Examining Your School's Core Reading Program in a RTI Framework
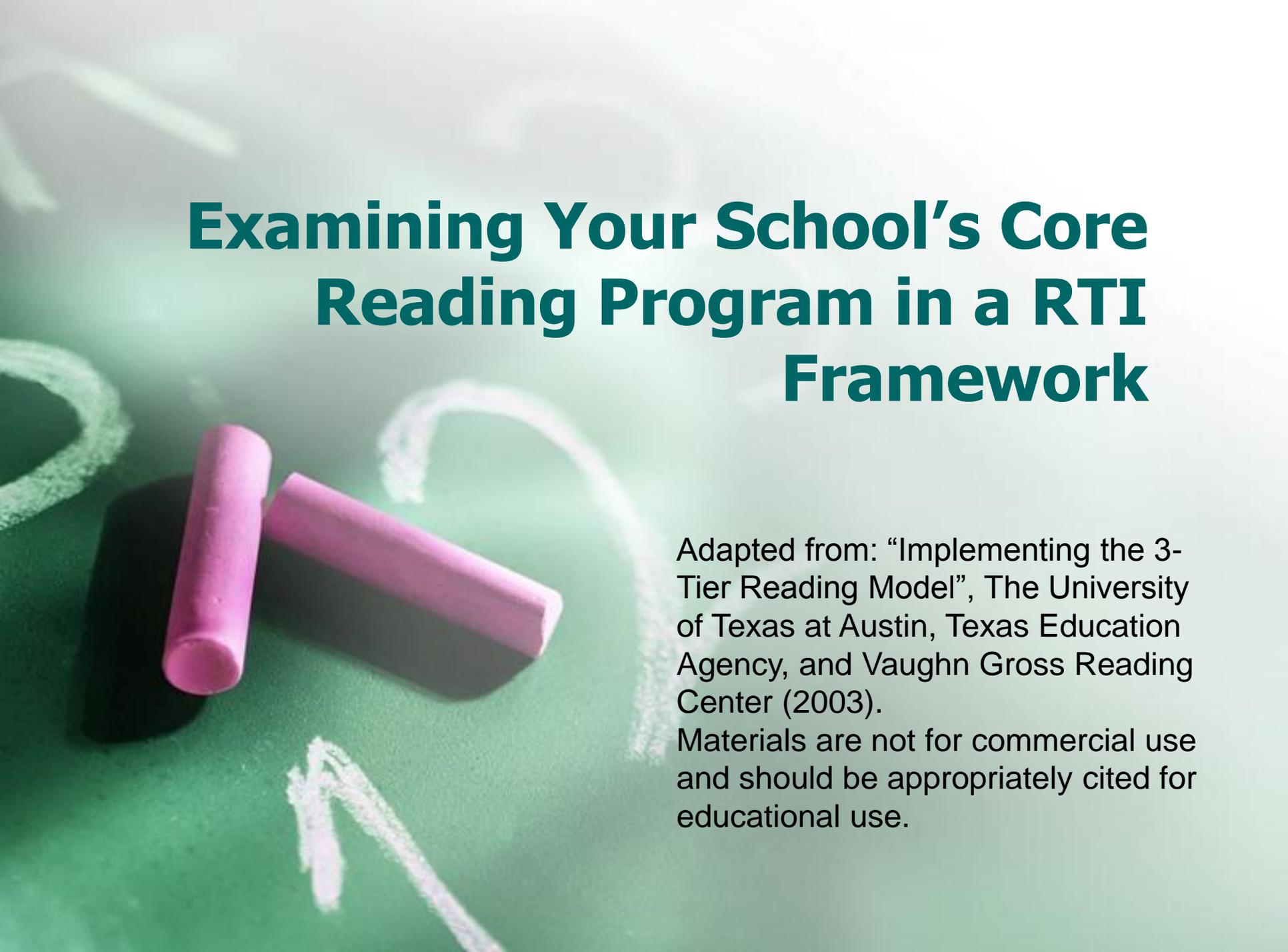
Adapted from: "Implementing the 3-Tier Reading Model", The University of Texas at Austin, Texas Education Agency, and Vaughn Gross Reading Center (2003).

Materials are not for commercial use and should be appropriately cited for educational use.

Steps for Implementing RTI Reading Models

1. **Focus on improving the core classroom reading instruction (Tier I) that all students receive**

2. Provide high-quality intervention (Tier II) for struggling readers

3. Participate in ongoing professional development to enhance classroom implementation of SBRR practices

Key Elements of Tier I Reading Instruction

- **Core classroom reading instruction that focuses on the grade-specific essential reading components (based on SBRR)**

- Delivery of core classroom reading instruction using effective features of instruction adjusted to student need

- Use of systematic assessment to make instructional content and delivery decisions

- Ongoing professional development to provide teachers with the necessary tools to ensure every student receives high-quality reading instruction

Effective Core Reading Programs:

- Scientifically Based

- Explicit programs that teach essential elements of reading instruction

- Explicit programs that incorporate effective instructional design principles

- Explicit programs that provide sufficient guidance from teachers

Texas Education Agency, UT-Austin, Vaughn Gross Center (2003). 3-Tier Reading Model.

Differentiated Instruction

Differentiated instruction IS:

- Using assessment data to plan instruction and group students
- Teaching targeted small groups
- Using flexible grouping (changing group membership based on student progress, interests, and needs)
- Matching instructional materials to student ability
- Tailoring instruction to address student needs

Differentiated instruction IS NOT:

- Using only whole class instruction
- Using small groups that never change
- Using the same reading text with all students without considering student needs
- Using the same independent seatwork assignments for the entire class without considering student needs

Texas Education Agency, UT-Austin, Vaughn Gross Center (2003). 3-Tier Reading Model.

Phonological Awareness
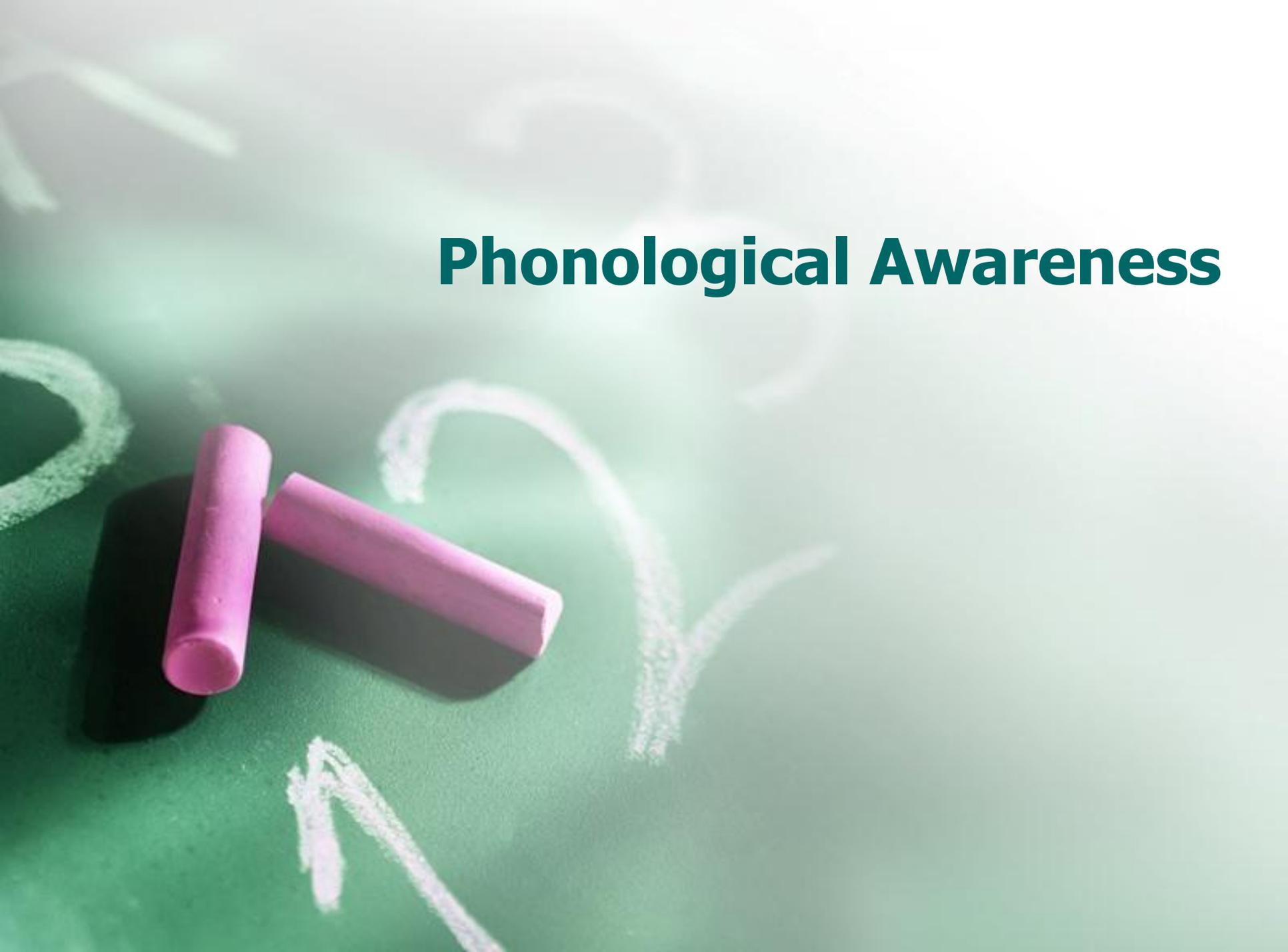
Phonological Awareness Skills

Rhyme

Comparison/matching/discrimination

Isolation

Blending

Segmenting

Deletion

Substitution

Phonological Awareness Manipulations

Whole Words

Compound Words

Syllables

Onset-Rime

Phoneme

Phonics and Word Recognition

Phonics and Word Recognition

Beginning Reading

- *Letter-sound correspondence*
  - a, m, l
  - ai, sh, ou
- *Blending letter-sounds into words*
- *Irregular word instruction*
- *Reading text with learned strategies and words*

Advanced Word Recognition

- *Syllable patterns*
- *Structural analysis*
- *Multisyllabic chunking*

Teaching a Process for Decoding Multisyllabic Words

Find the sounds/word parts you know

Read each word part

Put the parts together to read the word

"Flex" the word to make it a real word.

