Response to Instruction and English language learners

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The University of Texas at Austin
Agenda

• Overview
• Assessment
• Instruction
Objectives

• Participants will learn effective instructional and assessment practices.
• Participants will learn how the RtI and ESL are linked.
• Participants will explain the importance of language knowledge in ESL / Special Ed. Instruction
School-Wide Systems for Student Success:
A Response to Intervention (RTI) Model

Academic Systems

Tier 3/Tertiary Interventions 1-5%
- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions 5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions 80-90%
- All students
- Preventive, proactive

Behavioral Systems

1-5% Tier 3/Tertiary Interventions
- Individual students
- Assessment-based
- Intense, durable procedures

5-15% Tier 2/Secondary Interventions
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

80-90% Tier 1/Universal Interventions
- All settings, all students
- Preventive, proactive

Adapted from “What is school-wide PBIS?”
OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.
RTI AND ELLS
National Monolingual Norms  Study participants (LM learners)

Absolute Rate of Growth_National: 135 W-score Points
Absolute Rate of Growth_English:   145 W-score Points
Absolute Rate of Growth_Spanish:  124 W-score Points

<table>
<thead>
<tr>
<th>Age</th>
<th>National Monolingual Norms</th>
<th>Study participants (LM learners)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5</td>
<td>Age 4.5 (fall of preschool)</td>
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<td>8</td>
<td>Age 8 (spring of 2nd grade)</td>
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<td>12</td>
<td>Age 12 (spring of 6th grade)</td>
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Mancilla-Martinez & Lesaux, 2010
Absolute Rate of Growth_National: 45 W-score Points
Absolute Rate of Growth_English: 60 W-score Points
Absolute Rate of Growth_Spanish: 34 W-score Points

SD = 0.85

SD = 1.04

National Monolingual Norms
Study participants (LM learners)

Mancilla-Martinez & Lesaux, 2010
A recent study showed that students who could read

- 130 cwpm at 3rd grade
  - Non-ELL 90%
  - Non-ELL and low SES 75%
  - High English proficiency 68%
  - Low English proficiency 29%

- 130 cwpm at 5th grade
  - Non-ELL 82%
  - Non-ELL and low SES 62%
  - High English proficiency 58%
  - Low English proficiency 19%
Why?

• No one literacy assessment is sufficient to screen for early difficulties or monitor progress.

• Oral reading fluency does not predict comprehension for ELLs like it does for fluent English speakers (Kung, 2010).
Why?

• Adequate reading comprehension depends on a person already knowing 90-95% of the words in a text (Nagy & Scott, 2000).

• Vocabulary difficulty strongly influences the readability of text (Chall & Dale, 1995; Klare, 1984).

• Content knowledge is linked to language.
Reading Programs

• Most programs focus on building reading skills, they assume a certain level of English language skills.
• Thus, there is not enough emphasis on building language proficiency, in particular academic language.
• Further, students need access to expository text to build disciplinary knowledge.
Across all tiers…

• apply higher order thinking to key disciplinary areas,
• deliberately structure productive collaboration,
• develop rigorous and coherent content, knowledge and applications,
• develop academic language, and
• develop disciplinary literacy
RtI and ESL Programs

English as a Second Language

• For students who have limited English proficiency.

Response to Instruction

• For students who are experiencing learning difficulties.
Parallel Programs

- ESL
  - Qualification criteria, Prescriptive instruction
  - Exit criteria

- RtI
  - Qualification criteria, Prescriptive instruction
  - Exit criteria
RTI and ESL

• How would you describe the relationship between these two processes in your school.

• What percentage of students in your school participate in both programs?

• How does this affect how these two programs are implemented in your school?
How do you build an integrated program?

• What do you integrate?
• What do you keep separate?
It’s a balancing act

- Assessment
- Instruction
ASSESSMENT
RtI and ELL Practice Guide
Recommendations: Assessment

Conduct formative assessments with ELLs in key areas of reading.

Screen all students for potential reading problems at the beginning of the year and then again in the middle of the year.

Monitor the progress of tier 2 students at least once a month.
Common Issues

• More than half of the English language learners in a given grade are not reaching benchmarks on screening and progress monitoring measures.

• Screening and progress monitoring assessment batteries do not provide a comprehensive view of literacy skills or identify ELLs who are at-risk for later reading difficulties.
Think about it

• Identify which skills are important to measure.
• Identify assessments in your current assessment battery.
Assessment Use

• In the classroom:
  – Determine instructional priorities
  – Monitor student progress
  – Identify children who need extra instructional support

• For the school:
  – Determine priorities for support and intervention
  – Focus professional development
Screening and Progress monitoring


• Use progress monitoring to ensure that instruction is adjusted to meet the needs of individual students and classrooms of learners.
<table>
<thead>
<tr>
<th>Tools</th>
<th>Area</th>
<th>Classification Accuracy</th>
<th>Generalizability</th>
<th>Reliability</th>
<th>Validity</th>
<th>Disaggregated Reliability, Validity, and Classification Data for Diverse Populations</th>
<th>Efficiency</th>
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<td>A+ Learning Link: Progress in Math</td>
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<td>Broad</td>
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<td>Test of Early Numeracy - Number Identification</td>
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<td>Reading</td>
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</table>

