

Institute on Beginning Reading

Day 3: Core Instruction: What Are the Critical Components That Need to Be In Place to Reach Our Goals?



Content Development

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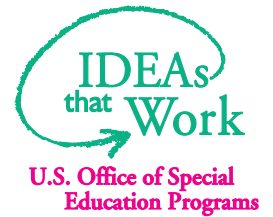
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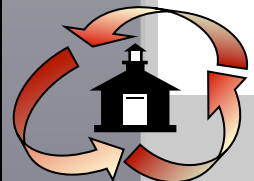


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Arts



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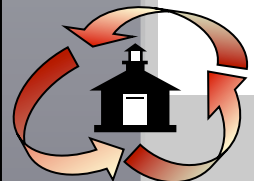
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Objectives: What You Will Learn and Do

The goals and objectives of today's session are to:

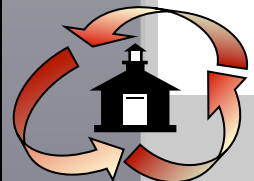
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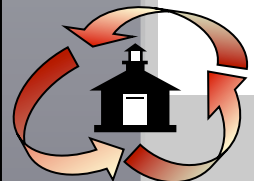
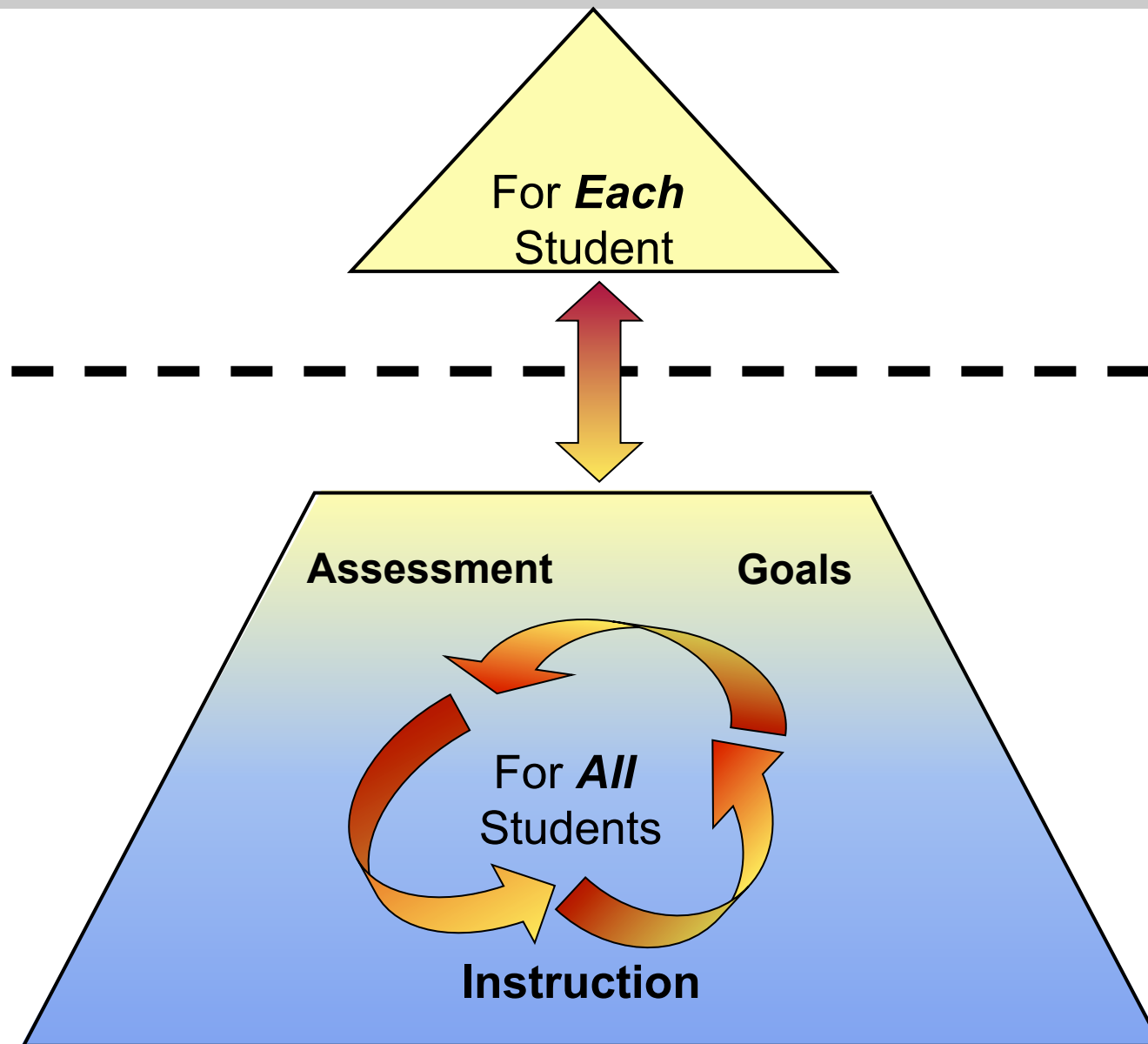
IBR Guiding Questions

1. [Goals](#): What outcomes do we want for our students in our state, district, and schools?
2. [Knowledge](#): What do we know and what guidance can we gain from scientifically based reading research?
3. [Progress Monitoring Assessment](#): How are we doing? What is our current level of performance as a school? As a grade? As a class? As an individual student?
4. [Outcome Assessment](#): How far do we need to go to reach our goals and outcomes?
5. [Core Instruction](#): What are the critical components that need to be in place to reach our goals?
6. [Differentiated Instruction](#): What more do we need to do and what instructional adjustments need to be made?

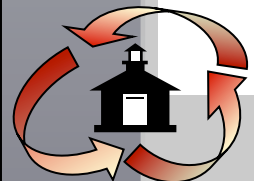
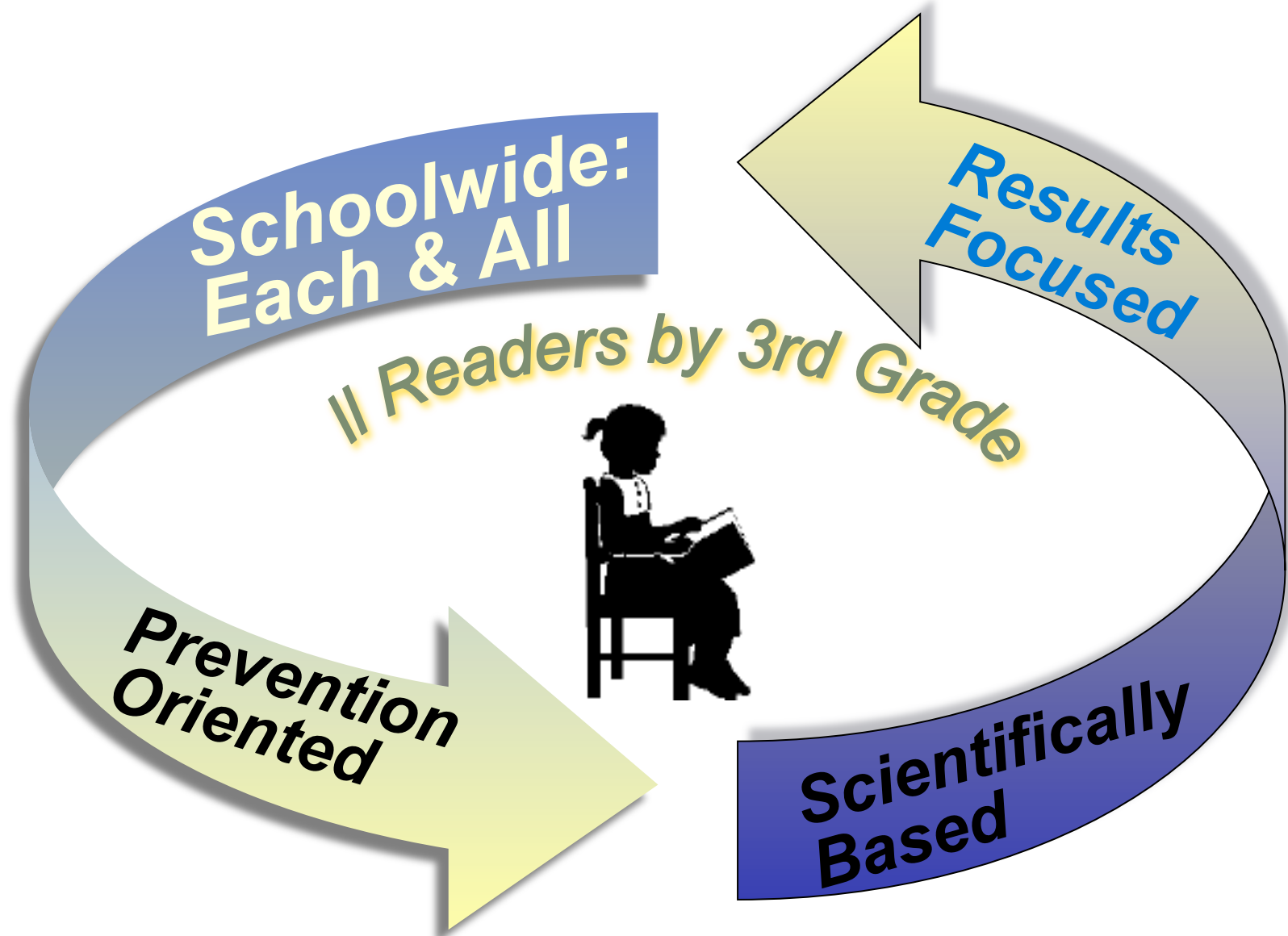
Today's
Focus