- *Vowel sounds*
- *accents*

Fluency

The Importance of Fluency

Students' ability to understand written text is influenced by their word recognition skills and fluency development

Fluent readers focus their attention on understanding the text and comprehending what they read

Students who lack fluency must focus a good part of their decoding, leaving less attention available for understanding the text

UT System/TEA (2003): 4TRA

Caution

Always encourage students to do their best reading, not their fastest reading

Consider Text Levels

Independent level
- Text is that in which no more than approximately 1 in 20 words is difficult for the reader. The accuracy level is 95-100% with good comprehension.

Instructional level
- Text is that in which no more than 1 in 10 words is difficult for the reader. The accuracy level is 90-94% with satisfactory comprehension.

Frustrational level
- Text is that in which the student reads with more than 1 error in 10 words. The accuracy level is less than 90% and comprehension is poor.

Consider Student Practice

How much practice with print do students receive during core classroom instruction?

Fluency Instruction

Fluency can improve with instruction and practice

- *Designate time to practice fluency*
- *Design practice with a specific goal for improving fluency*
- *Repeated reading*
- *Chunking*
- *Modeling of fluent reading*
- *Echo reading*

Partner Reading

- Provides students with repeated reading practice

- Increases fluency

- Increases students' time reading

- Maximizes student engagement

- Can be used with narrative and expository texts

- Provides a model of fluent reading for struggling readers

- Affords you opportunities to provide individual support and guidance

Partner Reading: Repeated Reading

- Reader 1 reads a section orally while Reader 2 follows along

- Reader 2 listens and corrects errors while Reader 1 reads

- Readers change roles. Reader 2 reads the same text and receives feedback and guidance from Reader 1.

- Students are given prompts to use in their role as "coach" and to help them correct the other readers errors

Partner Reading: Story Retell or Summarizing

- Student retells the sequence of the story

- Retell/summary is used to check the reader's comprehension

- Reader 1 asks the questions and helps provide answers

- Reader 2 retells each section as he or she finishes reading it

Vocabulary

Vocabulary

Vocabulary Knowledge:

Links to academic success

Is critical to reading comprehension

Determines success in learning from texts

Good Readers

Poor Readers

Lack Reading Skills

Learn Fewer Words

Do Not Gain Meaning from Text

Fall Further Behind
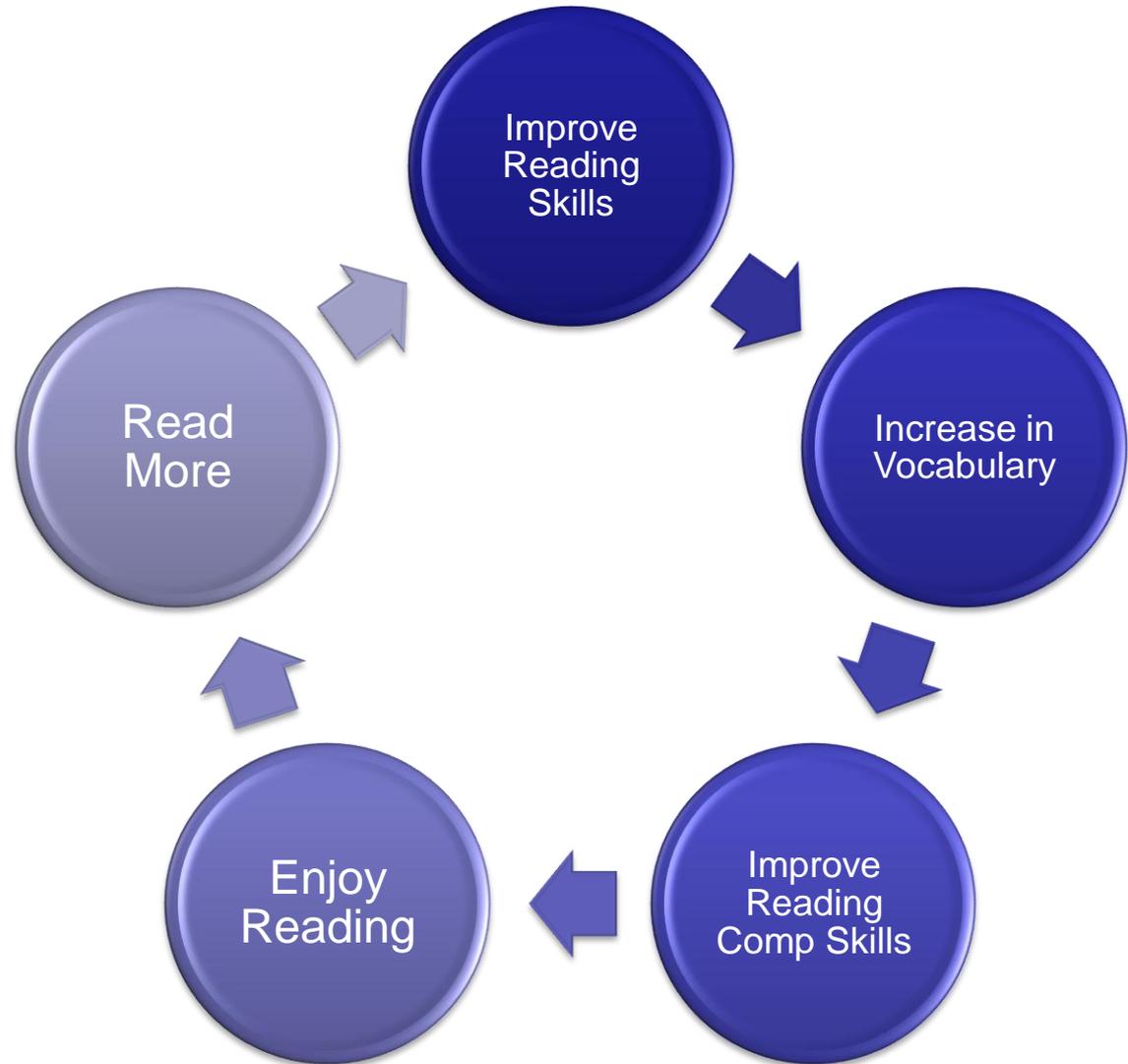
Read Less
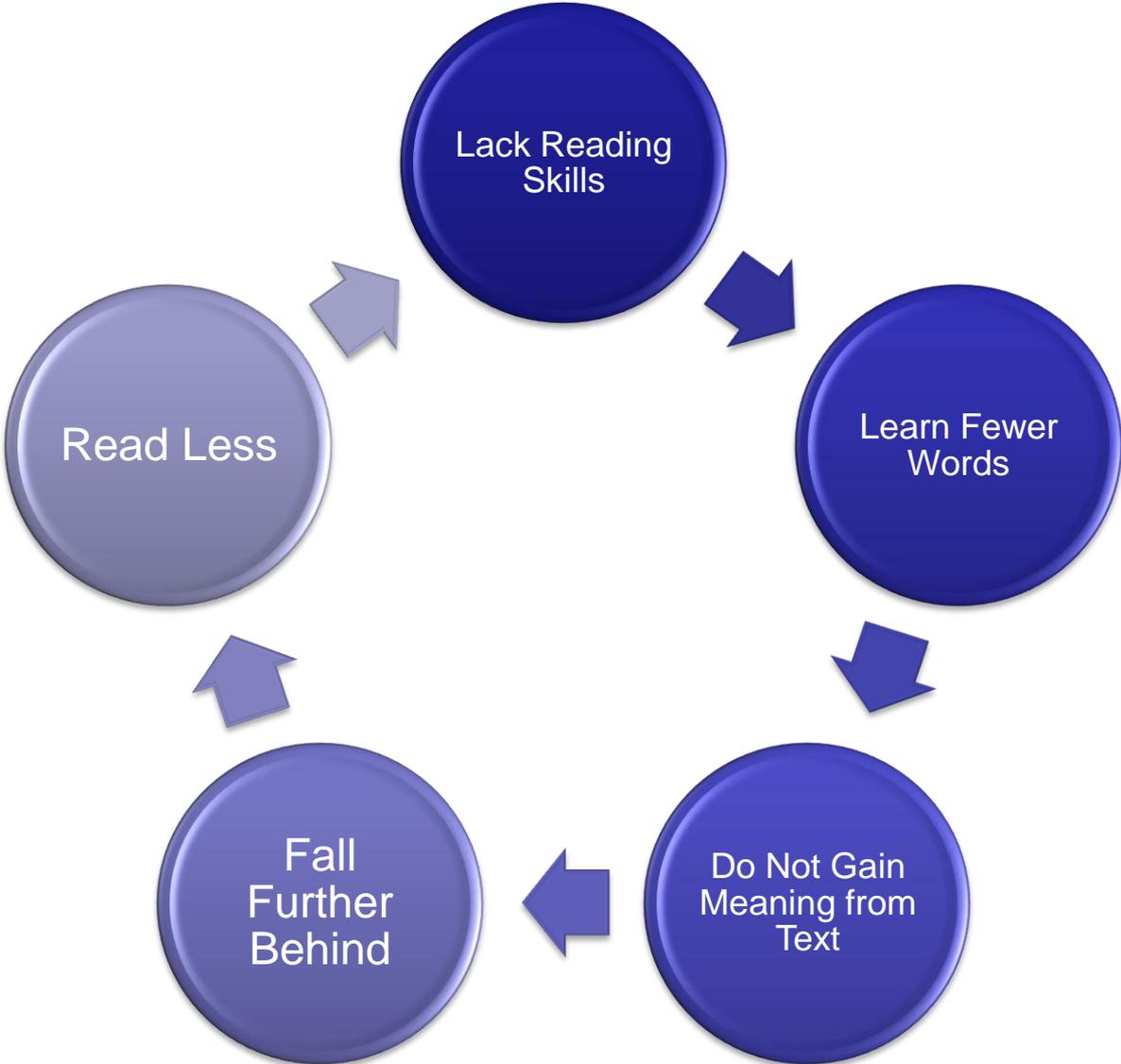
Explicit Vocabulary Instruction