**Chart Legend:**
- **Convincing Evidence**
- **Partially Convincing Evidence**
- **Unconvincing Evidence**
- **No Evidence Submitted**

*Added in the 2010 review | Information updated during the 2010 review
Assessment

Meaning
- Language
- Vocabulary
- Concepts
- Comprehension

Code
- Alphabet Knowledge
- Phonological Awareness
- Decoding
- Fluency
Assessments

• Are you measuring code-related and meaning-related skills?
• Is one area taking priority over another?
• Is language assessed?
• What are your challenges, problem areas, & gaps?
Different Levels of Use

- State level
- District level
- School level
- Classroom level
- Individual student level
Decision-making

• “Which students do we really have to watch this quarter?”
• “How far behind are these students?”
• “What has been their slope since the last assessment?”
• “How do the reading scores compare with scores on other assessments?”
Classroom Level

• Screening
• Progress Monitoring
Screening

• Conduct screening assessments 3 times per year in first grade and above (beginning, middle, and end of the year)

• Conduct screening assessments 2 times per year in kindergarten (middle and end of the year)

• Assess all students on appropriate measures

• Examine students’ scores in relationship to established goals

• Use to help inform both whole group and small group instruction
Using Data to Inform Instruction

• Examine class as a whole to inform whole group instruction

• Examine groups of students to inform small group instruction
### Initial Screening: DIBELS™ Goals

<table>
<thead>
<tr>
<th>Measure</th>
<th>Goal</th>
<th>When?</th>
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</thead>
<tbody>
<tr>
<td>Initial Sounds Fluency</td>
<td>25 or more</td>
<td>Middle of K</td>
</tr>
<tr>
<td>Letter Naming Fluency</td>
<td>27 or more</td>
<td>Middle of K</td>
</tr>
<tr>
<td></td>
<td>37 or more</td>
<td>Beginning of 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>Phonemic Segmentation Fluency</td>
<td>18 or more</td>
<td>Middle of K</td>
</tr>
<tr>
<td></td>
<td>35 or more</td>
<td>Beginning of 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>Nonsense Word Fluency</td>
<td>13 or more</td>
<td>Middle of K</td>
</tr>
<tr>
<td></td>
<td>24 or more</td>
<td>Beginning of 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
</tbody>
</table>
## Screening: Kindergarten Example

### Goals
- **LNF Goal**: 27 or more
- **NWF Goal**: 13 or more
- **ISF Goal**: 25 or more
- **PSF Goal**: 18 or more

**Date**: 1/15/04

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Letter Naming Fluency</th>
<th>Nonsense Word Fluency</th>
<th>Initial Sounds Fluency</th>
<th>Phoneme Segmentation Fluency</th>
<th>Comments/Error Patterns</th>
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</thead>
<tbody>
<tr>
<td>Tashaun</td>
<td>57</td>
<td>33</td>
<td>48</td>
<td>17</td>
<td>d/b mix up; u/n mix up; good w/sounds/names; good initial sounds</td>
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<tr>
<td>Olivia</td>
<td>51</td>
<td>22</td>
<td>38.2</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Leta</td>
<td>51</td>
<td>5</td>
<td>9.7</td>
<td>2</td>
<td>Rhymes words not segment; slow w/letter sounds</td>
</tr>
<tr>
<td>Delia</td>
<td>50</td>
<td>29</td>
<td>26.7</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Edna</td>
<td>47</td>
<td>16</td>
<td>22.9</td>
<td>6</td>
<td>Can only segment initial sounds in PA</td>
</tr>
<tr>
<td>Tyson</td>
<td>47</td>
<td>25</td>
<td>10.3</td>
<td>5</td>
<td>Only segments initial sounds in PA SLOWLY</td>
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<tr>
<td>Naomi</td>
<td>46</td>
<td>19</td>
<td>40.9</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Anya</td>
<td>45</td>
<td>25</td>
<td>33.6</td>
<td>46</td>
<td>d/b mix up; fairly fluent names/sounds/good PA skills</td>
</tr>
<tr>
<td>Essence</td>
<td>42</td>
<td>22</td>
<td>30</td>
<td>11</td>
<td>Only segments initial sounds in PA; slow but accurate letter names</td>
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<tr>
<td>William</td>
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<td>20.8</td>
<td>3</td>
<td>Only segments initial sounds in PA</td>
</tr>
<tr>
<td>Destiny</td>
<td>37</td>
<td>3</td>
<td>12.7</td>
<td>30</td>
<td>Fairly high PA; slow w/letter names/sounds; vowel sound problems</td>
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<tr>
<td>David</td>
<td>33</td>
<td>25</td>
<td>30</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Matt</td>
<td>26</td>
<td>10</td>
<td>18</td>
<td>9</td>
<td>Only segments initial sounds in PA; getting lots of letters mixed up</td>
</tr>
<tr>
<td>Edwin</td>
<td>18</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>No response during PA; knows letters in his name and a few others</td>
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<tr>
<td>Chris</td>
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<td>12</td>
<td>9.7</td>
<td>0</td>
<td>No response during PA; problems w/h,n,x,z,v; fair w/sounds</td>
</tr>
</tbody>
</table>
Whole Class Instruction: Kindergarten Example