A Schoolwide Model



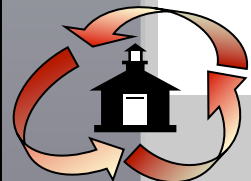
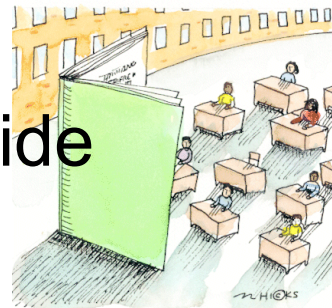
IBR Foundational Features: Translating Research into Practice



Why Focus on a Reading Program?

Aligning what we know and what we do to maximize outcomes.

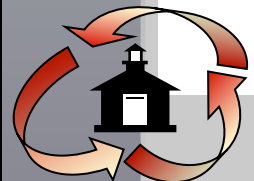
- Unprecedented convergence on skills children need to be successful readers
- Much classroom practice is shaped by reading programs
 - Publishers have responded to the research and redesigned programs.
 - A program provides continuity across classrooms and grades in approach.
- Many state standards are using research to guide expectations



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2. Understand the role of a core reading program.
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6. Evaluate the current reading program in your school.



Types of Reading Programs

- Core Reading Programs:
 - Provide instruction on the essential areas of reading for the majority of students
- Supplemental Programs:
 - Provide additional instruction in one or more areas of reading (e.g., phonological awareness, fluency, etc.) to support the core
- Intervention Programs:
 - Provide additional instruction to students performing below grade level on one or more essential instructional skills (e.g., increasing structure and time to accelerate learning).

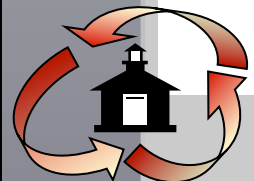


Benefits of a Reading Program

Benefits of a Reading Program: Video of Dr. Reid Lyon

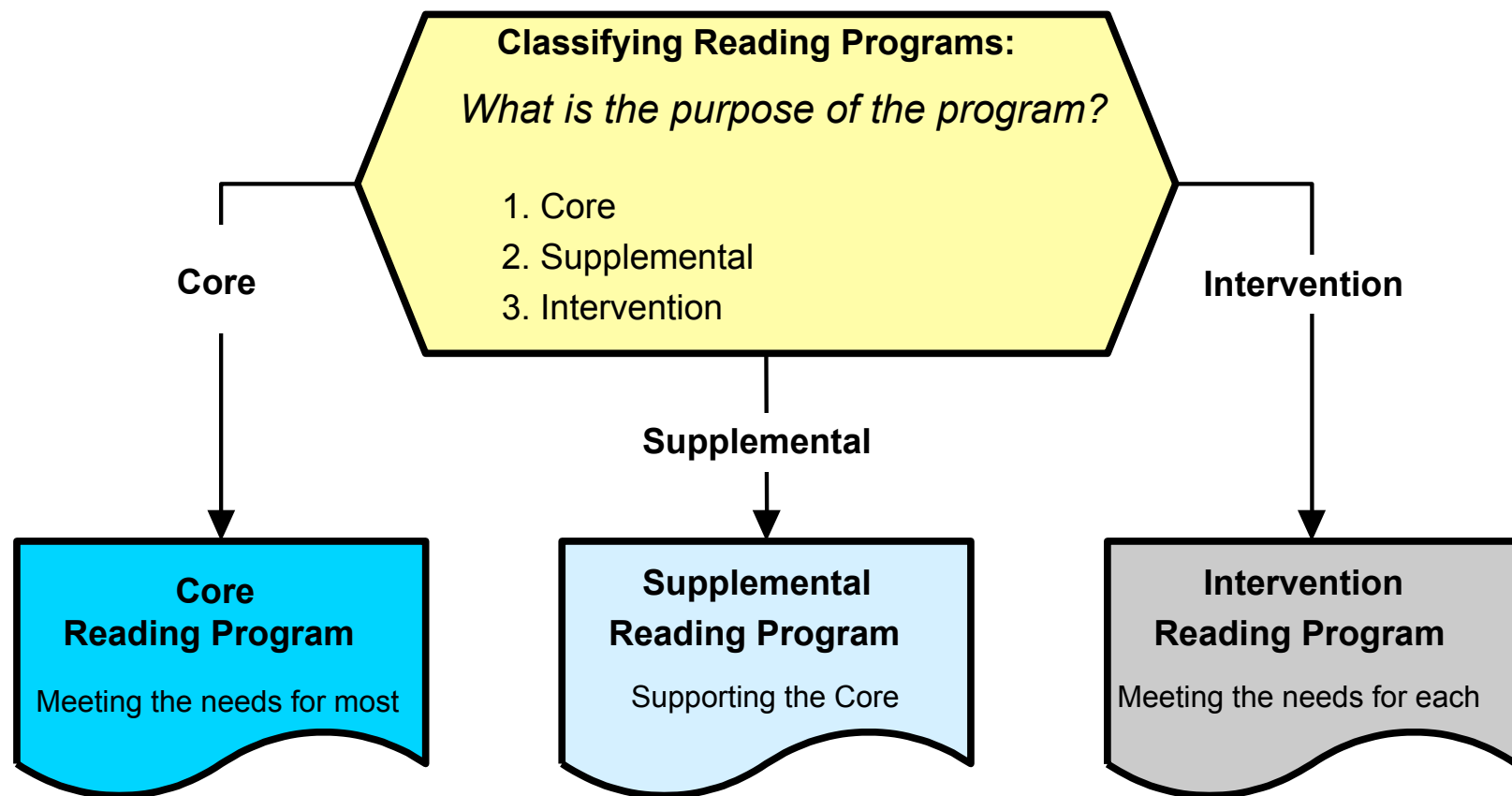
A reading program provides guidance by offering:

A detailed map of what to do when students aren't progressing as expected.

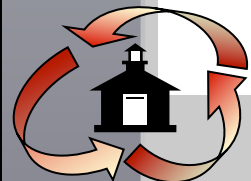


Understanding the Purpose of Different Programs

Programs are tools that are implemented by teachers to ensure that children learn **enough** on **time**.



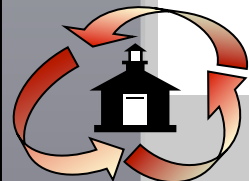
(Vaughn et al. 2001)



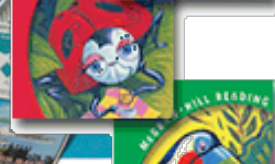
Understanding Your School's Programs

As a Group Answer the Following Questions:

- What is our school's **core** reading program?
- Is this program implemented across **all** grades?
- What **supplemental** programs are we using in our school?
- What **intervention** programs are we using for our struggling readers?

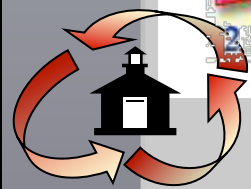


Which Program Should We Choose?