Includes teaching students to:

Differentiate between examples and nonexamples

Understand the appropriate use of the words in context

Categorize words

Effective Vocabulary Instruction

Integration	Repetition	Meaningful Use
• relating new words to known words and concepts	• providing students with sufficient practice to recognize words quickly and accurately while reading	• designing activities and providing opportunities for students to use the words properly and in a variety of contexts

UT System/TEA (2003): 4TRA

Comprehension

Comprehension Instruction...

is MORE than asking students questions to assess their understanding of the texts they read

Comprehension instruction:

➢ *Helps students BETTER understand narrative and expository texts*

➢ *Helps students become MORE strategic readers who monitor their understanding and use comprehension strategies*

Strategies That Improve Comprehension

- Using graphic and semantic organizers

- Generating and answering questions

- Monitoring comprehension

- Recognizing text structure

- Identifying main ideas/summarizing

Comprehending Text

- Before Reading
  - *Build background knowledge*
  - *Identify key concepts or words students need to know more about (proper nouns)*
  - *Preview organization of text*

- During Reading
  - *Monitor understanding*
  - *Identify main idea of each paragraph or section*
  - *Generate questions about the text*

- After Reading
  - *Generate questions about the text*
  - *Identify main ideas of selection*
  - *Summarize what they have learned*

Key Elements of Tier I Reading Instruction

- Core classroom reading instruction that focuses on the grade-specific essential reading components (based on SBRR)

- **Delivery of core classroom reading instruction using effective features of instruction adjusted to student need**

- Use of systematic assessment to make instructional content and delivery decisions

- Ongoing professional development to provide teachers with the necessary tools to ensure every student receives high-quality reading instruction

Improving Tier I Reading Instruction

Involves the assessment of ALL students three times per year (at the beginning, middle, and end) to:

- Guide instructional decision-making

- Monitor student progress

- Identify struggling students who need intervention

Texas Education Agency, UT-Austin, Vaughn Gross Center (2003). 3-Tier Reading Model.

Remember
The effective instruction goes beyond giving assessments

Improving Tier I instruction involves using assessment data to make informed instructional decisions related to:

- Grouping students

- Planning targeted instruction

- Monitoring students' understanding and mastery of state's standard objectives

- Scaffolding instruction

# Grouping for Tier I Instruction

Use assessment data to:

- Group students for Tier I instruction

- Identify the instructional focus for each group

Remember:

- Incorporate a variety of grouping formats (e.g., individual, pairs, small groups, and whole group)

- Use flexible grouping practices (group and regroup students based on their progress, interests, and changing needs)

Texas Education Agency, UT-Austin, Vaughn Gross Center (2003). 3-Tier Reading Model.

What are the features of effective Tier I lessons?

Explicit instruction
- Overtly teaching each step through teacher modeling and many examples

Systematic instruction
- Breaking lessons and activities into sequential, manageable steps that progress from simple to more complex concepts and skills

Ample practice
- Providing many opportunities for students to respond and demonstrate what they are learning

Immediate feedback
- Incorporating feedback (from teacher or peers) during initial instruction and practice

Scaffolding Instruction

Adjusting the difficulty of instruction to meet the specific needs of students
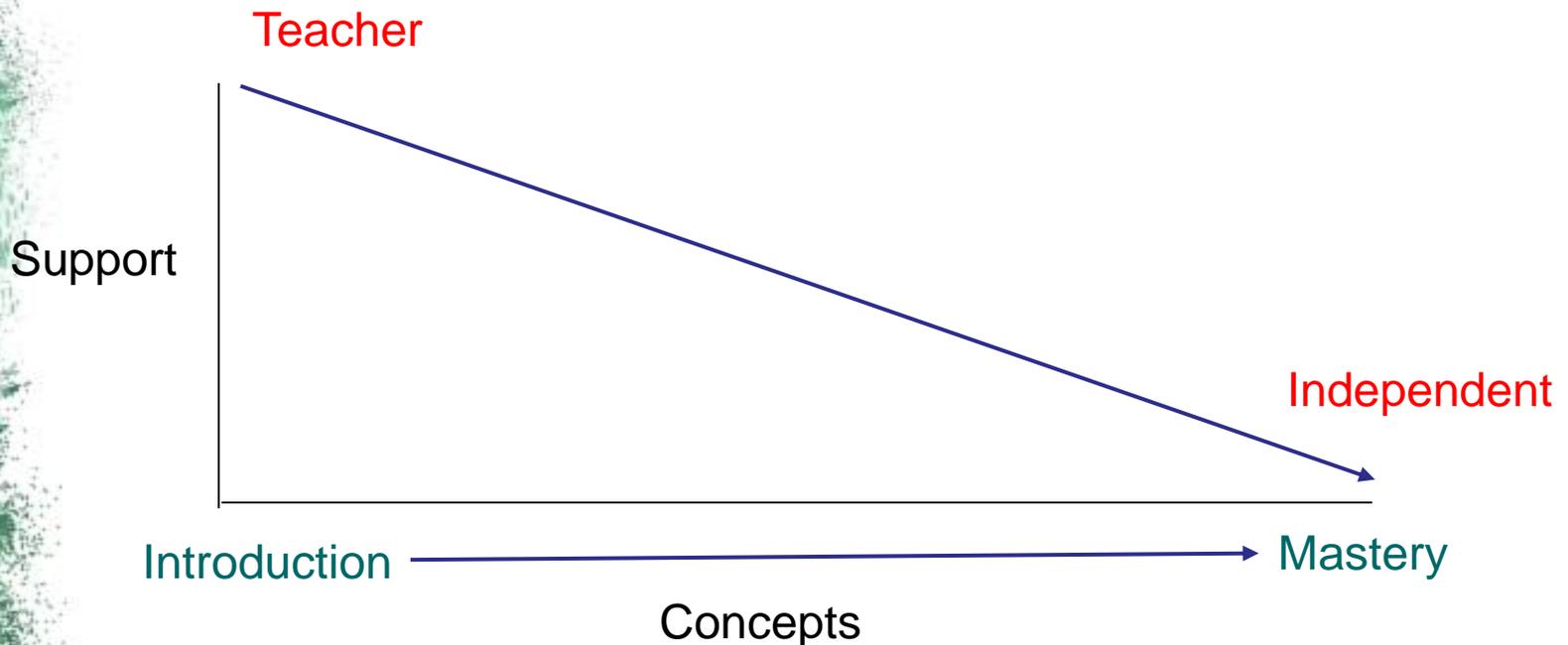
Main Idea Lesson

Tell students the main idea of a story tells the most important part of the story. Reread "Dinosaurs" together and ask students to tell the main idea of the story.

Explicit Main Idea Lesson

Tell students the main idea of a story tells the most important part of the story. Tell them the main idea names who or what the story was about and the most important thing that happened to the who or what.

Model stating the main idea for the story just read, "Dinosaurs". Jacob is the who or what in the story. The most important thing about Jacob is he learned to cooperate. So, the main idea is, "Jacob learned to cooperate."

Let me read you a short story. (Read paragraph about Sarah cooking ham.) Who or what is in this story? (Sarah) What is the most important thing about Sarah? What is the main idea of that story?

Repeat with other short paragraphs.

VCe Lesson

Words with an e at the end have the long vowel sound. This word (*make*) has an e at the end so it has the long sound a. The word is *make*. Let's read some more words with e at the end. Remember to say the long vowel sound.

More Explicit and Systematic Instruction

Vce Rule

(Students can say name of vowel letters and sound of vowel letters)

Teach letters that are vowels.

Teach rule (An e at the end of a word tells us to say the first vowel's name).

Teach students to recognize words with e at end.

Teach students to say correct vowel sound in words with and without e.

Have students read the word.

Example: Low support for question generation

- Tell students that asking questions about the passage during and after reading will help them check their understanding of the passage

- Have students read the first section of the passage

- Ask students to write questions about the passage that can be answered by reading the passage

- Have students share questions and let others in the class provide the answers

Example: High Support for Question Generation

- Tell students that asking questions about the passage during and after reading will help them check their understanding of the passage

- Read the first section of the passage together

- Model creating a question with the answer "right there" in the passage
  - *Identify information from the text and turn it into a question*
  - *Point out that the question can be answered using only information from the section*

- Continue with other sections of the text, modeling several questions for students

- Have students work with a partner, select one section of text read, and generate one question with the answer "right there" in the passage

Creating Ample Practice Opportunities

Story Retell

After reading the story have two students retell the story. Compare and contrast their retells.

OR

After reading the story have students get with partners. Each partner retells the story to their partner. After sharing with their partners invite several partners to share one part of the story. Write each idea in order on chart paper.

Your Turn

- Examine the lessons in Handout 7 (Develop vocabulary; Decoding words with –ed)

- Adapt the lessons to provide more explicit and systematic instruction

Maximizing Student Engagement

- During whole class instruction, students spend approximately 48% of time passively watching and listening to others

- Struggling readers are the least likely to be engaged when they are not actively engaged in reading

AND

typically read much less than good readers

Motivation

Detailed studies of effective teachers document that they are powerful motivators:

"Basically, we found that engaging teachers do something every minute of every hour of every school day to motivate their students, using every conceivable motivational mechanism to do so …

Pressley, 2004

Motivation

"*Less engaging teachers actually do much to <u>undermine</u> student motivation, including, for example, establishing a negative tone in the class, placing great emphasis on extrinsic rewards, calling attention to weak performances by students, providing ineffective or unclear feedback, and fostering competition among students. Engaging teachers never teach in ways that undermine students' motivation.*

Pressley, 2004

Key Elements of Tier I Reading Instruction

- Core classroom reading instruction that focuses on the grade-specific essential reading components (based on SBRR)

- Delivery of core classroom reading instruction using effective features of instruction adjusted to student need

- **Use of systematic assessment to make instructional content and delivery decisions**

- Ongoing professional development to provide teachers with the necessary tools to ensure every student receives high-quality reading instruction

Using Data to Make Instructional Decisions

Assessment

- *Selecting to meet your needs*
- *Understanding your assessments*

Instruction

- *Current instruction*
- *Examining needs*

School, Classroom, and Individual Instructional Decisions

- *Questions to Ask*

Assessment Types

Assessment can include administering early reading assessment instruments for these purposes:	
Screening	Designed as a first step to identify students who are at risk for or have reading difficulties and need further diagnosis and intervention
Diagnosis	Used to inform instructional decisions by providing in-depth information about students' reading strengths and needs
Progress Monitoring	Conducted at regular intervals to identify students who need intervention, to track student progress, and to inform reading instruction
Outcome	Administered at the end of the year to evaluate the effectiveness of a total reading program and to determine students' overall reading achievement

Texas Education Agency, UT-Austin, Vaughn Gross Center (2003). 3-Tier Reading Model.

