 30 minute period of time

Ideally, grade level teams would be meeting at least monthly to discuss assessment data and its implications for instruction and grouping.

Core Reading Program Walk-Through

Purpose:

The walk-through is a very important component of the RTI process. “For valid [LD] disability determination to occur, a diagnostic team needs to be able to determine that a student has received appropriate instruction in the general education classroom. Implementing instruction with fidelity satisfies one of IDEA’s legal requirements for appropriate instruction.” Walk-throughs help to reinforce instructional outcomes by giving a structure for visibility, content knowledge and fidelity of current practices occurring within the school.

Training:

Ensuring that teachers have clarity on the content and delivery of the district adopted curriculum. Before using this tool in the classroom, share and accept feedback from teachers. They need to be trained on the content as well as the practices listed on the walk-through tool. Administrators also may need clarification on the practices and materials that create the core reading program.

This tool may be used for peer observations, coaches or administrators instructional rounds.

Explanation of directions:

Directions: During a 5 to 15 minute walk-through the observer will indicate items observed ^a Not all items will be observed in one visit. The observer *may* prioritize sections of this walk through, rather than use both sides.^b The walk through is designed to give feedback on current instructional practices, find areas for future professional development, and assess continuity of implementation of our core reading program.^c ***This walk-through tool is not designed for evaluation purposes.***^d

^a The walk through is designed to be a snap shot of the day, not a movie. It is preferable to do several over the course of the year (3 to 4) than 1 long observation.

^b This walk through is very long and comprehensive. Initially, it may be very appropriate to select the instruction section ONLY. Place an “X” through sections that are not observed.

^c Often teachers are fearful of walk throughs because they do not understand the purpose. Seek to reduce anxiety by being collaborative in rolling out the walk through. Setting the clear purpose moves away from the “gotcha” mentality.

^d This tool should NOT be used to evaluate teachers performance!!!! It does not align with the specifics of district contract language for teacher evaluation.

Sample of Completed Walk-through:

Fluency 1.5-5	<input type="checkbox"/> Explicit instruction using teaching charts or transparencies	<input type="checkbox"/> Choral reading of text with fluency focus <input type="checkbox"/> Timed practice	Possible tools: -Main selection text -Guided reader - <u>Leveled passages</u> -Fluency “phones” -CD’s - <u>Timers</u> -Graphs
	<input checked="" type="checkbox"/> Paired reading of text with fluency focus		
Focus Skill: Accuracy, <u>Expression</u> , Emphasis, Phrasing, Volume, Smoothness, Rate			

More information on Walk-throughs:

- Education World, “Walk-Throughs Are On the Move”, <http://www.educationworld.com/admin/admin/admin405.shtml>
- David, Jane, “Classroom Walk-throughs”, Educational Leadership, December 07/January 08, http://www.ascd.org/publications/educational_leadership/dec07/vol65/num04/Classroom_Walk-Throughs.aspx

ⁱ Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006). *Responsiveness to intervention (RTI): How to do it*. Lawrence, KS: National Research Center on Learning Disabilities.



Core Reading Program Walk-Through

Teacher	Observer	Grade Level	Date & Day	Start time	Stop time
Curriculum:		Unit/lesson	In line with pacing guide: Yes No		
Content: Circle all that apply Phonemic Awareness Phonics Fluency Vocabulary Comprehension		Circle all that apply: Whole Group – Small Group - Individual Practice			
		Total Student count # _____			
		Small Group count # _____, # _____ (If more than 1 group)			

Directions: During a 5 to 15 minute walk-through the observer will indicate items observed. Not all items will be observed in one visit. The observer *may* prioritize sections of this walk-through, rather than use both sides. The walk-through is designed to give feedback on current instructional practices, find areas for future professional development, and assess continuity of implementation of our core reading program. *This walk-through tool is not designed for evaluation purposes.*