Grades 1-8

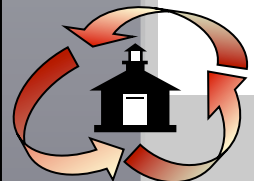
Hui, Harn, & Coyne
2003



Objectives: What You Will Learn and Do

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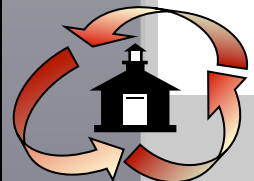


Evaluating Core Programs: Identifying Gaps

One size does
not fit all—

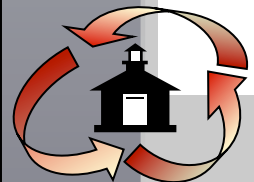
Period!

***We may need to supplement or modify,
but we must do it judiciously.***



Evaluating Core Programs: Identifying Gaps

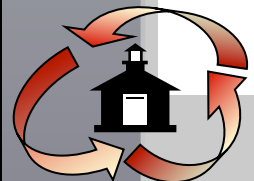
However, “one size”
may be necessary
and appropriate for
most.



Advantages of Implementing a Core Program

Increasing communication and learning

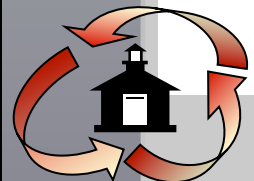
- Improving communication
 - Teachers within and across grades using common language and objectives
- Improving learning
 - Provides students a **consistent** method or approach to reading which is helpful for all students
 - Provides teachers an instructional **sequence** of skill presentation and strategies to maximize student learning
 - Provides more opportunity to **differentiate** instruction when necessary



Objectives: What You Will Learn and Do

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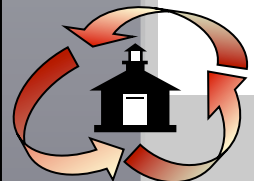
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Evaluating Core Programs



1. Does it teach all the relevant essential elements?
2. Are the design and delivery adequate for the majority of learners?



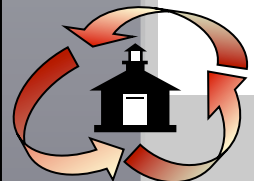
Evaluating Core Programs: Instructional Content

- Essential elements of scientifically based programs include:
 - phonemic awareness instruction
 - systematic, explicit phonics instruction
 - fluency instruction
 - vocabulary instruction
 - comprehension instruction

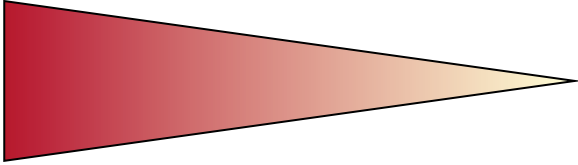
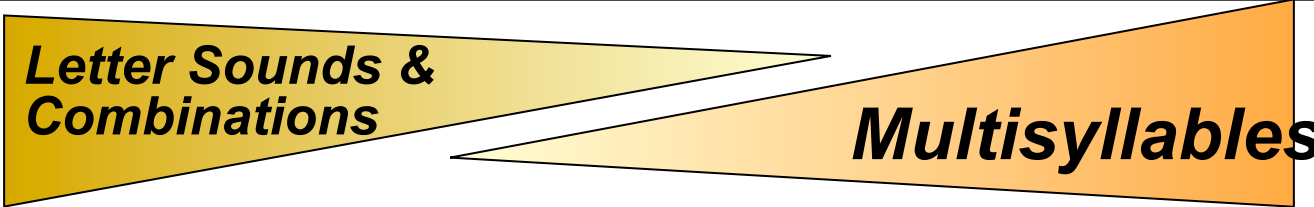
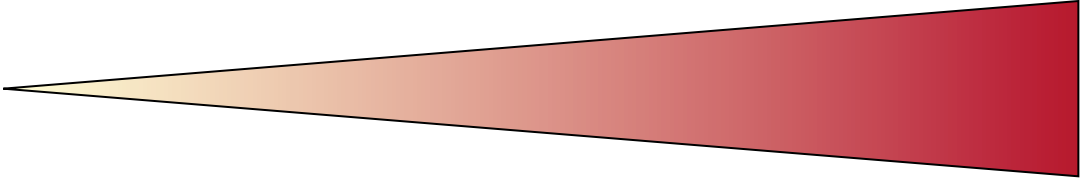
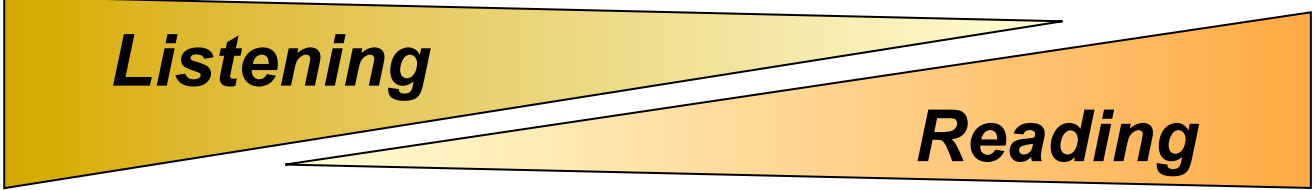
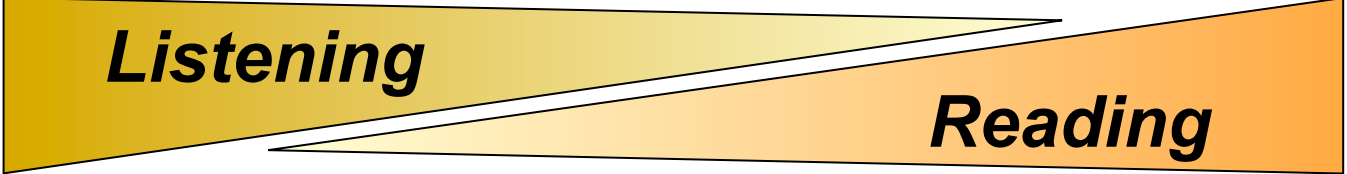


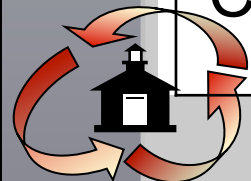
Essential Instructional Content

1. **Phonological Awareness**: The ability to hear and manipulate sounds in words.
2. **Alphabetic Principle**: The ability to associate sounds with letters and use these sounds to read words.
3. **Automaticity and Fluency with the Code**: The effortless, automatic ability to read words in connected text.
4. **Vocabulary Development**: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
5. **Comprehension**: The complex cognitive process involving the intentional interaction between reader and text to extract meaning.



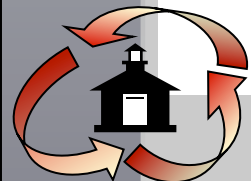
Changing Emphasis of Big Ideas

	K	1	2	3
Phonological Awareness				
Alphabetic Principle				
Automaticity and Fluency with the Code				
Vocabulary				
Comprehension				



Design and Delivery

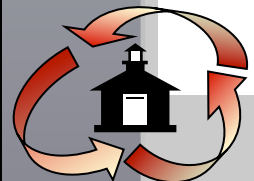
- Features of well-designed programs include:
 - Explicitness of instruction for teacher and student
 - Making it obvious for the student
 - Systematic & supportive instruction
 - Building and developing skills
 - Opportunities for practice
 - Modeling and practicing the skill
 - Cumulative review
 - Revisiting and practicing skills to increase strength
 - Integration of Big Ideas
 - Linking essential skills



Benefits of Systematic Instruction

Benefits of Systematic Instruction: Video of Maryanne Wolf

- The alphabetic principle (code) is the child's first experience in learning *the rules of reading.*
- The letter combination “ea” has 7 different rules.



Teaching With Direction & Urgency

- The content is not enough, it must be delivered in a **timely**, systematic manner to ensure students are on track to be readers.

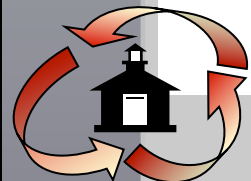
- How well do we want our lowest performing first grader to read?

40-60 words per minute

- How long do we have to make that happen?

Kindergarten = 180 days

First Grade = 180 days



Examining Program Content

The “Consumers Guide” provides a common metric for evaluating:

1. Scope of review and prioritization of skills
2. Quality and nature of the delivery of instruction

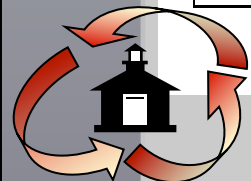
Use the following criteria for each critical element:

● = Element consistently meets/exceeds criterion.

◐ = Element partially meets/exceeds criterion.

○ = Element does not satisfy criterion.

When evaluating individual elements, slash (/) the respective circle that represents your rating (e.g., ●).