Know Your Assessment

- What is the assessment designed to measure?

- What types of decisions can be made with the assessment?

- How has this assessment typically been used in research or practice?

- What is our confidence in the assessment and the decisions we are making?

- How does this assessment relate to instruction?

Know The Meaning of the Assessment Scores

- What types of scores are available?

- How is the score calculated?

- What on the assessment causes change in a score?

Instructional Decisions

Current Instruction

- *What instruction is currently happening?*
- *What areas of instruction could be adapted?*

"There is no point in testing if you don't look at the data, don't understand it, and don't change."

Chuck Watson, Principal, Vista Elementary

Fielding, Kerr, & Rosier, 2007

Instructional Components

Time and Skills/Strategies Taught:

- *Phonemic Awareness*
- *Phonics and Word Recognition*
- *Fluency*
- *Vocabulary*
- *Passage Comprehension*

Features of Instruction

Explicit Instruction

Systematic Instruction

Immediate Feedback

Opportunities to Respond/Practice

- *Judicious Review*
- *Generalization/application*

ASSESSMENT INFORMING INSTRUCTION

Key Questions When Examining Data

- In what reading areas are students on track?

- In what reading areas do students need additional instruction?

- What specific skills have been mastered?

- What instruction can be provided?

- Which students have similar instructional needs and will form an appropriate group for instruction?

Reading First Initiative: Secretary's Leadership Academy

Types of Decisions Using Data

District or School Level Decisions

Classroom Decisions

Individual Student Decisions

District or School Level Decisions

- Need data from all students in the school or district (separated by grade level)

- Key areas:

  ➢ *Are more students getting "on track" in reading?*

  ➢ *Are significant numbers of students in at-risk or categories?*

  ➢ *Are significant numbers of students "on the bubble" for risk?*

  ➢ *Are particular students not doing well?*

ONE SCHOOL DISTRICT

Historical Kindergarten Data
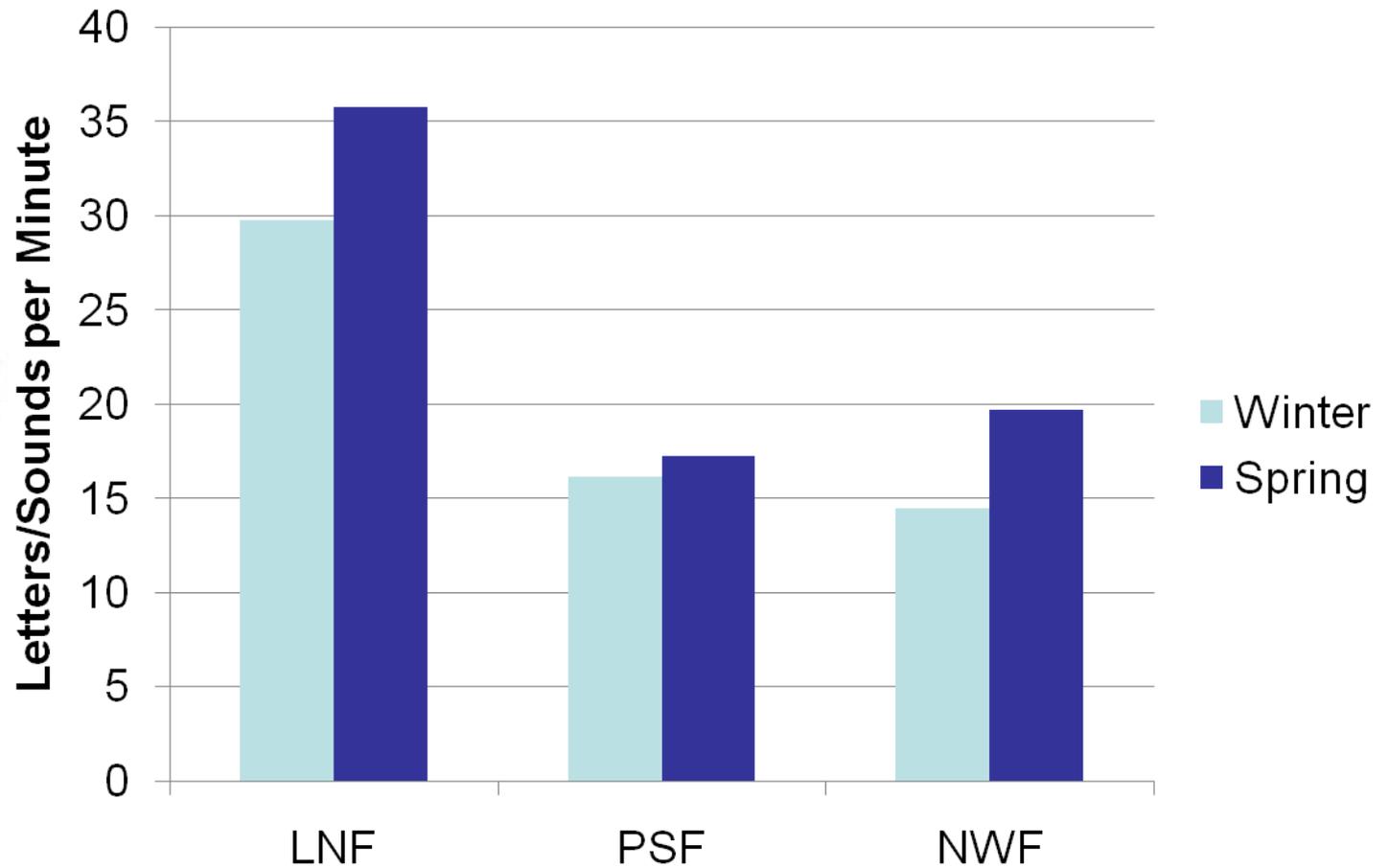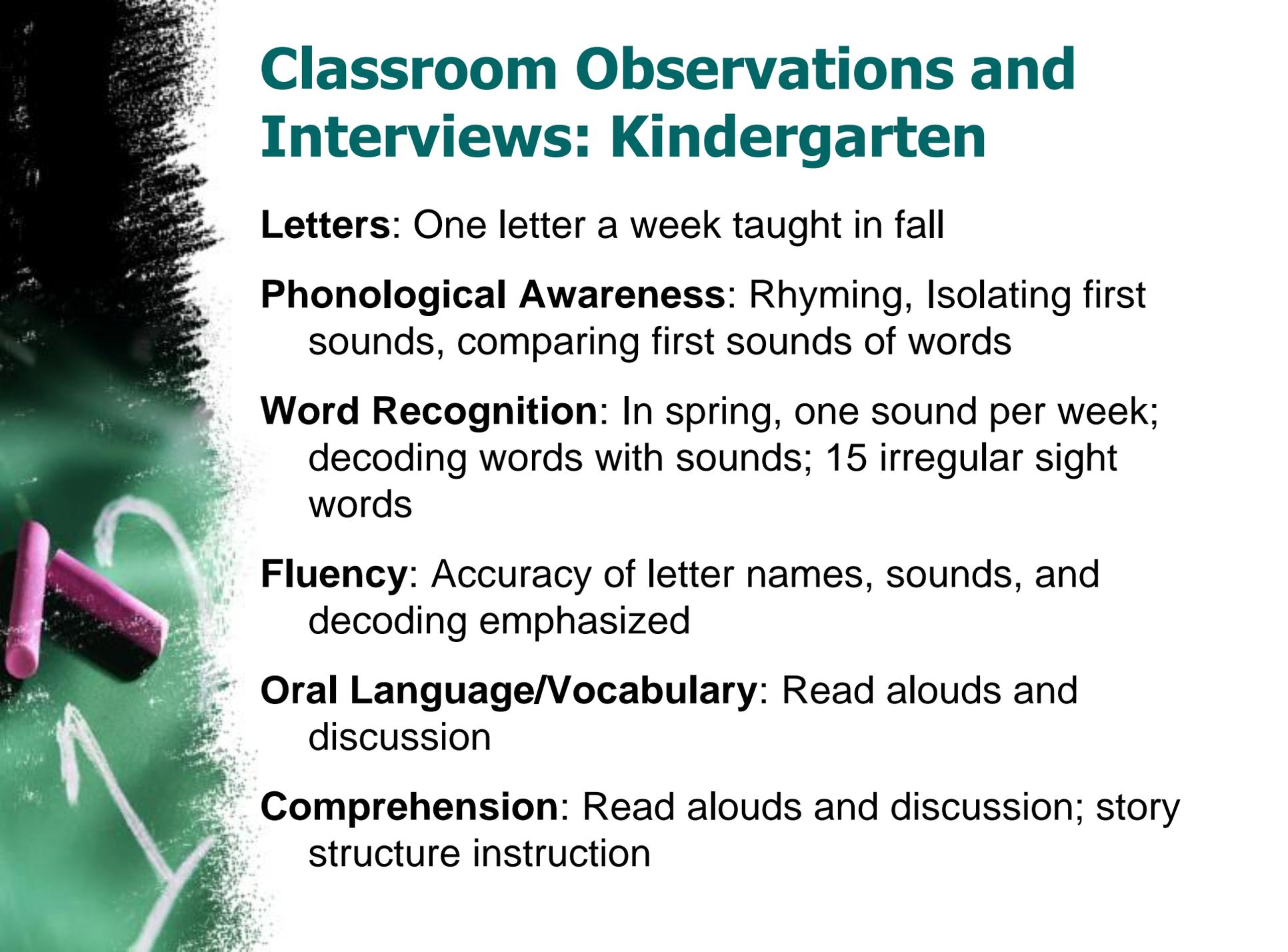
Classroom Observations and Interviews: Kindergarten