- 80% of the students in this class met the goal of naming 27 letters or more in one minute
- Tier 1 (core) instruction in this area is meeting its goal
- 40% of the students met the goal of segmenting 18 sounds or more in one minute
- Tier 1 instruction in this area is NOT meeting its goal
Small Group Instruction: Kindergarten Example

- Small group to help the 20% in letter naming:
  - Chris, Edwin, Matt

- Small groups to help the 60% in phonological awareness:
  - Chris, Edwin, Leta
  - William, Tyson, Edna, Matt
  - Essence, Tashaun, Delia
Progress Monitoring

- Conduct progress monitoring assessments every 2-3 weeks
- Assess only students who do not meet goals on appropriate screening measures
- Examine students’ scores to look for progress in meeting established goals
- Use to help inform both whole group and small group instruction
Next Screening: DIBELS™ Goals

<table>
<thead>
<tr>
<th>Measure</th>
<th>Goal</th>
<th>When?</th>
</tr>
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<tbody>
<tr>
<td>Letter Naming Fluency</td>
<td>40 or more</td>
<td>End of K</td>
</tr>
<tr>
<td>Phonemic Segmentation Fluency</td>
<td>35 or more</td>
<td>End of K Middle of First</td>
</tr>
<tr>
<td>Nonsense Word Fluency</td>
<td>25 or more</td>
<td>End of K Middle of First</td>
</tr>
<tr>
<td></td>
<td>50 or more</td>
<td></td>
</tr>
<tr>
<td>Oral Reading Fluency</td>
<td>20 or more</td>
<td>Middle of First</td>
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</table>
## Progress Monitoring: Kindergarten

### LNF Example

<table>
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<tr>
<th>Student</th>
<th>28-Jan</th>
<th>13-Feb</th>
<th>27-Feb</th>
<th>9-Mar</th>
<th>26-Mar</th>
<th>2-Apr</th>
<th>23-Apr</th>
<th>May</th>
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<tr>
<td>Anya</td>
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<tr>
<td>David</td>
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<td>Delia</td>
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### Progress Monitoring: Kindergarten

#### PSF Example

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<th>9-Mar</th>
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</tbody>
</table>
## Progress Monitoring: Kindergarten

### PSF Example

<table>
<thead>
<tr>
<th>Student</th>
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<th>9-Mar</th>
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</table>
Individual Level

- Screening
- Progress Monitoring
- Error Analysis
Initial Screening: Kindergarten Example

Student: William

Middle of the Year Administration Date: 1/15/04

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Concept Assessed</th>
<th>Score</th>
<th>Decision Criteria</th>
<th>Established (√)</th>
<th>Emerging (√)</th>
<th>Deficit (√)</th>
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<tr>
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<td>Letter Naming Fluency</td>
<td>40</td>
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<td>√</td>
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<td>27 &gt; LNF &lt; 21 = Emerging</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td>≤ 21 = Deficit</td>
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<td>≤ 4 = Deficit</td>
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<td>≤ 9 = Deficit</td>
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<td>≤ 7 = Deficit</td>
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Comments/Error Patterns: Only segments initial sounds in PA
Initial Screening:
Kindergarten Example

Student: ___Anya____________________________________

Middle of the Year Administration Date:  ___1/15/04_____

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Concept Assessed</th>
<th>Score</th>
<th>Decision Criteria</th>
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<th>Emerging</th>
<th>Deficit</th>
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<td></td>
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<td>≤ 21 = Deficit</td>
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<td>13 &gt; NWF &lt; 4 = Emerging</td>
<td></td>
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<td></td>
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<td>≤ 4 = Deficit</td>
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<tr>
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<td>≤ 9 = Deficit</td>
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<td>Screening 4</td>
<td>Phoneme Segmentation Fluency</td>
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<td>√</td>
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<td>18 &gt; PSF &lt; 7 = Emerging</td>
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<td></td>
<td>≤ 7 = Deficit</td>
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</table>

Comments/Error Patterns:  _d/b mix up; fairly fluent names/sounds; good PA skills_
## Initial Screening: Kindergarten Example

**Student:** Edna

**Middle of the Year Administration Date:** 1/15/04

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Concept Assessed</th>
<th>Score</th>
<th>Decision Criteria</th>
<th>Established (✓)</th>
<th>Emerging (✓)</th>
<th>Deficit (✓)</th>
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<td>≥ 27 = Established&lt;br&gt;27 &gt; LNF &lt; 21 = Emerging&lt;br&gt;≤ 21 = Deficit</td>
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<td></td>
<td>✓</td>
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<tr>
<td>Screening 4</td>
<td>Phoneme Segmentation Fluency</td>
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<td>≥ 18 = Established&lt;br&gt;18 &gt; PSF &lt; 7 = Emerging&lt;br&gt;≤ 7 = Deficit</td>
<td></td>
<td></td>
<td>✓</td>
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</table>

**Comments/Error Patterns:** Can only segment initial sounds in PA
FIRST GRADE EXAMPLE
## Screening: First Grade

**LNF Goal**: 37 or more  
**NWF Goal**: 24 or more  
**PSF Goal**: 35 or more  

*Fluency rate is optional and not typically calculated at the beginning of first grade.*