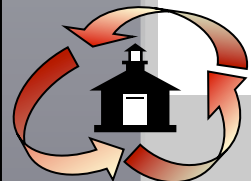


Examining Scope of Review & Prioritization

- The reading program's scope and sequence should provide evidence of breadth and depth of coverage on essential skills.

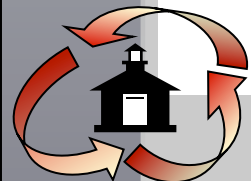
High Priority Items in Kindergarten

High Priority Items	
Phonemic Awareness Instruction (5)	____ ● ____ ○ ____ ○
Letter-Sound Association Instruction (3)	____ ● ____ ○ ____ ○
Decoding Instruction (5)	____ ● ____ ○ ____ ○
Irregular Words Instruction (1)	____ ● ____ ○ ____ ○
Vocabulary Instruction (3)	____ ● ____ ○ ____ ○
Listening Comprehension Instruction (4)	____ ● ____ ○ ____ ○



High Priority Items: Grade 1 Phonics Instruction

High Priority Items — Phonics Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ● ○	1. Progresses <u>systematically</u> from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g., phonemes in the word, position of blends, stop sounds) to more complex words. (<i>ss</i>) [NRP, pg. 2-132]			
● ● ○	2. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, blending, reading whole words). (<i>w</i>) and (<i>ss</i>)			
● ● ○	3. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully. (<i>w</i>)			
● ● ○	4. Includes repeated opportunities to read words in contexts in which students can apply their knowledge of letter-sound correspondences. (<i>w</i>) and (<i>ss</i>) [NRP, pg. 3-28]			
● ● ○	5. Uses decodable text based on specific phonics lessons in the early part of the first grade as an intervening step between explicit skill acquisition and the students' ability to read quality trade books. Decodable texts should contain the phonics elements and sight words that students have been taught. (<i>w</i>) and (<i>ss</i>)			



Evaluating Core Programs: Instructional Content



- Phonological Awareness: The ability to hear and manipulate sounds in words.

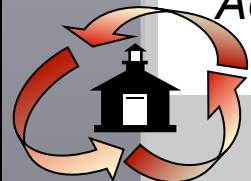


Phonological Awareness

Big Idea #1: Phonemic Awareness: Beginning Readers Must Develop an Awareness of the Phonemic Properties of Language.

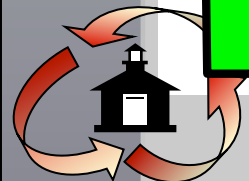
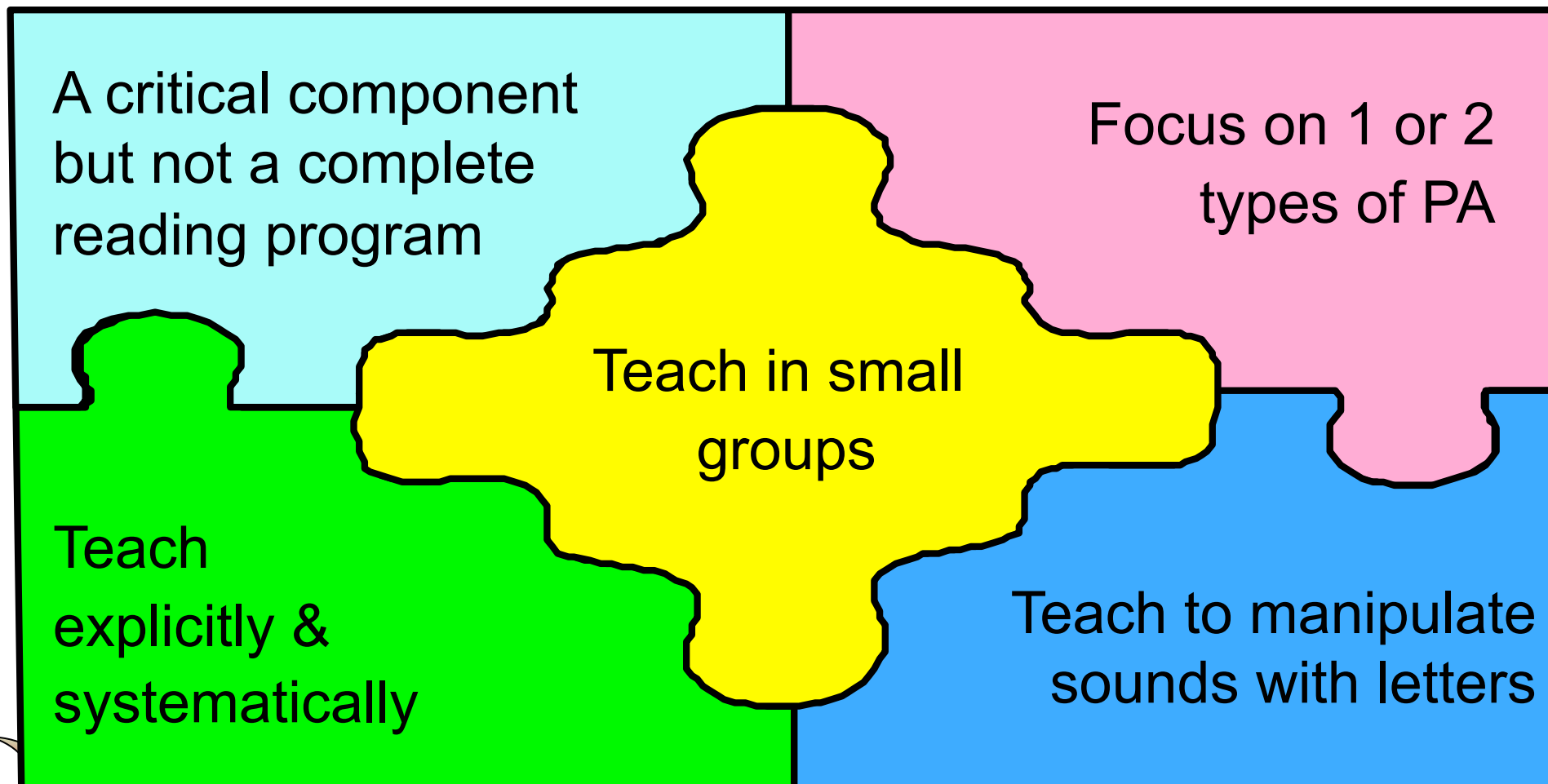
One of the most compelling and well-established findings in the research on beginning reading is the important relation between phonemic awareness and reading acquisition.

Kameenui, E. J., Simmons, D. C., Baker, S., Chard, D. J., Dickson, S. V., Gunn, B., Smith, S. B., Sprick, M., & Lin, S-J. (1997). Effective strategies for teaching beginning reading. In E. J. Kameenui, & D. W. Carnine (Eds.), *Effective Teaching Strategies That Accommodate Diverse Learners*. Columbus, OH: Merrill.



Critical Elements in Phonological Awareness

- The National Reading Panel report (2000) identifies the following elements as essential in Phonological Awareness instruction:



Design: Systematic Sequencing of Skills

■ Some skills are more important than others

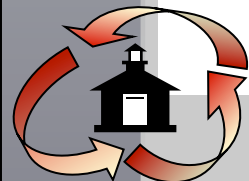
Mapping of Instruction to Achieve Instructional Priorities
Kindergarten

Instructional Priority: Phonemic Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound and Word Discrimination									
1a: Tells whether words and sounds are the same or different	X	X							
1b: Identifies which word is different		X	X						
1c: Identifies different speech sound			X	X					
Focus 2: Rhyming^b									
2a: Identifies whether words rhyme	X								
2b: Produces a word that rhymes		X	X						
Focus 3: Blending									
3a: Orally blends syllables or onset-rimes			X	X					
* 3b: Orally blends separate phonemes					X	X	X		
Focus 4: Segmentation									
4a: Claps words in sentences	X								
4b: Claps syllables in words		X	X						
4c: Counts syllables				X	X				
* 4d: Identifies first sound in 1-syllable words		X	X	X	25				
* 4e: Segments individual sounds in words					X	X	X	X	35 ^a

* High priority skill

a. Sounds per minute

b. Optimal time for rhyme instruction not established



Critical Skills in Phonological Awareness

Critical Skills at the End of Kindergarten

1. Sound Isolation

Example: The first sound in *sun* is /sss/.

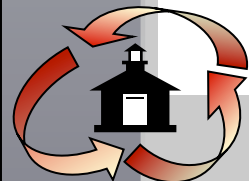
2. Blending

Example: /sss/-/uuu/-/nnn/ is *sun*.