Letters: One letter a week taught in fall

Phonological Awareness: Rhyming, Isolating first sounds, comparing first sounds of words

Word Recognition: In spring, one sound per week; decoding words with sounds; 15 irregular sight words

Fluency: Accuracy of letter names, sounds, and decoding emphasized

Oral Language/Vocabulary: Read alouds and discussion

Comprehension: Read alouds and discussion; story structure instruction

Concerns

Instructional Components

- Phonemic Awareness

- Direct vocabulary instruction

- Fluency of reading components

Instructional Delivery

- Practice opportunities in word recognition and vocabulary/oral language

- Application of letters and sounds learned in connected text

Instructional Decisions

Professional Development for Kindergarten Teachers

- Phonemic Awareness

- Integrating Phonemic Awareness and Word Recognition

- Teaching for Accuracy and Fluency

- Progress Monitoring

- Grouping for Instruction

Winter Data: Kindergarten
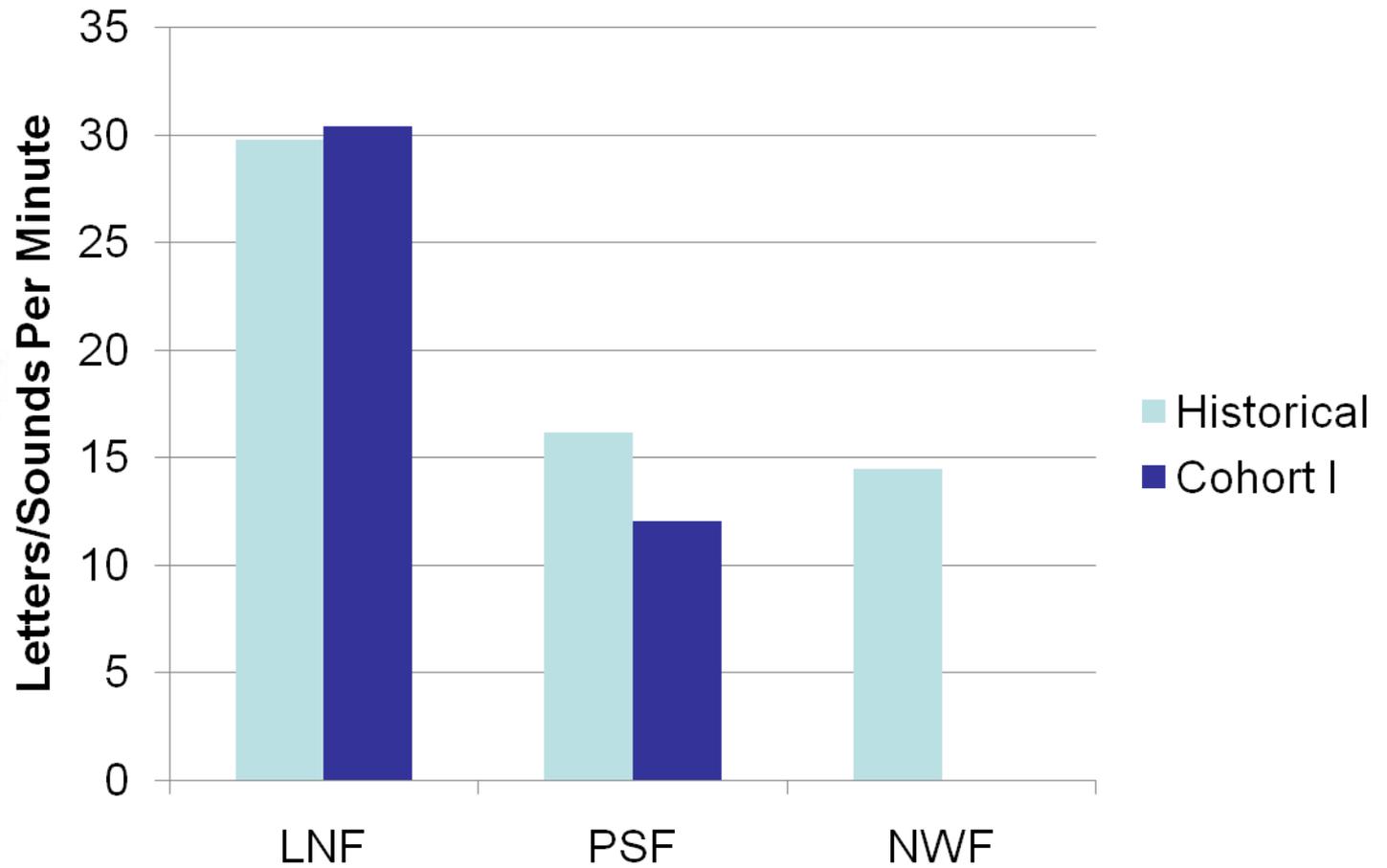
Spring Data: Kindergarten
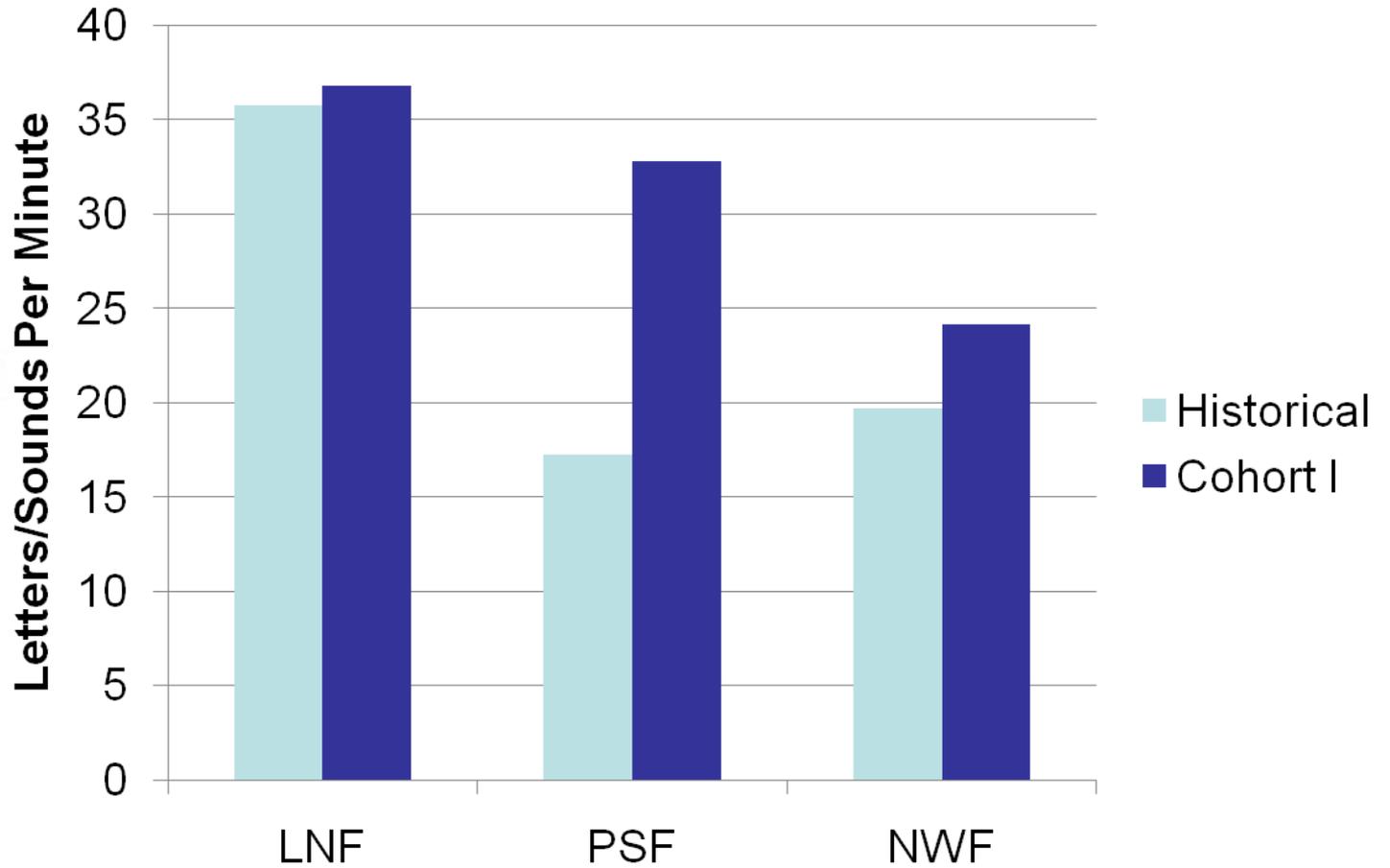
Spring Standardized Data: Kindergarten
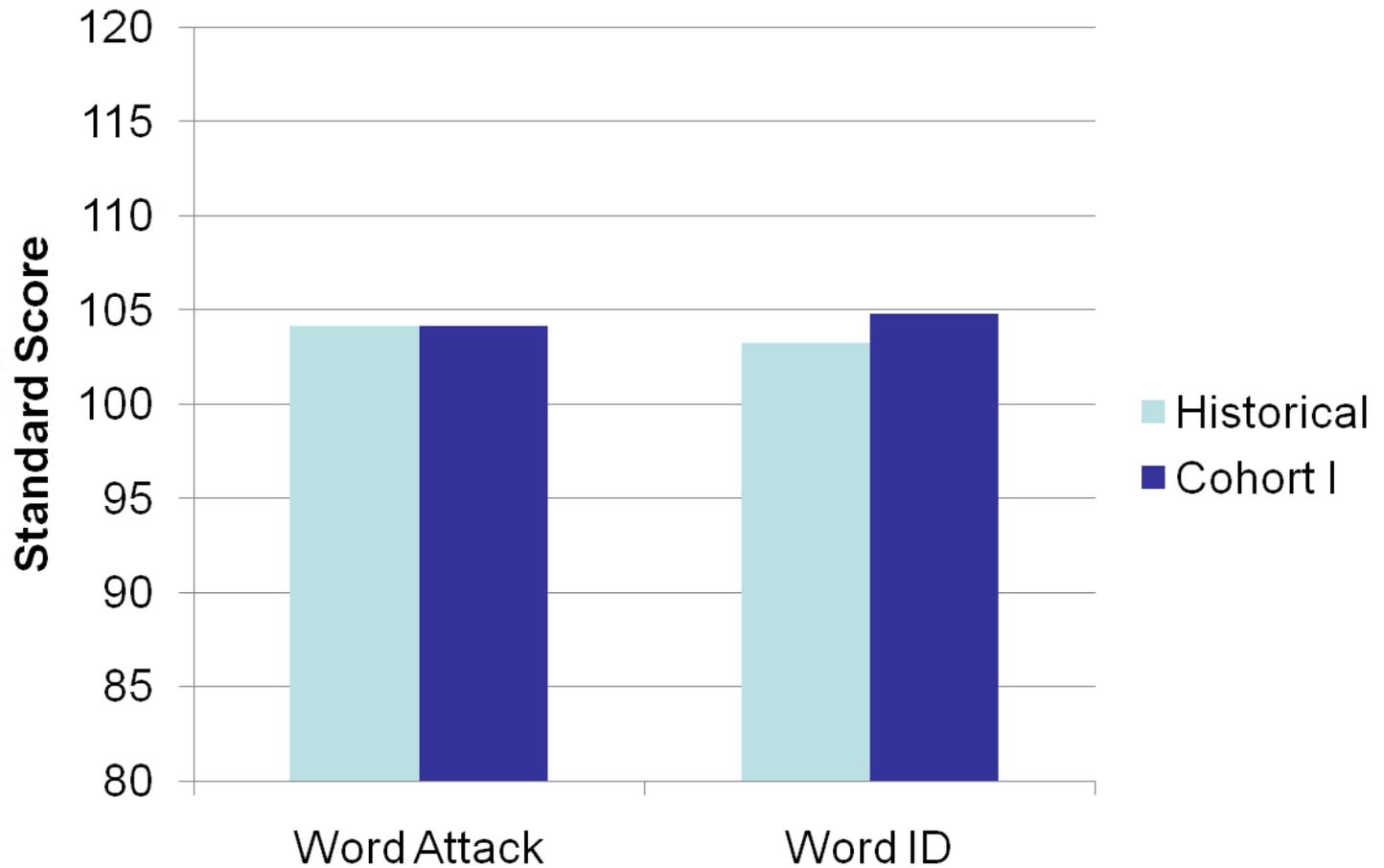
Fall Data Third Grade
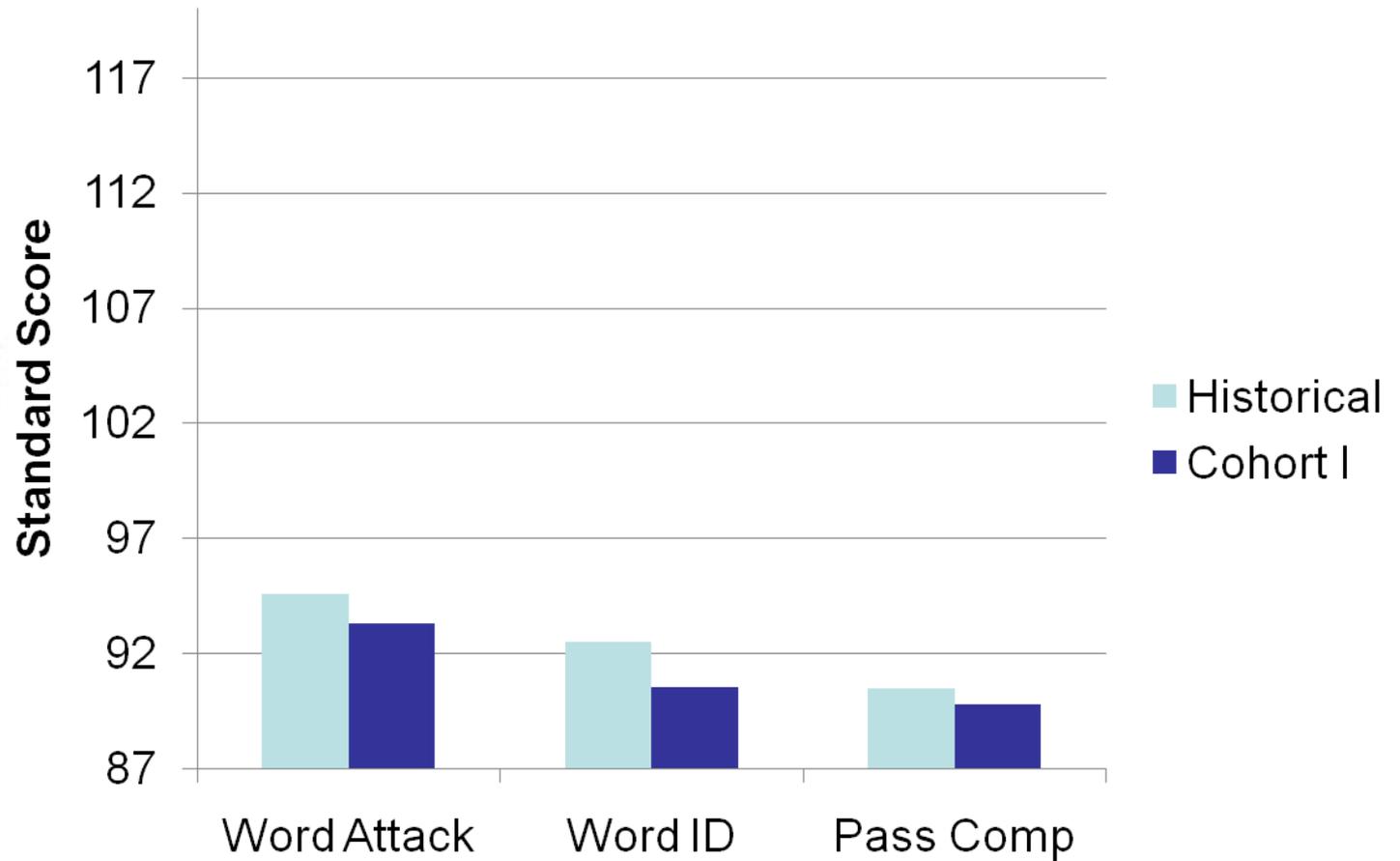
Spring Data: Third Grade
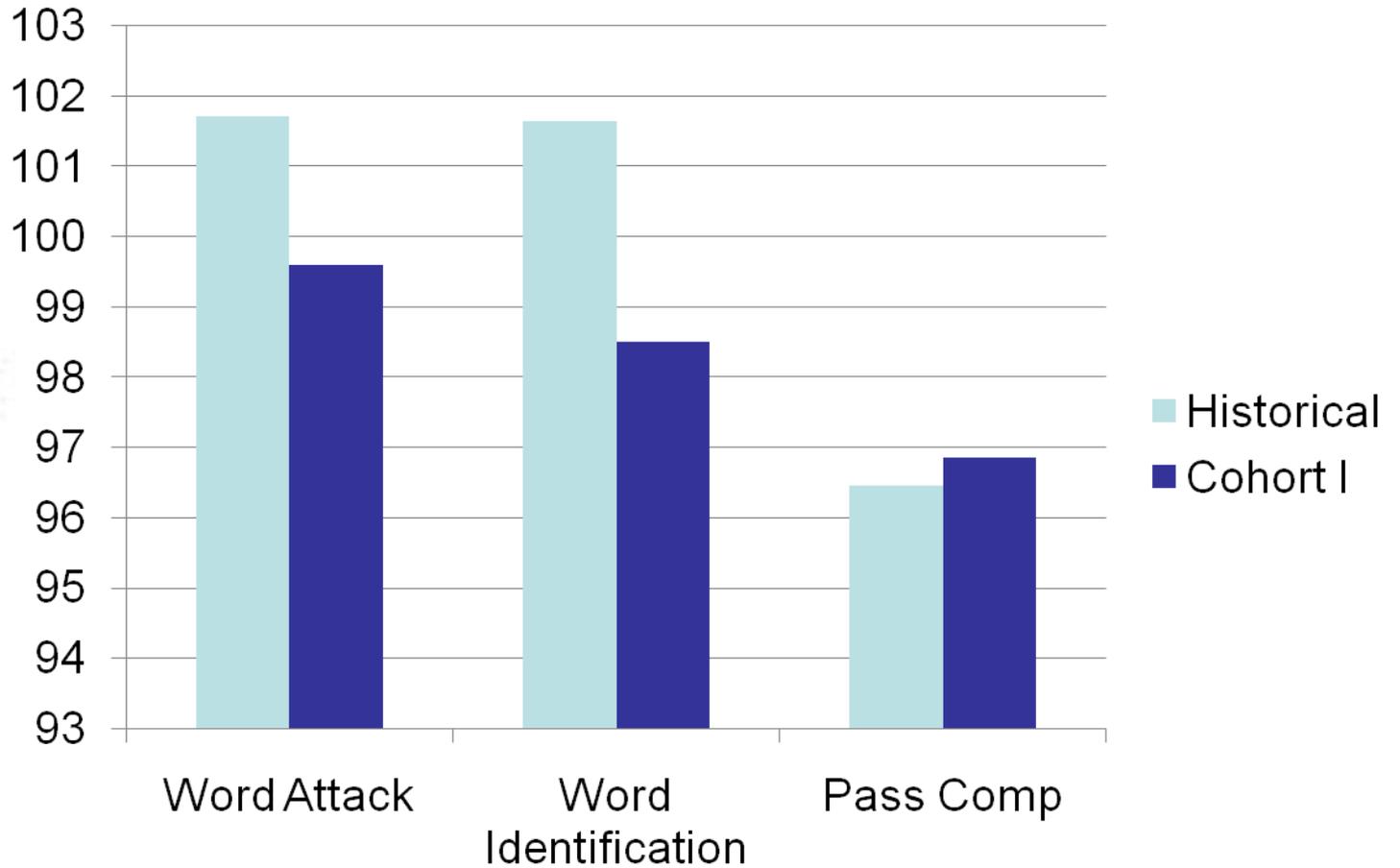
Third Grade School Report Historical