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Letter Naming Fluency</th>
<th>Nonsense Word Fluency</th>
<th>Phoneme Segmentation Fluency</th>
<th>Oral Reading Fluency</th>
<th>Comments/Error Patterns</th>
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<tbody>
<tr>
<td>Natalia</td>
<td>72</td>
<td>50</td>
<td>56</td>
<td></td>
<td>Mix up on b/d</td>
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<tr>
<td>Felicia</td>
<td>54</td>
<td>37</td>
<td>59</td>
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<td>Mix up on b/d</td>
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<tr>
<td>Clarissa</td>
<td>42</td>
<td>36</td>
<td>31</td>
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<td>Slow but accurate PA</td>
</tr>
<tr>
<td>Jade</td>
<td>54</td>
<td>33</td>
<td>39</td>
<td></td>
<td>Mix up on b/d</td>
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<tr>
<td>Aaron</td>
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<td>38</td>
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<td></td>
</tr>
<tr>
<td>Rey</td>
<td>24</td>
<td>25</td>
<td>0</td>
<td></td>
<td>No response on PA; accurate sound id on NWF</td>
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<tr>
<td>Larah</td>
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<td>23</td>
<td>38</td>
<td></td>
<td>Mix up in e/i and o/u and b/d sounds on NWF</td>
</tr>
<tr>
<td>Gerry</td>
<td>35</td>
<td>23</td>
<td>11</td>
<td></td>
<td>Only initial sounds on PA; accurate but not fluent on NWF</td>
</tr>
<tr>
<td>Chris</td>
<td>33</td>
<td>21</td>
<td>52</td>
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<td>Accurate but not fluent on NWF</td>
</tr>
<tr>
<td>Jay</td>
<td>36</td>
<td>18</td>
<td>36</td>
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<td>Mixes up all vowel sounds on NWF</td>
</tr>
<tr>
<td>Tina</td>
<td>38</td>
<td>18</td>
<td>44</td>
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<td>Mix up on e/i and g/j and z/v and b/d on NWF</td>
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<tr>
<td>Alex</td>
<td>31</td>
<td>12</td>
<td>8</td>
<td></td>
<td>Only initial sounds on PA; mixes up o/u and c/s and v/z; does not know sounds for f,t,r</td>
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<tr>
<td>Angela</td>
<td>25</td>
<td>12</td>
<td>29</td>
<td></td>
<td>Problems w/vowel sounds on PA; mixes up all vowel sounds on NWF</td>
</tr>
<tr>
<td>Antwon</td>
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<td>7</td>
<td>6</td>
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<td>Only responds to hard sounds on PA; knows sounds for a, m, s, t</td>
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<tr>
<td>Delia</td>
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<td>Daniel</td>
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<td>Problems with vowel sounds on PA</td>
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<tr>
<td>Rodney</td>
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*Date: 9/5/03*
Whole Class Instruction: First Grade Example

• 35% of the students in this class met the goal of reading 24 sounds or more in one minute

• 40% of the students met the goal of segmenting 35 sounds in one minute

• Tier 1 instruction will need to be as good as it possibly can be to catch these students up

• Tier 2 instruction (intervention) may be necessary for some students who do not make adequate progress in Tier 1
Small Group Instruction: First Grade Example

• Small groups to help the 65% in letter-sound correspondences:
  – Rodney, Eliza, Daniel
  – Dora, Delia, Antwon
  – Angela, Alex, Tina, Jay
  – Chris, Gerry, Larah, Rey

• Small groups to help the 60% in phonological awareness:
  – Rodney, Eliza, Rey
  – Antwon, Alex, Dora, Delia
  – Gerry, Daniel, Angela, Clarissa
### Initial Screening: First Grade Example

**Student:** Tina

**Beginning of the Year Administration Date:** 9/5/03

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Concept Assessed</th>
<th>Score</th>
<th>Decision Criteria</th>
<th>Established (✓)</th>
<th>Emerging (✓)</th>
<th>Deficit (✓)</th>
</tr>
</thead>
</table>
| Screening 1      | Letter Naming Fluency           | 38    | $\geq 37 = \text{Established}$
                             |       | $37 > \text{LNF} < 24 = \text{Emerging}$
                             |       | $\leq 24 = \text{Deficit}$                         | ✓               |              |             |
| Screening 2      | Nonsense Word Fluency           | 18    | $\geq 24 = \text{Established}$
                             |       | $24 > \text{NWF} < 12 = \text{Emerging}$
                             |       | $\leq 12 = \text{Deficit}$                         | ✓               |              |             |
| Screening 3      | Phoneme Segmentation Fluency    | 44    | $\geq 35 = \text{Established}$
                             |       | $35 > \text{PSF} < 9 = \text{Emerging}$
                             |       | $\leq 9 = \text{Deficit}$                          | ✓               |              |             |