3. Segmenting

Example: The sounds in *sun* are /sss/-/uuu/-/nnn/.



Extensions of Segmenting

What should students be able to do by the end of grades 1 and 2 with extensions of segmenting?

1. Substituting

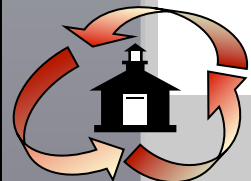
Example: “Nap. What word do we have when we change /n/ to /c/?” (as in rhyming or word family practice).

2. Deleting

Example: “Flake. What word do we have when we take away /l/ from flake?”

3. Adding

Example: “Mile. What word do we have when we add /s/ to the front of mile?”



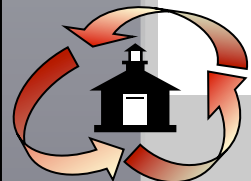
Design & Delivery: Explicit Instruction

- Two ways to teach identifying the first sound in a word:

“The first sound in man is /mmm/. Everyone, say the first sound in *man*, /mmm/”

“Man starts with the same sound as the first sound in *mountain, mop, moon, and Miranda*. Does anyone know other words that begin with the same sound as *man*?”

- Which is more explicit? Which provides a model?



Instructional Examples from Core Curricular Programs by:

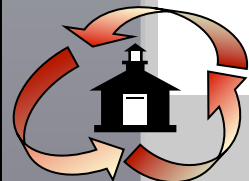
- Big Idea
- Skill
- Grade-level



High Priority Items - Kindergarten Phonological Awareness

High Priority Items — Phonemic Awareness Instruction

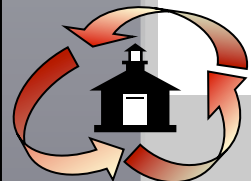
Rating	Criterion
● ○ ○	2. Teaches skills explicitly and systematically (w).
● ○ ○	3. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)



Evaluating Design & Delivery:

PA - Phoneme Blending (K)

- Use the dog puppet for this blending activity. Tell the children they can listen to the sounds the dog says, blend the sounds and say the words.
 - Model 1: /p/ /i/ /t/. Say the sounds with the dog: /p/ /i/ /t/. If I put the sounds together, I can say the word: /p/ /i/ /t/ pit. Say the sounds with the dog and name the word: /p/ /i/ /t/ pit.
 - Model 2: /m/ /a/ /t/. Say the sounds with the dog: /m/ /a/ /t/. If I put the sounds together, I can say the word: /m/ /a/ /t/ mat. Say the sounds with the dog and name the word: /m/ /a/ /t/ mat.
- Use the dog puppet to say the following sounds:
/f/ /a/ /n/ (fan) /d/ /i/ /g/ (dig) /s/ /
a/ /t/ (sat)



High Priority Items - Kindergarten Phonological Awareness

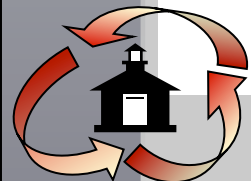
High Priority Items — Phonemic Awareness Instruction	
Rating	Criterion
● ○ ○	2. Teaches skills explicitly and systematically (w).
● ○ ○	3. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)
● ○ ○	4. Integrates letter-sound correspondence instruction to phonological awareness interventions after students demonstrate early phonemic awareness. Also a priority for 1st grade



Evaluating Design & Delivery:

PA - Isolating Initial Sound (K or 1)

- Distribute Letter Cards 'f' to children. Place the picture/word cards "fish" and "fox" in a pocket chart. Say the names of the pictures as you point to the "f" in each. Have children repeat words.
 - Tell the children: These words begin with "f" (point to the "f" in fish). The /f/ sound is at the beginning of fish. (point to the "f" in fox). The /f/ sound is at the beginning of fox.
 - I'm going to say some words. If the word begins with the /f/ sound, hold up your "f" card and say /f/. If the word doesn't begin with the /f/ sound, don't hold up your card.
 - Example words: fit, fire, man, funny, dish, face



Evaluating Design & Delivery:

PA - Isolating Initial Sound (K)

- Betty Bear has brought some pictures and objects that begin with /m/. Let's see what she wants to show us today. (Display and name one object/picture at a time and have the children say the name using My Turn, Your Turn). While tugging at your ear say, **I can hear /m/ at the beginning of mitten...mittens** (stretch the /m/ sound when saying. Have the children repeat word).
- Repeat with mop, moon, milk, money

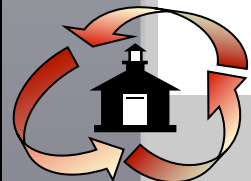
High Priority Items — Phonemic Awareness Instruction	
Rating	Criterion
● ● ○	2. Teaches skills explicitly and systematically (<i>w</i>).
● ● ○	3. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (<i>w</i>)



Evaluating Design & Delivery: PA - Isolating Initial Sound (K)

- Point out the alliterative phrase “**brave block-builder**” from their books and invite children to repeat the words after you. Help them see that all the words begin with the same sound.

High Priority Items — Phonemic Awareness Instruction	
Rating	Criterion
● ○ ○	2. Teaches skills explicitly and systematically (<i>w</i>).
● ○ ○	3. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (<i>w</i>)
● ○ ○	4. Integrates letter-sound correspondence instruction to phonological awareness interventions after students demonstrate early phonemic awareness. Also a priority for 1st grade



Evaluating Design & Delivery:

PA - Oral Blending (1)

- Hold up the puppet and explain that you will say a part of a word and the puppet will say another part. When the puppet asks what the word is, have the children put the parts together and say the word.

Practice with the following word:

Teacher: de

Puppet: light. What's the word?

Everyone: delight

- When children demonstrate their understanding, continue with the following words. Alternate between whole-class and individual response.

les...son

per...fect

kitch...en

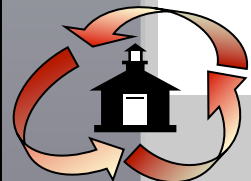
lem...on

grand.. ma

tar...get

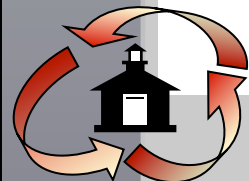
High Priority Items — Phonemic Awareness Instruction

Rating	Criterion
● ○ ○	1. Allocates appropriate amount of daily time to blending, segmenting, and manipulating tasks until proficient. (w)



High Priority Items - Kindergarten Phonological Awareness

High Priority Items — Phonemic Awareness Instruction	
Rating	Criterion
● ○ ○	2. Teaches skills explicitly and systematically (<i>w</i>).
● ○ ○	3. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (<i>w</i>)

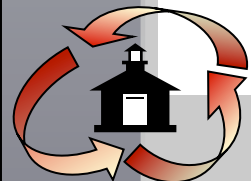


Evaluating Design & Delivery: PA - Segmenting (K)

Say-it-and-Move-It with Two- and Three-Sound Words

Teacher's Note: Say each sound separately and distinctly as indicated by the hyphen marks.

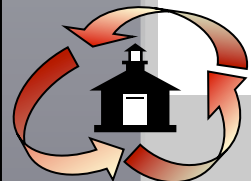
1. Distribute a two- and a three-square strip to each child and 3 game markers. Tell the children that today they will say-it-and-move-it with 2- and 3-sound words.
2. Model the activity for one two-phoneme word: **“My turn to play Say-it-and-Move-It. I’ll do a short word with my two-square strip.” “This is row.”**
“Watch, I will say each sound in row and move a marker to a square as I say each sound. /Rrr/-/ooowww/.” (Move a marker to each square as you say each sound.) Return markers to above your strip.
3. Lead the activity on one three-phoneme word: **“Now, let’s do a 3-sound word. Put your three-square strip in front of you.”**



Evaluating Design & Delivery:

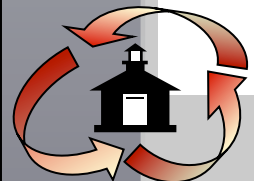
PA - Segmenting (K)

4. **“Everybody, what is this?” (e.g., lid) “Let’s say each sound in lid. We will all move a marker to a square as we say each sound. /LII/-/iii/-/d/.”** (You and the children move a marker to each square as you say each sound.) **“Everybody, move your markers above your strip.”**
5. Test the activity on 6 pictures: **“Now it’s your turn.”**
“Everybody, what is this?” (e.g., bag) “Bag is a 3-sound word. Put your three-square strip in front of you.”
“Let’s say each sound in bag. You move a marker to a square as we say each sound, /b/-/aaa/-/g/.” (Children move a marker to squares as everyone says each sound.) **“Everybody, move your markers above your strip.”** Repeat the test with tie, bee, run, and dot.
- ⊗ For incorrect responses, repeat the sounds in the word as you guide the child’s finger to move a marker to a square as you say each sound and then repeat.