Third Grade School Report '02-'03

Percent of Students

70
60
50
40
30
20
10
0

Comprehension   Oral Reading Fluency

- At Risk
- Borderline
- On Track
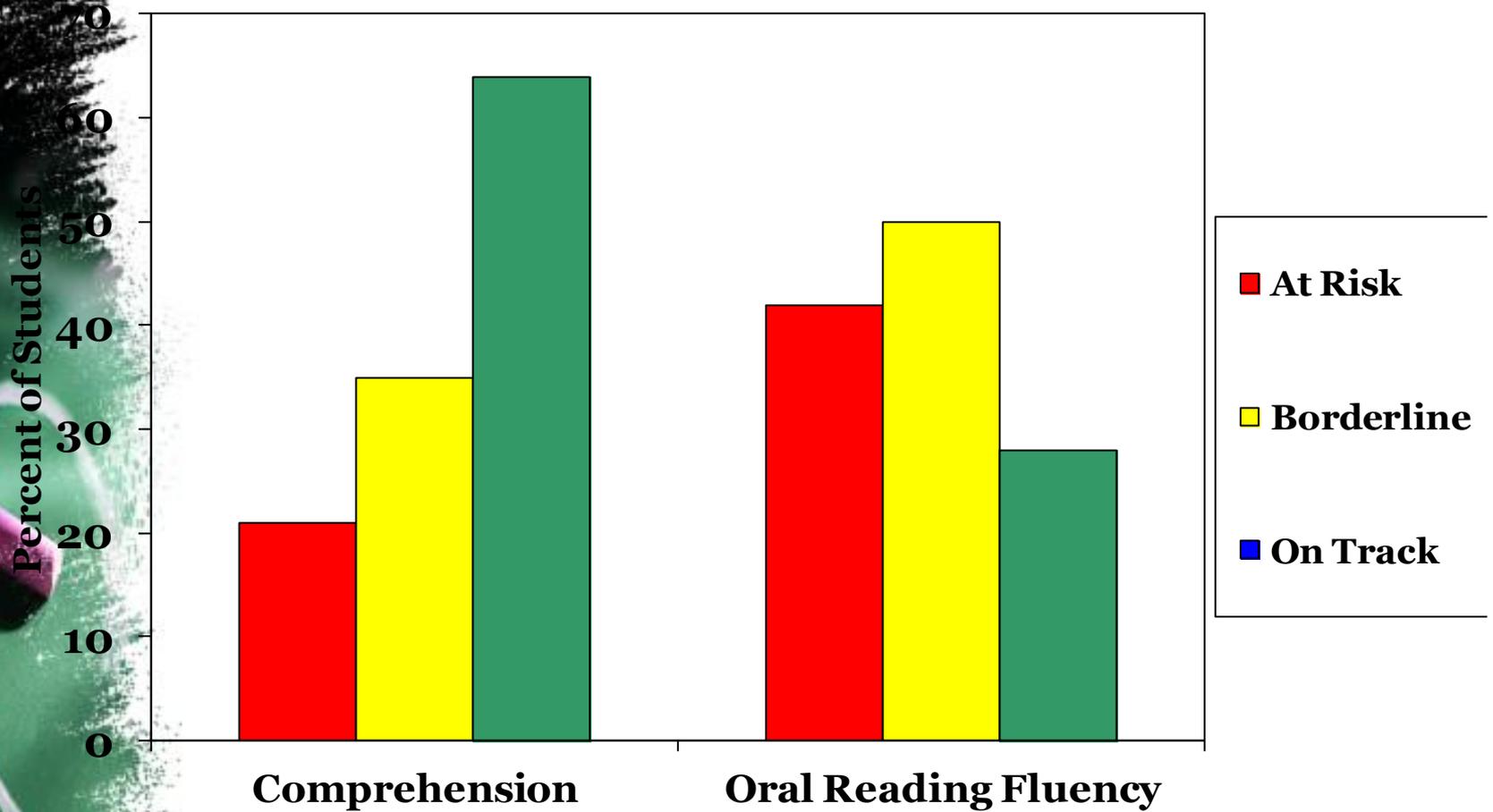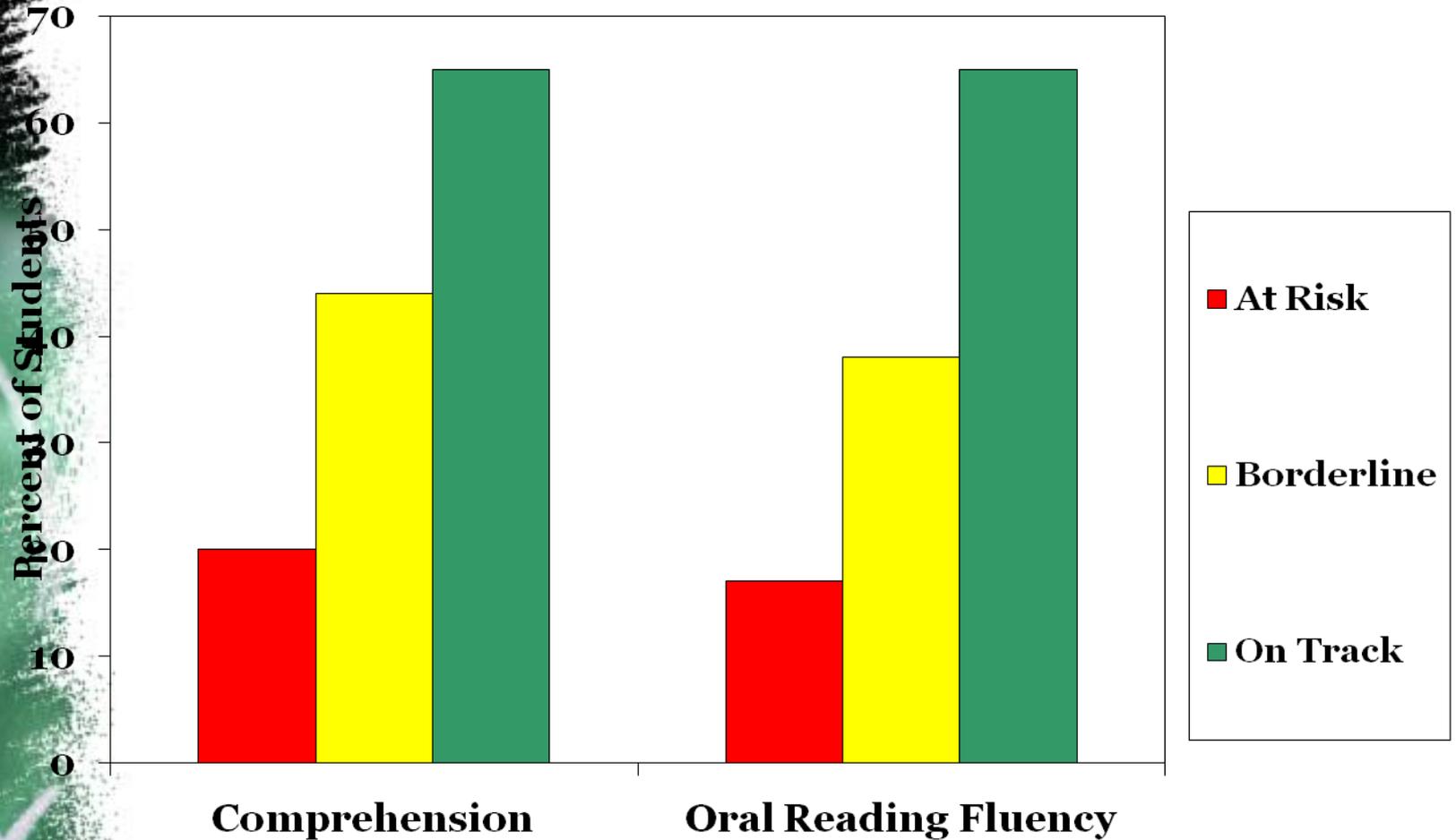
CLASSROOM DECISIONS

Classroom Decisions

- Need data for all students in the class

- Key Areas:

  - *Is most of the class at or above grade level?*

  - *What areas are low for many students in the class?*

  - *What areas are high for many students in the class?*

  - *Who is falling behind?*

Mr. Valenzuela Fall Data

Student	Phoneme Segmentation Fluency	Nonsense Word Fluency	Oral Reading Fluency
JAMES	10	54	
ESSENCE	1	39	
ANTONIA	38	1	
ESTHER	40	3	
PHILUP	23	5	
LILLIAN	45	24	25
JONATHAN	33	0	
MARIA	17	54	
JESSICA	42	18	
SHYDESHIA	34	20	
SADIE	40	13	
KAYLA	32	10	
ONICA	8	21	
TRE	59	38	13
RYAN	21	23	
ALEJANDRO	47	14	
DEVIN	6	37	

Instructional Decisions

- Phonemic Awareness
  - ➢ *Focus on phonemes in blending and segmenting*
  - ➢ *Integrate with print and decoding*

- Word Recognition
  - ➢ *Explicit instruction in decoding*
  - ➢ *Fluency of word reading*
  - ➢ *Application to connected text*
  - ➢ *Small group work to target students who have mastered only 1-2 sounds*

Mr. Valenzuela: Winter

Student	Phoneme Segmentation Fluency	Nonsense Word Fluency	Oral Reading Fluency
JAMES	36	62	35
ESSENCE	35	47	24
ANTONIA	42	10	1
ESTHER	39	18	2
PHILUP	32	12	0
LILLIAN	50	62	52
JONATHAN	41	40	26
MARIA	31	54	21
JESSICA	40	60	16
SHYDESHIA	35	52	16
SADIE	52	72	0
KAYLA	46	21	13
ONICA	38	49	12
TRE	55	57	13
RYAN	32	51	22
ALEJANDRO	43	41	45
DEVIN	38	62	18