Environment	
<p>Room arrangement</p> <input type="checkbox"/> Scheduled time for reading <input type="checkbox"/> Space for small group instruction <input type="checkbox"/> Classroom library <input type="checkbox"/> All students can see board/text <input type="checkbox"/> Appropriate reading using computer technology <input type="checkbox"/> Teacher and students have materials ready	<p>Walls</p> <input type="checkbox"/> Daily schedule <input type="checkbox"/> Word wall <input type="checkbox"/> Lesson targets posted <input type="checkbox"/> Instructional charts <input type="checkbox"/> Decoding/Spelling Focus <input type="checkbox"/> Vocabulary Words (often in a pocket chart) <input type="checkbox"/> Displays of student success in reading: work or scores
Instruction	
<p>Prior to instruction</p> <input type="checkbox"/> Clear behavioral expectations <input type="checkbox"/> Teacher and student materials ready <input type="checkbox"/> Set the purpose for the instruction <input type="checkbox"/> Emphasizes distinctive features of new concepts <p>Background knowledge</p> <input type="checkbox"/> Provides and elicits background information <input type="checkbox"/> Makes relationships among concepts overt <input type="checkbox"/> Makes connection to previously-learned material <p>Praise and corrective feedback</p> <input type="checkbox"/> Majority of feedback is positive (4:1) <input type="checkbox"/> Provides affirmations for correct responses <input type="checkbox"/> Promptly corrects errors with provision of correct model <input type="checkbox"/> Limits corrective feedback language to the task at hand <p>Scaffolding new content - Proceeds in step-by-step fashion</p> <input type="checkbox"/> I do (Demonstrates the task, e.g. uses think alouds) <input type="checkbox"/> We do (guided practice) <input type="checkbox"/> Y'all do (partner practice) <input type="checkbox"/> You do (individual application of taught skill) <p>Differentiated instruction</p> <input type="checkbox"/> Provides extra practice based on accuracy of student responses <input type="checkbox"/> Provides more than one opportunity to practice each new skill <input type="checkbox"/> Ensures mastery of all student before moving on <input type="checkbox"/> Lesson tasks/activities appropriately "chunked" <p>Teacher has perky pace</p> <input type="checkbox"/> Provides "think time" for processing <input type="checkbox"/> Gains student attention before initiating instruction <input type="checkbox"/> Transitions quickly between tasks <input type="checkbox"/> Uses visuals and manipulatives to teach content as necessary <input type="checkbox"/> Provides opportunities for practice after each step in instruction <input type="checkbox"/> Redirects behavioral disruptions quickly and positively	<p>Student Engagement</p> <p>Things students say</p> <input type="checkbox"/> No hand raising (all doing the doing) <input type="checkbox"/> Choral responses – verbal # _____ <input type="checkbox"/> Partner Response – think, pair share # _____ <p>Things students write</p> <input type="checkbox"/> Partner Response – think, write, share # _____ <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Quick write/draw response <input type="checkbox"/> Completing a sentence frame <input type="checkbox"/> White board responses <p>Things students do</p> <input type="checkbox"/> Choral responses – physical # _____ <input type="checkbox"/> Response Cards (yes/no, word, letter) <input type="checkbox"/> Manipulatives in use <p>Things teacher does</p> <input type="checkbox"/> Maintains close proximity to students <input type="checkbox"/> Routines are clear for entry and work on reading immediately. <input type="checkbox"/> Attention signal, physical or verbal cue <input type="checkbox"/> 10:2 strategy (10 min. teacher talk/2 min. student talk) <input type="checkbox"/> Provides students time for self assessment