Evaluating Core Programs: Instructional Content

- Alphabetic Principle: The ability to associate sounds with letters and use these sounds to read words.



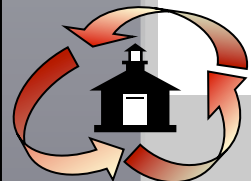
Alphabetic Principle

Big Idea #2: Effective Beginning Readers Must Have Insight into the Alphabetic Principle of Reading

Alphabetic Awareness: Knowledge of letters of the alphabet coupled with the understanding that the alphabet represents the sounds of spoken language and the correspondence of spoken sounds to written language.

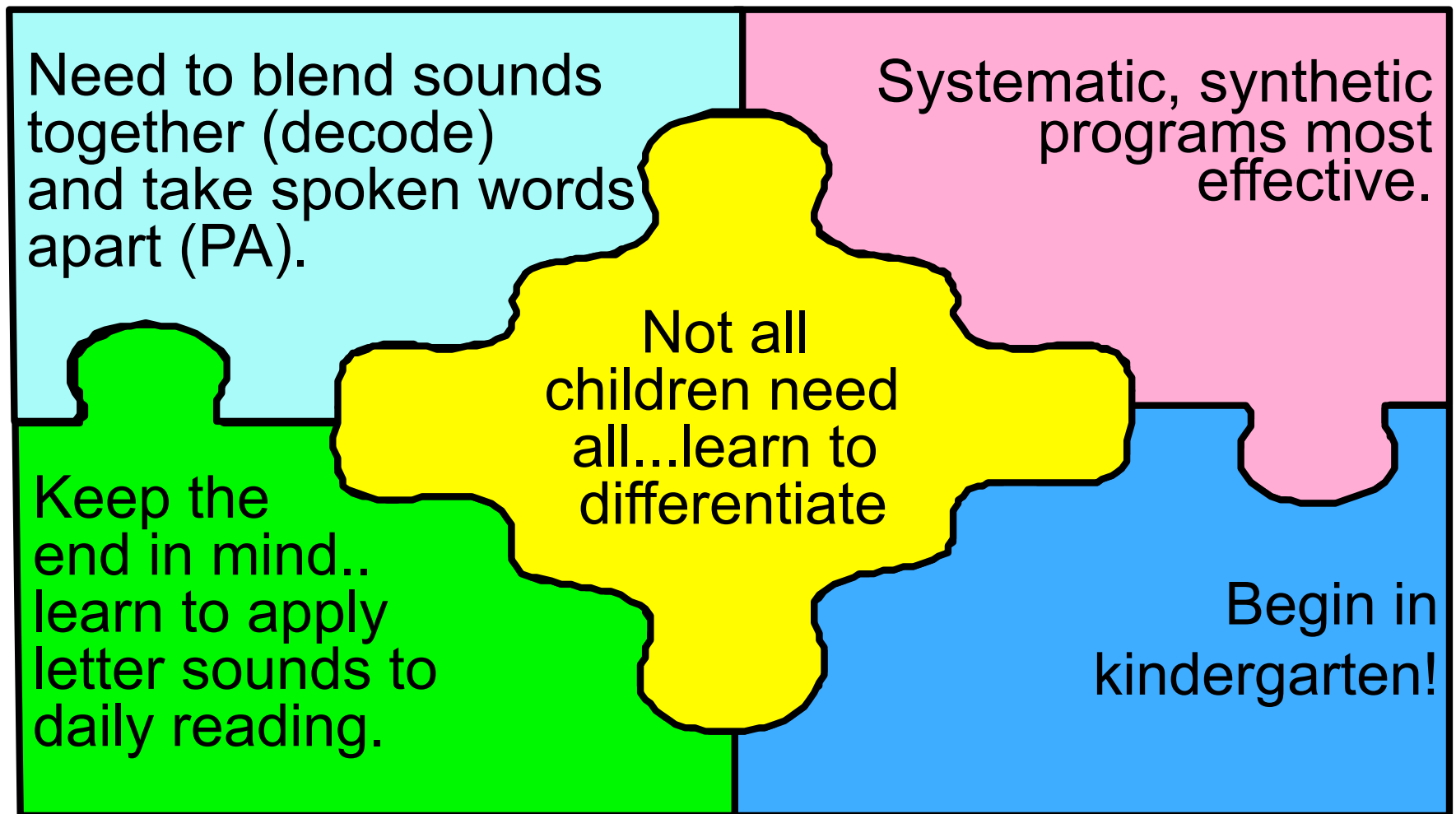
Alphabetic Understanding: Understanding that the left-to-right spellings of printed words represent their phonemes from first to last.

Phonological Recoding: Translation of letters to sounds to words to gain lexical access to the word (meaning).



Critical Elements in the Alphabetic Principle

- The National Reading Panel report (2000) identifies the following elements as essential in Alphabetic Principle instruction:

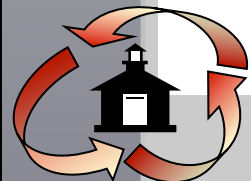


Mapping of Instruction to Achieve Instructional Priorities: Kindergarten

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Correspondence									
1a: Identifies letter matched to a sound	X	X	X	X	X	X			
* 1b: Says the most common sound associated with individual letters			X	X	X	X	X	X	X
Focus 2: Decoding (Sounding Out Words)									
* 2a: Blends letter sounds in 1-syllable words									25 ^a
Focus 3: Sight-Word Reading									
3a: Recognizes some words by sight						X	X	X	X

* High priority skill
a. Sounds per minute

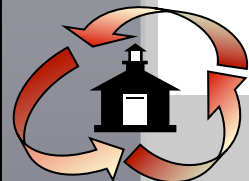


Mapping of Instruction to Achieve Instructional Priorities: Grade 1

Mapping of Instruction to Achieve Instructional Priorities
First Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter & Letter Combinations									
* 1a: Produces L-S correspondences (1/sec)	X	X	X						
* 1b: Produces sounds to common letter combinations			X	X	X	X			
Focus 2: Decoding (Sounding Out)									
* 2a: Decodes words with consonant blends		X	X	X					
* 2b: Decodes words with letter combinations			X	X	X	X	X		
* 2c: Reads regular 1-syllable words fluently						X	X	X	X
* 2d: Reads words with common word parts				X	X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads common sight words automatically	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
* 4a: Read accurately (1 error in 20 words)				X	X	X	X	X	X
* 4b: Reads fluently (1 word per 2-3 sec mid year; 1 word per sec end of year)	X	X	X	X	X	20	X	X	40-60
4c: Phrasing attending to ending punctuation						X	X	X	X
4d: Reads and rereads to increase familiarity						X	X	X	X
4e: Rereads and self-corrects while reading		X	X	X	X				

* High priority skill



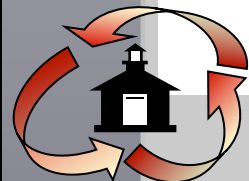
Mapping of Instruction to Achieve Instructional Priorities: Grade 2

Mapping of Instruction to Achieve Instructional Priorities
Second Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Knowledge									
* 1a: Produces diphthongs and digraphs	X	X							
Focus 2: Decoding and Word Recognition									
* 2a: Uses advanced phonic elements to recognize words	X	X	X	X					
2b: Reads compound words, contractions, possessives, inflectional endings			X	X	X	X			
* 2c: Reads multisyllabic words					X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
* 4a: Reads 90-100 wpm	X	X	44	X	X	68	X	X	90-100
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10 ^a	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

* High priority skill

a. Minutes of practice per day

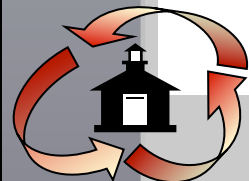


Mapping of Instruction to Achieve Instructional Priorities: Grade 3

Mapping of Instruction to Achieve Instructional Priorities Third Grade

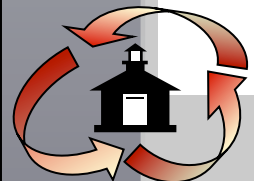
Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Decoding and Word Recognition									
* 1a: Produces common word parts	X	X							
* 1b: Reads regular multisyllabic words		X	X	X	X				
1c: Reads compound words, contractions, possessives, inflectional endings		X	X	X	X	X			
1d: Uses word meaning and order in the sentence to confirm decoding efforts		X	X	X					
1e: Uses word structure knowledge to recognize multisyllabic words		X	X	X					
Focus 2: Sight-Word Reading									
2a: Increases sight words read fluently	X	X	X	X	X	X	X	X	X
Focus 3: Reading Connected Text									
* 3a: Reads 110-120 wpm	X	X	77	X	X	92	X	X	110-120
3b: Reads with phrasing, expression, and inflection	X	X	X						
* 3c: Increases independent reading	5	10	10	15	15	20	20	25	30 minutes per day

* High priority skill



Instructional Examples from Core Curricular Programs by:

- Big Idea
- Skill
- Grade-level



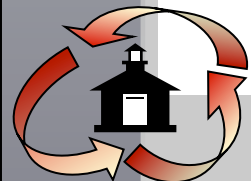
Important Skills in Alphabetic Understanding

Letter-Sound Correspondences

- Example: (Teacher points to letter m on board).
“The sound of this letter is /mmmmm/. Tell me the sound of this letter...Good /mmmm/.”