**Comments/Error Patterns:** Mix up on e/i and g/j and z/v and b/d on NWF
Initial Screening:  
First Grade Example

Student:  Angela

Beginning of the Year Administration Date:  9/5/03

<table>
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<th>Assessment</th>
<th>Concept Assessed</th>
<th>Score</th>
<th>Decision Criteria</th>
<th>Established (✓)</th>
<th>Emerging (✓)</th>
<th>Deficit (✓)</th>
</tr>
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</table>
| Screening 1        | Letter Naming Fluency  | 25    | ≥ 37 = Established  
                      |          | 37 > LNF < 24 = Emerging  
                      |          | ≤ 24 = Deficit                                           |                 | ✓            |             |
| Screening 2        | Nonsense Word Fluency  | 12    | ≥ 24 = Established  
                      |          | 24 > NWF < 12 = Emerging  
                      |          | ≤ 12 = Deficit                                           |                 |             | ✓           |
| Screening 3        | Phoneme Segmentation   | 29    | ≥ 35 = Established  
                      | Fluency  | 35 > PSF < 9 = Emerging  
                      |          | ≤ 9 = Deficit                                            |                 |             | ✓           |

Comments/Error Patterns:  Problems w/vowel sounds on PA; mix up vowel sounds on NWF
Initial Screening: First Grade Example

Student:  ___Antwon__________________________________

Beginning of the Year Administration Date:  ___9/5/03_____

<table>
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<th>Concept Assessed</th>
<th>Score</th>
<th>Decision Criteria</th>
<th>Established (√)</th>
<th>Emerging (√)</th>
<th>Deficit (√)</th>
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<td>√</td>
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<tr>
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<td>Nonsense Word Fluency</td>
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<td>≥ 24 = Established&lt;br&gt;24 &gt; NWF &lt; 12 = Emerging&lt;br&gt;≤ 12 = Deficit</td>
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<tr>
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<td>6</td>
<td>≥ 35 = Established&lt;br&gt;35 &gt; PSF &lt; 9 = Emerging&lt;br&gt;≤ 9 = Deficit</td>
<td></td>
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<td>√</td>
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</tbody>
</table>

Comments/Error Patterns: Only responds to hard sounds on PA; knows sounds for a, m, s, t
Decision-making

- “Which students do we think will get to benchmark without extra supports?”
- “Which students will need Tier 2 supports this quarter?”
- “Which students need language support?”
## Progress Monitoring:
### First Grade NWF Example

<table>
<thead>
<tr>
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<th>24-Sep</th>
<th>17-Oct</th>
<th>31-Oct</th>
<th>14-Nov</th>
<th>21-Nov</th>
<th>5-Dec</th>
<th>12-Dec</th>
<th>14-Jan</th>
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<tr>
<td>Jay</td>
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<td>26</td>
<td></td>
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</table>
Increase Intensity

1. Increase time
2. Change the format: group size of composition
3. Change the emphasis of the content
4. Delivery of instruction: language use, amount of practice or review
## Progress Monitoring:
### First Grade NWF Examples

<table>
<thead>
<tr>
<th>Student</th>
<th>24-Sep</th>
<th>17-Oct</th>
<th>31-Oct</th>
<th>14-Nov</th>
<th>21-Nov</th>
<th>5-Dec</th>
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Assessment

Is there a formal mechanism to link assessment data to instructional design and supports?
QUESTIONS?
COMMENTS?
Tier 1

INSTRUCTION
Tier 1

• Critical components of reading instruction
• Features of effective instruction
• Benchmark Testing
Instruction: Tier 1

- Instruction encompasses all areas of language and literacy as part of a coherent curriculum that is developmentally appropriate for preK–12 students.
- Base instruction on rich content to simultaneously build up content and conceptual knowledge and language.
- Infuse language and literacy into daily instruction.
  - Children are exposed to language, largely through teacher talk and text.
  - Do not separate big ideas and critical thinking from language.
Balanced Literacy Each Day

Each daily lesson addresses the five critical components of effective reading instruction:

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

And

Critical Components of Language

- Academic Vocabulary
- Content Vocabulary
- Phonological Awareness
- Fluency
- Vocabulary
- Comprehension
P. A. and fluency activities are derived from the phonics focus.

- Phonological awareness activities are focused on building familiarity with targeted sounds, e.g. if *m, s, l, t* and short *a*. P. A. words could include *Sam, sat, mat, last, mast*, etc.

- Fluency activities include reading sentences or text that feature words with phonics focus spellings, e.g. “Sam sat on the mat last.”
Phonemic Awareness & Phonics Instruction

• English letter sounds and names are introduced and reviewed with an emphasis on
  – common sounds in both languages
  – unique English sounds not present in Spanish
  – content-specific academic vocabulary (reading vocabulary)
  – meaning (words meanings are explained)
  – blending sounds to read words and encoding sounds to read words
Fluency Instruction

• Fluent reading is modeled and practiced every day through choral and echo reading
• Decodable text is carefully selected to include phonics focus
• Rapid letter naming, rapid word reading, and rapid sentence naming are included every week
Effective Reading Instruction