Core Reading Program Walk-Through

Curriculum			
Phonemic awareness K-2	<input type="checkbox"/> Students orally manipulating sounds and words <input type="checkbox"/> Students physically manipulating sounds and words	<i>Possible tools:</i> -Physical response -Elkonin Boxes -Cubes or markers	
Focus skill: Word comparison, Rhyming, Sentence segmentation, Syllable segmentation and blending, Onset-rime blending and segmentation, Blending and segmenting individual phonemes, Phoneme deletion and manipulation			
Phonics K-5	<input type="checkbox"/> Students engaged in reading : <ul style="list-style-type: none"> o letter/sounds, sounding out, blending and segmenting, sight words 	<input type="checkbox"/> Students writing related to phonics: <ul style="list-style-type: none"> o dictation, sight words, word families, sentences 	<i>Possible tools:</i> -Whiteboards -Gestures -Word Sorts
Focus Skill: Letter sounds, VC and CVC, Consonant Digraphs, CVCC and CCVC, Silent E, R-control vowels, Advanced consonants (i.e., -tch, kn, soft c & g), Vowel Teams, Multi-syllable words, Prefixes and suffixes			
Fluency 1.5-5	<input type="checkbox"/> Explicit instruction using teaching charts or transparencies <input type="checkbox"/> Paired reading of text with fluency focus	<input type="checkbox"/> Choral reading of text with fluency focus <input type="checkbox"/> Timed practice	<i>Possible tools:</i> -Main selection text -Guided reader -Leveled passages -Fluency "phones" -CD's -Timers -Graphs
Focus Skill: Accuracy, Expression, Emphasis, Phrasing, Volume, Smoothness, Rate			
Vocabulary K-5	<input type="checkbox"/> Vocabulary word cards posted <input type="checkbox"/> Use of vocabulary routine by teacher <ul style="list-style-type: none"> o Names the word o Gives a kid friendly definition demonstrating meaning o Use the word in a sentence o Student discussion of vocabulary word 	<input type="checkbox"/> Personal definitions from students <input type="checkbox"/> Multiple exposures and processing <input type="checkbox"/> Students can distinguish between an example of the word and non example <input type="checkbox"/> Students engaged in answering vocabulary questions about words, talking about word meanings, using vocabulary words in speech and writing	<i>Possible tools:</i> -Program created vocabulary cards -Student created vocabulary cards -Word Sorts -Pictures -Gestures
Focus Skill: High Frequency Words, Contextual Analysis, Morphemic Analysis, Expressive Vocabulary, Receptive Vocabulary			
Comprehension K-5	<input type="checkbox"/> Use of graphic organizers by teacher and students <input type="checkbox"/> Text-to-self, text-to-text, and text-to-world connections <input type="checkbox"/> Modeling and explaining reading strategies; Activating prior knowledge or giving background information <input type="checkbox"/> Leading a read (listen)/discuss/read (listen)/discuss cycle	<input type="checkbox"/> Asking high level comprehension questions (beyond literal comprehension) <input type="checkbox"/> Responding to student discussion to increase comprehension or language <input type="checkbox"/> Students writing responses to text or correcting written responses to program text <input type="checkbox"/> Students naming and using reading comprehension strategies	<i>Possible tools:</i> -Main selection -Leveled readers -Graphic organizer
Focus skill: Text Structure, Make Inferences and Analyze, Evaluate, Story Structure, Generate Questions, Summarize, Monitor Comprehension			
Small Group Instruction K-5	<input type="checkbox"/> 4 to 6 students per group <input type="checkbox"/> Small groups reading main selection, paired selection or level books <input type="checkbox"/> Specific skill taught, retaught or extended <input type="checkbox"/> Teacher sets to purpose for the read <input type="checkbox"/> Students chorally or silently read the text (No Round Robin Reading!)	<input type="checkbox"/> Teacher observes, assesses, and instructs while students read <input type="checkbox"/> Corrective feedback is given <input type="checkbox"/> Teacher selects and modifies the use of support or removal of support for gradual release of responsibility <input type="checkbox"/> Teacher takes anecdotal notes	<i>Possible tools:</i> -Leveled reader -Phonemic awareness and phonics activities -Vocabulary cards -Fluency passage -Vocabulary cards -Fluency passage
Independent Work K-5	<input type="checkbox"/> Extended reading time in connected text (instead of worksheets) <input type="checkbox"/> Station work created focusing on fluency, reading comprehension practice, writing, word work	<input type="checkbox"/> Technology in use <input type="checkbox"/> Writing as a response to reading <input type="checkbox"/> Teacher conferences with students <input type="checkbox"/> Students taking curriculum assessment	<i>Possible tools:</i> -Classroom library -Flip charts -Stations -On line activities -Reading journals -Weekly/unit test