High Priority Items — Letter-Sound Association Instruction

Rating	Criterion
● ○ ○	2. Explicitly models the sound of letter prior to student practice and assessment. (w)



Design & Delivery: Explicit Instruction

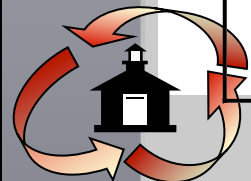
Two examples of teaching sounding out words:

(Teacher points to the word *map* on the board, touches under each sound as he/she produces it and slashes under the word as it is read fast)
“Watch how I sound out the word: /mm/ /aa/ /p/, /map/. Sound it out with me.”

(Teacher points to the word *map* on the board) “This is the word map. Say it with me?”

High Priority Items — Phonics Instruction

Rating	Criterion
● ○ ○	2. Models instruction at each of the fundamental stages (e.g., letter -sound correspondences, blending, reading whole words). (w) and (ss)

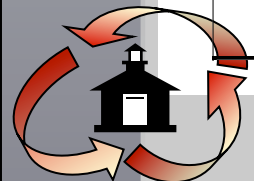


Evaluating Design & Delivery: AP - Blending Letters (1)

- Blending routine 1: Place large letter cards s, l, o, and t together. Point to each letter in a sweeping motion as you model how to blend: “/ssslllooot/, slot”. Repeat, having children blend the sounds and pronounce the word with you. Then have children blend and pronounce the word on their own. Repeat this routine with flock, clock, plop.

High Priority Items — Phonics Instruction

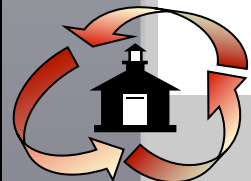
Rating	Criterion
● ○ ○	2. Models instruction at each of the fundamental stages (e.g., letter -sound correspondences, blending, reading whole words). (w) and (ss)



Evaluating Design & Delivery: AP - Blending Letters (1)

High Priority Items — Phonics Instruction

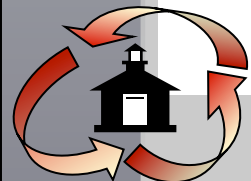
Rating	Criterion
● ○ ○	2. Models instruction at each of the fundamental stages (e.g., letter -sound correspondences, blending, reading whole words). (w) and (ss)



Evaluating Design & Delivery:

AP - Blending Letters (1)

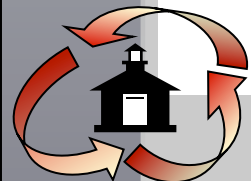
- Write letter *a* on the chalkboard. Touch the letter and say the sound /a/. Have the children say the sound as you touch the letter again.
- Write the letter *m* after the *a*, making the word *am*. Touch the *m* and say the sound /m/. Then have the children say the sound with you as you touch the letter.
- Next tell the children that you will **blend** the sounds together to make a word. Move your hand under the letters slowly and pronounce each sound slowly and smoothly, without stopping between sounds. Be sure that as you make the smooth blending motion, your hand is pointing to the letter that corresponds to the sound you are saying and is somewhere in between the letters as you make the transition.



Evaluating Design & Delivery:

AP - Blending Letters (1)

- Repeat this blending activity, having the children say the sounds with you. Make the blending motion under the letters once more, but slightly faster, and have the children pronounce the sounds. Ask if anyone can tell what this word is. **Confirm the children's response** by pronouncing the word naturally as you move your hand quickly beneath the letters.
- Finally, write the word *I* in front of *am* and remind the children that they already know this is the word *I*. Then have the children read each word as you touch it. Feel free to show some excitement here by saying something like **"Good! You read the words *I am*!"** Then call on a few children to make up sentences beginning with the words *I am*.

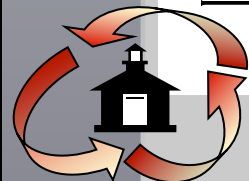


High Priority Items - Grade 2

Phonics Instruction

High Priority Items — Phonics Instruction

Rating	Criterion
● ○ ○	1. Teaches advanced phonic -analysis skills explicitly, first in isolation, then in words and connected text and applies to other program materials (e.g., trade books, anthologies) when students are proficient. (<i>w</i>) and (<i>ss</i>) [NRP pg. 2-13]
● ○ ○	2. Provides teacher guided practice in word lists and controlled contexts in which students can apply newly learned skills successfully. (<i>w</i>)
● ○ ○	3. Teaches explicit strategy to read multisyllabic words by using prefixes, suffixes, and known word parts. (<i>w</i>)



Evaluating Design & Delivery: AP - Blending (2)

Have student look at part B on worksheet

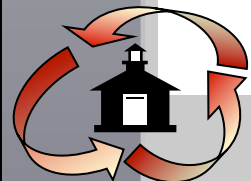
1. Touch the first word. Sound out the first part to yourself. Put your thumb up when you can say the part. (pause) What is the part? (**sun**)
2. Sound out the next part to yourself. Put your thumb up when you can say the part (pause) What is the part? (**beam**)
3. Say the parts again. First part? (pause) Next part? (pause)
4. Say the whole word (**sunbeam**).
5. Repeat with others.

sun beam

pay ment

sea shell

foot ball

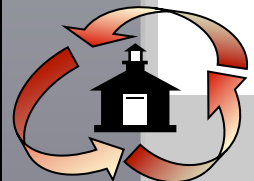


Evaluating Design & Delivery: AP - Advanced Decoding (3)

Teaching to Use Inflected Endings: -ed and -ing

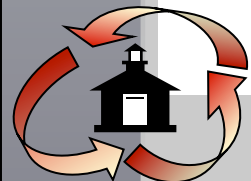
- Write these words on the chalkboard:
shouted/shouting clapped/clapping hopped/hopping
- Say the words and have children repeat them. Ask them to find the *base word* in each of these words, such as *shout* in *shouting* and you underline each.
- Decode and Make New Words**
- Return to the Chart Have them find words on the chart with similar words that end in *-ed* or *-ing*. Have them identify the words that have doubled their consonants. Ask volunteers to underline the base words on the chart. As a group, then have children read first the base word and then the whole word.

High Priority Items — Phonics Instruction	
Rating	Criterion
● ○ ○	1. Teaches strategies to decode multisyllabic words using the structural features of word parts (e.g., pre-, mis_, -tion) to aid in word recognition.



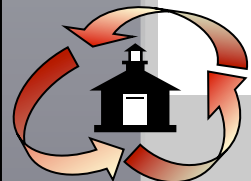
Irregular Word Instruction

- Irregular, or sight words, are some of the most frequent words in text but require a different strategy to read
 - Decoding strategies don't work because not all the letters represent their most common sound



High Priority Items - Grades 1 and 2 Irregular Word Reading

High Priority Items — Irregular Word Instruction	
Rating	Criterion
● ○ ○	1. Selects words that have high utility; that is, words that are used frequently in grade -appropriate literature and informational text. (ss)



Evaluating Design & Delivery: AP - Irregular Word Reading (2)

Have student find part D on worksheet.

1. Touch the first word. “**This word is there. What is the word?**” (there). Spell and read. (**t-h-e-r-e there**)
2. Repeat process with others.
3. “**Let’s read these words again.**” (First as a group and then individual turns)

there	were
things	have
people	you
little	some



Demonstrate the Power of Design & Delivery



Video clip of Amy Reipma, a teacher in a Title One classroom, providing explicit instruction on beginning sentence reading with two at-risk kindergartners.