• Systematic instruction that breaks activities into small, sequential steps
• Explicit modeling of reading process – from blending sounds to read words to think-alouds to demonstrate comprehension skills
• Error correction through effective feedback
• Multiple and varied opportunities for practice
**Screening: First Grade**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Letter Naming Fluency</th>
<th>Nonsense Word Fluency</th>
<th>Phoneme Segmentation Fluency</th>
<th>Oral Reading Fluency</th>
<th>Comments/Error Patterns</th>
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<tr>
<td>Natalia</td>
<td>72</td>
<td>50</td>
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<td>Mix up on b/d</td>
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<td></td>
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<tr>
<td>Clarissa</td>
<td>42</td>
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<td>31</td>
<td>Slow but accurate PA</td>
<td></td>
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<tr>
<td>Jade</td>
<td>54</td>
<td>33</td>
<td>39</td>
<td>Mix up on b/d</td>
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<td>Rey</td>
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<td>25</td>
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<td>No response on PA; accurate sound id on NWF</td>
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<tr>
<td>Larah</td>
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<td>Mix up in e/i and o/u and b/d sounds on NWF</td>
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</tr>
<tr>
<td>Gerry</td>
<td>35</td>
<td>23</td>
<td>11</td>
<td>Only initial sounds on PA; accurate but not fluent on NWF</td>
<td></td>
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<tr>
<td>Chris</td>
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<td>Accurate but not fluent on NWF</td>
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<tr>
<td>Jay</td>
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<td>Mixes up all vowel sounds on NWF</td>
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<td>Tina</td>
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<td>18</td>
<td>44</td>
<td>Mix up on e/i and g/j and z/v and b/d on NWF</td>
<td></td>
</tr>
<tr>
<td>Alex</td>
<td>31</td>
<td>12</td>
<td>8</td>
<td>Only initial sounds on PA; mixes up o/u and c/s and v/z; does not know sounds for f,t,r</td>
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<tr>
<td>Angela</td>
<td>25</td>
<td>12</td>
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<td>Problems w/vowel sounds on PA; mixes up all vowel sounds on NWF</td>
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<td>Antwon</td>
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<td>7</td>
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<td>Only responds to hard sounds on PA; knows sounds for a, m, s, t</td>
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<tr>
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<td>10</td>
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<td>Dora</td>
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<td>Daniel</td>
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<td>Problems with vowel sounds on PA</td>
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<td>Rodney</td>
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</table>

*Fluency rate is optional and not typically calculated at the beginning of first grade.*
Whole Class Instruction: First Grade Example

• 35% of the students in this class met the goal of reading 24 sounds or more in one minute

• 40% of the students met the goal of segmenting 35 sounds in one minute

• Tier 1 instruction will need to be as good as it possibly can be to catch these students up

• Tier 2 instruction (intervention) may be necessary for some students who do not make adequate progress in Tier 1
Instructional Balance

• Foundational and complex skills
• Use of time
  – Critical thinking about complex topics takes time and practice to develop
• Depth over breadth
Focus

- Language
- Vocabulary
- Comprehension
Where students begin

• Look, it’s making them move. Those don’t stick.
If we focus on basic language...

• We found out the pins stuck on the magnet.
If we build academic language..

• Our experiments showed that magnets attract some metals.
• Magnetic attraction occurs only between ferrous metals.

From Gibbons, 2002
Importance of Language

• Language is a tool for learning:
  – It aids in understanding
  – Is important the acquisition of knowledge (Vygotsky, 1978).

• It is through language that school subjects are taught and through language that students’ understanding of concepts is displayed and evaluated in school contexts (Schleppegrell, 2004, p.1).
Yet, in the average classroom, only about 10% of instructional time in classrooms is spent on explicit support for:

- reading comprehension development
- vocabulary & oral language development
- writing development
Students need…

- Something to talk about
- Language skills
- Opportunities to talk, listen, read, and write.
Instruction components

1. Start with a “Big idea”
2. Teach pre-selected vocabulary and phrases
3. Provide opportunities to listen, speak, read, and write
Give them something to talk about.

- Big ideas are concepts or principles that facilitate the most efficient and broadest acquisition of knowledge.

- How do animals change as they grow?
- How do we get what we need?
- What’s worth protecting?
Build Language

• Explicit vocabulary instruction:
  – Students need to build their academic vocabulary
  – Words central to the big idea
Explicit vocabulary instruction:

1. Pronounce the word
2. Word consciousness
3. Student friendly definition
4. Give examples and non-examples.
5. Give students opportunities to encounter the word throughout the lesson.
Discipline and General Academic Words

Words, phrases, terms, and concepts associated with a particular topic or content area being taught

Represents the words used to acquire new knowledge and skills, discuss information, describe abstract ideas, and develop conceptual understandings
Animal Camouflage

• Big Idea: What does it take to survive?
  – When is it good to blend in?
  – When is it better to stand out?
Sentence Frames

• Provide **sentence frames to help students:**
  – Process information and demonstrate cognitive skills
  – Discuss new content being learned

• **Sentence frames are parts of sentences** that students can use to create their own

• **Sentence frames can help students feel confident when using academic language**
Animal Camouflage

• Concepts to pre-teach:
  – camouflage
  – patterns
  – enemies

• Language structures to pre-teach:
  – … can hide by …
  – … changes … to hide from other animals
Example: Animal Camouflage

**camouflage**

**noun**

**Description:**
A way of hiding something by making it look like its surroundings.
Example: Animal Camouflage

Hide
Some animals use camouflage, so other animals can't find them. Their color or their shape makes them almost invisible. A snowshoe rabbit turns white in the winter, so it can hide in the snow.
Animal Camouflage