Classroom Observations

- Majority of instructional time on phonemic awareness and word recognition; limited application to connected text

- Comprehension instruction consists mainly of asking students questions and completing worksheets

- An individual student in the class gets 1-2 opportunities to read connected text per day

- Explicit vocabulary instruction including games/incentives throughout the day for using and applying new words

- Small group instruction incorporated for students needing instruction in skills the rest of class has mastered

Instructional Decisions

- Phonemic Awareness
  - ➤ *Set-up review schedule and incorporate in word recognition instruction*

- Word Recognition
  - ➤ *More review and practice in irregular words*
  - ➤ *Increase practice in connected text*
  - ➤ *Provide targeted, small group instruction for students still requiring emphasis on initial decoding*

- Comprehension
  - ➤ *Provide explicit instruction in comprehension skills/strategies with modeling and guided practice before independent practice*
  - ➤ *Use teacher questioning as model and begin teaching students to generate questions*

Mr. Valenzuela

Student	Phoneme Segmentation Fluency	Nonsense Word Fluency	Oral Reading Fluency
JAMES	36	62	55
ESSENCE	35	42	32
ANTONIA	42	12	8
ESTHER	39	35	21
PHILUP	37	65	35
LILLIAN	50	60	72
JONATHAN	41	72	37
MARIA	45	57	45
JESSICA	40	61	41
SHYDESHIA	35	55	32
SADIE	52	67	27
KAYLA	46	42	38
ONICA	38	56	59
TRE	55	71	42
RYAN	49	62	51
ALEJANDRO	43	50	81
DEVIN	38	67	40

- What assessments do you use to make school and classroom level decisions?

- What do you know about these assessments (typical use, types of scores, what score means, typical error or fluctuation of scores, etc.)

- What data do you collect on the content of classroom and intervention instruction?

- What data do you collect on the delivery/features of classroom and intervention instruction?

INDIVIDUAL STUDENT DECISIONS

"When we want improvements and we keep doing the same things and keep getting the same results – who, really, are the slow learners?"

Dave Montague, Principal, Washington Elementary

Fielding, Kerr, & Rosier, 2007

Individual Student Decisions

- Need data for specific students who are below grade level expectations (use screening and progress monitoring assessments)

- Key areas:

  - ➢ *In what instructional areas is this student progressing well?*

  - ➢ *In what instructional areas is this student progressing inadequately?*

 - ➢ *Are the instructional changes or intervention effective?*

Derek

Derek's Nonsense Word Fluency
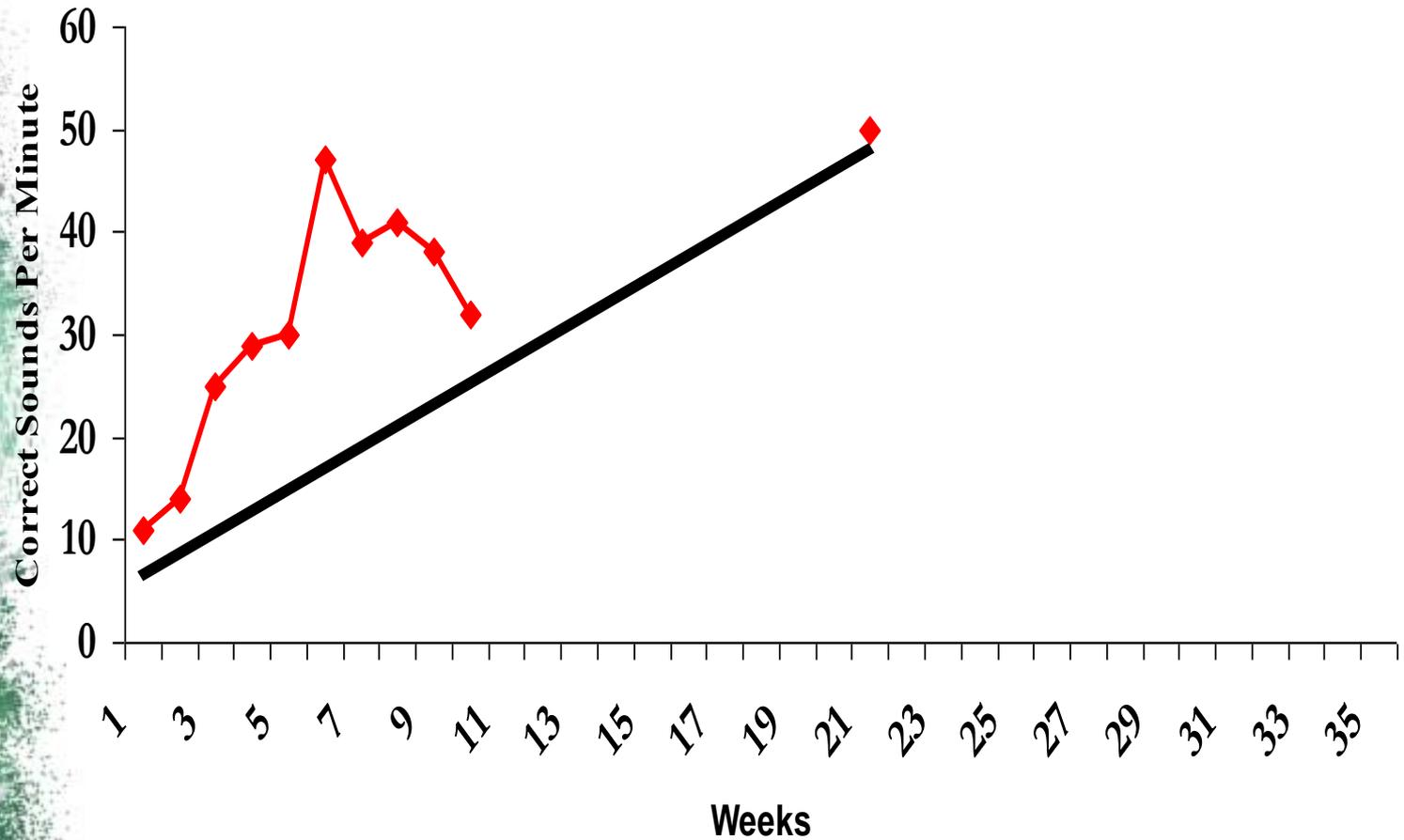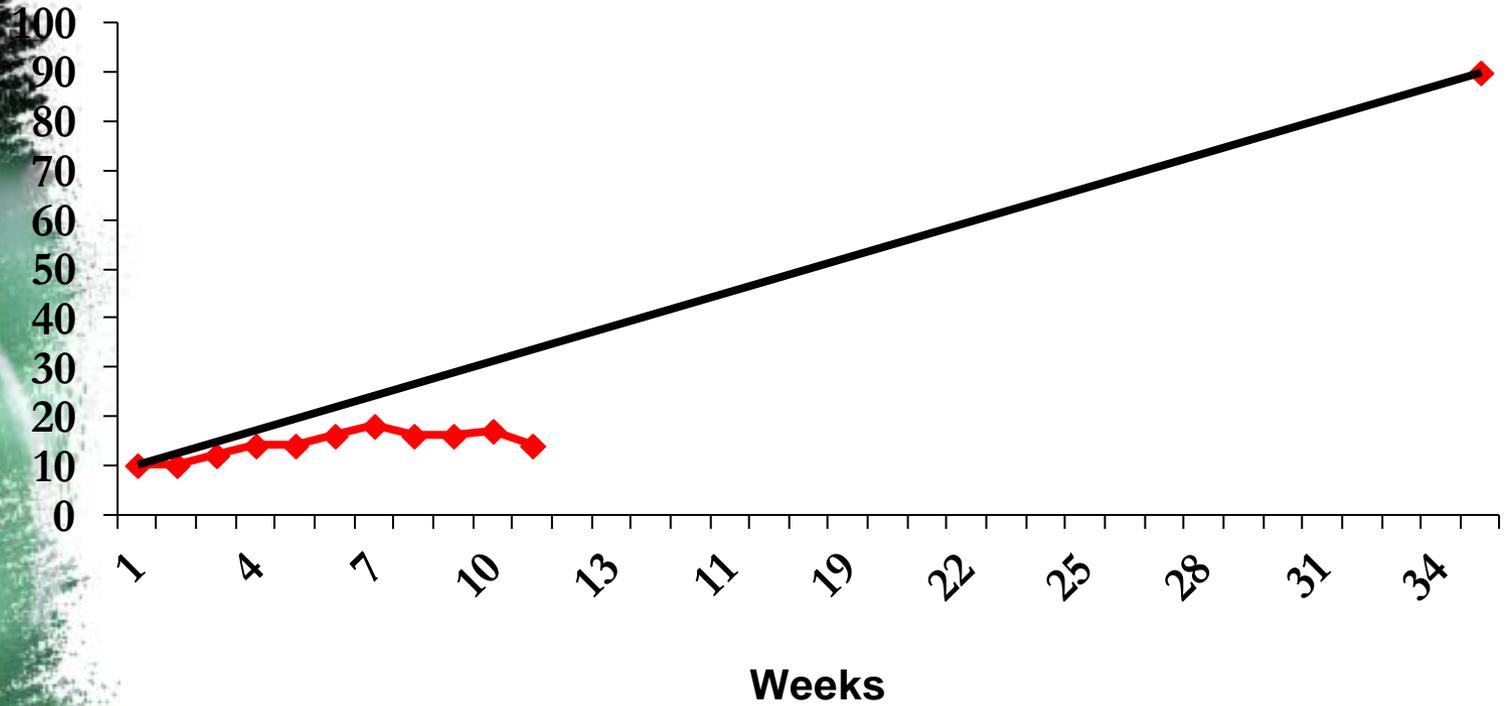
Instructional Decisions

Instructional Components

- Provide practice reading regular and irregular words mixed prior to text reading

- Include decoding and encoding of words

- Include fluency practice with modeling of fluent reading

Instructional Delivery

- Decrease group size to increase opportunities to practice

- Break instruction into smaller steps and increase pace of instruction to increase opportunities to practice

Amy's Oral Reading Fluency