Content Words
- Habitat
- Shape
- Size
- Color

Academic Words
- Adaptation
- Defend
- Survive
- Safe
ANOTHER EXAMPLE
Big Idea

• What forces can change the earth?
Activate or build content and world knowledge

• Implementing a systematic approach to building and activating prior world knowledge will:
  – Help students understand the text and process information more effectively.
  – Teach them that reflecting on their prior knowledge can help them understand a new text.
Practice: to build content and world knowledge

- Strategic use of media:
  - Brief video clips
  - Related to the big idea or target concept
  - Provide additional background information on topics that are unfamiliar to students
Practice: To develop comprehension

- Questions related to the readings or video
  - Questions are posed prior to reading or watching a video clip.
  - Students work in pairs to answer
Questions

• How do volcanoes change the Earth?
Build Background Visually
Teach Academic Vocabulary

**More Key Words**

Use these words to talk about “An Island Grows” and “Volcano Views.”

- **core** *(kör) noun*
  - The core is the middle part of something. An apple core is the center part of an apple.

- **create** *(kri-ēt) verb*
  - To create means to make something new. She creates a picture.

- **develop** *(di-vel-up) verb*
  - When something develops, it grows over time. The small plant will develop into a large tree.

- **force** *(fôrs) noun*
  - Force means power or strength. The force of the wind bends this tree.

- **pressure** *(pre-shur) noun*
  - When one thing pushes against another, it makes pressure.

**Talk Together**

Write a sentence for each Key Word. Include clues. Copy each sentence with a blank for the Key Word. A partner fills in the word.

- **The center of Earth is the _____**

Add words to My Vocabulary Notebook. Check out our resources at NGReach.com
Teach Science Vocabulary

Key Words

Look at this diagram. Use Key Words and other words to talk about what happens when a volcano erupts.

1. Magma, or liquid rock, pushes up.
2. Lava flows out.
3. Lava cools in the ocean. Over time, this can form islands.

With a partner, tell an original story about forces that change something on Earth. Who is the story about? Where does it happen? Use Language Frames from page 414 and Key Words.
An Island Grows

by Lola M. Schaefer • illustrated by Cathie Felstead

Volcano Views

with photographs by Carsten Peter
and text by Chris Baem

Carsten Peter is an award-winning photographer who takes pictures in some of the most dangerous places on Earth. Look at these amazing photographs. To take the pictures, Peter had to get very close to active volcanoes.

In Other Words
Volcano Views Pictures of Volcanoes
active erupting

Before You Move On
1. Draw Conclusions What kind of person is Carsten Peter? How do you know?
2. Use Text Features What can you learn about an active volcano from the photograph?
Discussions

• Discussions are characterized by student dominated talk and interactions that are a mix of statements and questions by students and teachers.
Discussions

• Exploratory talk involves students talking for learning and thinking and includes
  – predicting outcomes or hypothesising,
  – clarifying ideas,
  – offering suggestions or
  – challenging other children’s ideas (Sharpe, 1998).
Discussions

• When starting out, allow ELLs to discuss new ideas in pairs or small groups.
• Allow ELLs to use their first language to process new information
• Ensure that students understand key words and have access to key language needed to discuss content.
Oral Language
Partner Practice

Partner A: Sentence Frames

• I think volcanoes are ______
• In the past, people believed that volcanoes ______

Use one of the sentence frames above and complete one sentence.
Oral Partner Practice: Accountable Talk

Partner B: Sentence Frames

• I agree with you but ____
• I agree with you and ____
• I disagree with you because ____
• I hadn’t thought of that. It makes me think of _____
Discussions

– Start with engaging, rich text that features academic vocabulary and complex ideas.

– Structured opportunities to use vocabulary words taught, to use vocabulary associated with content, and to compare information from various formats.

– Increases students’ opportunities for both comprehensible input and output
Writing

• Thoughtful language production (e.g., writing, discussing debating) demonstrates and consolidates:
  – vocabulary knowledge
  – conceptual knowledge

• Plus, vocabulary instruction and writing instruction, together, can improve overall writing quality
Scaffolds for Writing Instruction

- Sentence frames, sentence starters, story continuers
- Models of text
- Write with new vocabulary + respond to essential question
- Unpack and write to a prompt
Write a Poem

- Think about what you read about volcanoes
- Brainstorm 10-15 words related to volcanoes
- Include some adjectives, nouns, verbs
- Organize words into lines for a poem
Write a Poem
Differentiation through Flexible Grouping
Flexible grouping

• Increases opportunities for engagement in structured, academic talk.
• Provides independent reading opportunities that is purposeful.
• Provides peer-assisted learning opportunities.
Flexible Grouping

• Peer assisted learning
• ELLs should get at least 90 minutes a week of instructional activities in which pairs of students work together on academic tasks. The focus of these activities should be practice and extension of material already taught.
• Scientific evidence base: Strong
Flexible Grouping

• Peer-assisted learning activities should be planned and organized carefully. Instruction should address both the social and academic aspects of working with a peer.

• Activities can begin as early as kindergarten, focusing on simple routines.

• Older students can learn routines targeting reading practice, vocabulary, and comprehension skills.
Tier 1 and ESL

- English second-language oral proficiency and English second-language reading have a reciprocal relationship, particularly at higher grade levels.
- There may be a threshold level of oral proficiency in the second language that must be achieved before reading in that language is strongly correlated.
- Optimal programs for ELLs include a focus on oral English language development as well as reading.
• Preventing reading difficulties requires explicit, systematic, and planned instruction focused on building both foundational skills and meaning-based skills (comprehension, conceptual knowledge and vocabulary)
RtI and ELL Practice Guide
Recommendations: Instruction

2. Provide intense small-group reading interventions for ELs at risk for reading problems.

3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening.

5. Provide intensive instruction on a daily basis of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).
Tier 2

• “What type of intervention shall we provide this student?”
• “When and how often will the intervention be delivered?”
• “What do we need to do as a team to make this really happen for our students?”
• “What do we have to do to make sure we all use this strategy as planned?”
• “How will we know that we are on track?”
Tier II

- Increased intensity on critical areas using research-based programs
- Explicit and systematic instruction
- Features of effective instruction
- Increased opportunities
- Responsive intervention
Components of Tier 2 Intervention for English Learners: Think **FIRST**!

- **Focused**
- **Intensive**
- **Responsive**
- **Systematic Teaching**

(Created by Aceves, T., 2011)
Think **FIRST!**

**Focused**

- *Small homogenous groups (3-5 students)*
  - Group students in homogeneous groups (similar skills in need of support)
  - Cluster similar functioning students across classrooms if classrooms contain diverse levels in a single room
  - Smaller groupings allow for greater opportunities for participation, essential for English learners
  - One-to-one instruction is effective, but not necessary in producing results
Think **FIRST**!

**Focused**

Curricula addresses *major components of reading* (phonemic awareness, phonics, vocabulary, fluency, comprehension)

- Content of intervention should be based on data obtained from students

- Schools may choose commercially available curricula, or supplemental curricula that are compatible with school’s core reading program that provide intensive small group instruction in 3-4 essential skill areas

- More complex skills, such as inferential comprehension, and vocabulary development might be better developed during heterogeneous groups during the core reading block

- Intervention curricula may not align with core reading program
Differentiation Across Grade Levels

• How will the focus of instruction change across grade levels?
• How does it change when we consider
  – reading ability,
  – language proficiency?
Think FIRST!

Intensive

• Provide intervention 3-5 times per week, 20-40 minutes
  – Time in intervention depends on the age/grade, needs of child
    o (e.g., perhaps 2, 10-15 minute blocks for kindergarten students, 40-50 minutes for a 2nd grader)
  – Modify percentage of time in a particular skill area according to the needs of the student
  – Time in intervention should supplement rather than supplant core Tier I instruction

• Provide frequent opportunities for students to respond & practice successfully (academic skills including language & vocabulary)
  – Allow for students to have multiple opportunities for success through individual, partner, & group responses
  – Provide extended guided, independent, & cumulative practice
Think FIRST!

Responsive

- *Frequent opportunities for specific feedback*
  - Provide clear explanations & models ongoing & when needed
  - Provide clear, ongoing corrective feedback & cumulative review
  - Provide ongoing ‘praise’ for correct responses & participation
  - Make thinking process public, ‘think aloud’ when extending or validating students’ responses
  - Respond according to language needs of individual students including modeling English & using native language as needed
Think FIRST!

Systematic Teaching

• Builds skills gradually, in isolation, then integrating them with other skills (carefully sequenced)
• Provides clear objectives, explanations & models
• Uses routines & visuals to support learning
• Embeds redundancy in lessons
• Provides practice to build mastery & generalization
• Integrates preteaching, reteaching of vocabulary as needed.
Small Group Instruction: First Grade Example

• Small groups to help the 65% in letter-sound correspondences:
  – Rodney, Eliza, Daniel
  – Dora, Delia, Antwon
  – Angela, Alex, Tina, Jay
  – Chris, Gerry, Larah, Rey

• Small groups to help the 60% in phonological awareness:
  – Rodney, Eliza, Rey
  – Antwon, Alex, Dora, Delia
  – Gerry, Daniel, Angela, Clarissa
What kind of instruction will these students be provided?
Do your current interventions meet these criteria?
STUDENTS WHO DO NOT MAKE PROGRESS
## Progress Monitoring: First Grade NWF Example

<table>
<thead>
<tr>
<th>Student</th>
<th>24-Sep</th>
<th>17-Oct</th>
<th>31-Oct</th>
<th>14-Nov</th>
<th>21-Nov</th>
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Students who do not make progress

- Who is not making progress?
- What else may be contributing to the lack of progress?
- At what point do you change instruction?
- How do you change instruction?
Increase Intensity

1. Increase time
2. Change the format: group size of composition
3. Change the emphasis of the content
4. Delivery of instruction: language use, amount of practice or review
### Progress Monitoring:
#### First Grade NWF Examples

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Instruction

• Tier 3
  – Comprehensive
  – Systematic
  – Explicit
  – Very small, homogeneous groups
Students who are not making progress

• What type of intervention do we provide now?
• What else may be contributing to the lack of progress?
• When do we start the referral process?
QUESTIONS?
COMMENTS?
Thank You!!

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