Simmons, Kame'enui, Harn, & Coyne

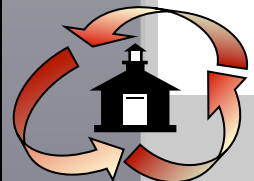
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Evaluating Core Programs: Instructional Content

- Automaticity and Fluency with the Code:

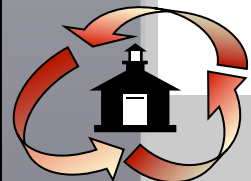
The effortless, automatic ability to read words in connected text.



Automaticity and Fluency with the Code

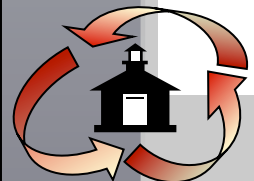
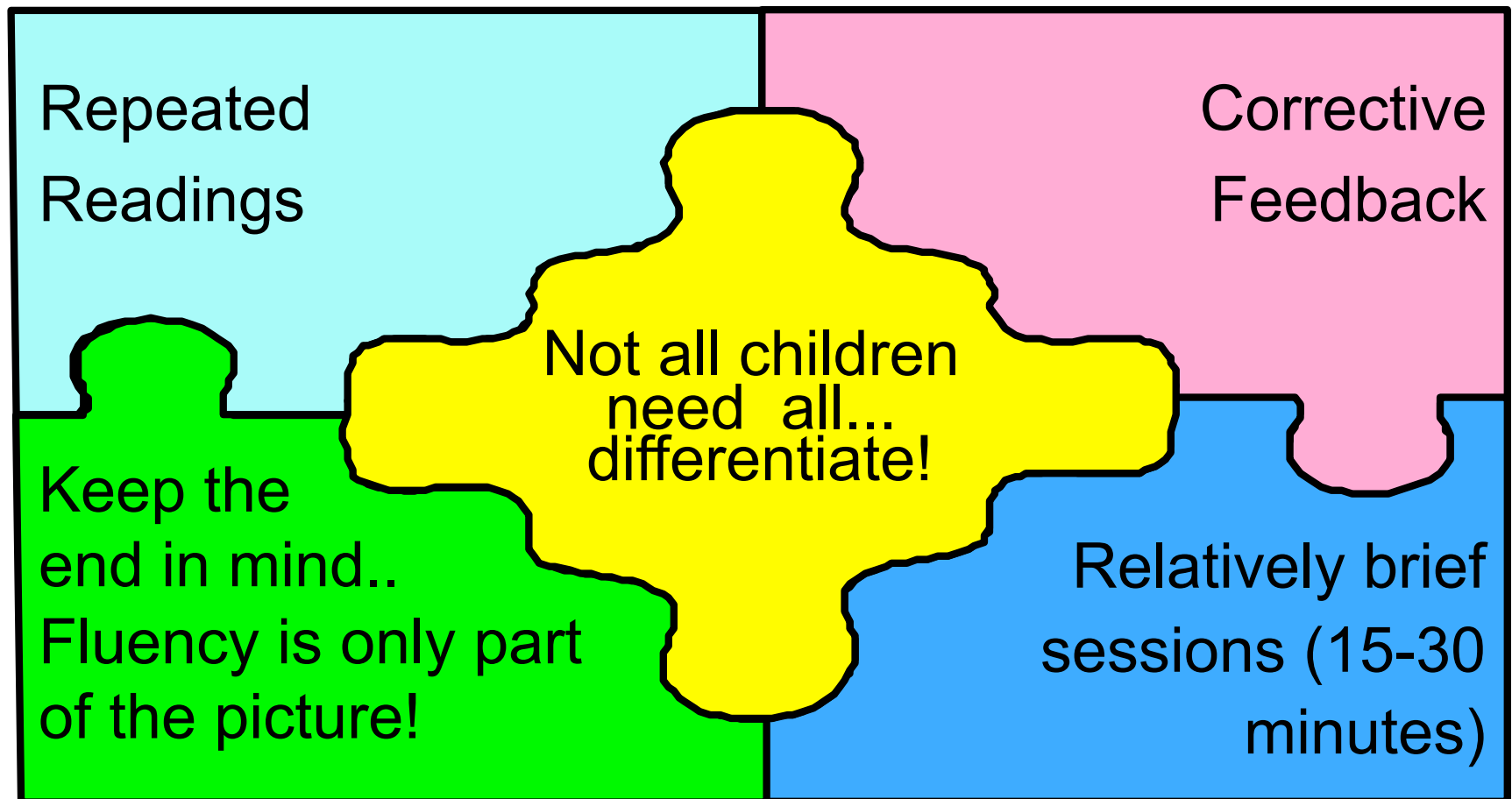
Big Idea #3: Automaticity and Fluency with the Code: Beginning Readers Should be Able to Relate Sounds and Symbols of the Alphabetic Code Automatically

Alphabetic Awareness: The ability to translate letters-to-sounds-to-words fluently, effortlessly. LaBerge and Samuels (1974) described the fluent reader as “one whose decoding processes are automatic, requiring no conscious attention” (e.g., Juel, 1991, p. 760). Such capacity then enables readers to allocate their attention to the comprehension and meaning of text.



Critical Elements in Automaticity & Fluency with the Code

- The National Reading Panel report (2000) indicates the following elements as essential in Fluency Instruction:

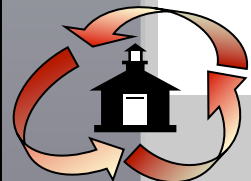


Two Major Components for Automaticity and Fluency with the Code

Automaticity and Fluency with the code involves two instructional components:

1. Building automaticity at the sound or word level
2. Building automaticity and fluency within and between sentences

“Fluency may be almost a necessary condition for good comprehension and enjoyable reading experiences.” (Nathan & Stanovich, 1991)

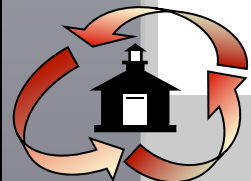


Mapping of Instruction to Achieve Instructional Priorities: Grade 1

Mapping of Instruction to Achieve Instructional Priorities
First Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter & Letter Combinations									
* 1a: Produces L-S correspondences (1/sec)	X	X	X						
* 1b: Produces sounds to common letter combinations			X	X	X	X			
Focus 2: Decoding (Sounding Out)									
* 2a: Decodes words with consonant blends		X	X	X					
* 2b: Decodes words with letter combinations			X	X	X	X	X		
* 2c: Reads regular 1-syllable words fluently						X	X	X	X
* 2d: Reads words with common word parts				X	X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads common sight words automatically	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
* 4a: Read accurately (1 error in 20 words)				X	X	X	X	X	X
* 4b: Reads fluently (1 word per 2-3 sec mid year; 1 word per sec end of year)	X	X	X	X	X	20	X	X	40-60
4c: Phrasing attending to ending punctuation						X	X	X	X
4d: Reads and rereads to increase familiarity						X	X	X	X
4e: Rereads and self-corrects while reading		X	X	X	X				

* High priority skill



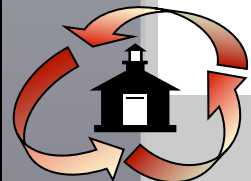
Mapping of Instruction to Achieve Instructional Priorities: Grade 2

Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Fluency	1	2	3	4	5	6	7	8	9
Focus 4: Reading Connected Text									
* 4a: Reads 90-100 wpm	X	X	44	X	X	68	X	X	90 - 100
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10 ^a	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

* High priority skill

a. Minutes of practice per day



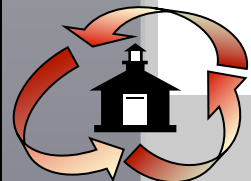
Mapping of Instruction to Achieve Instructional Priorities: Grade 2

Mapping of Instruction to Achieve Instructional Priorities
Second Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Knowledge									
* 1a: Produces diphthongs and digraphs	X	X							
Focus 2: Decoding and Word Recognition									
* 2a: Uses advanced phonic elements to recognize words	X	X	X	X					
2b: Reads compound words, contractions, possessives, inflectional endings			X	X	X	X			
* 2c: Reads multisyllabic words					X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
* 4a: Reads 90-100 wpm	X	X	44	X	X	68	X	X	90-100
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10 ^a	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

* High priority skill

a. Minutes of practice per day

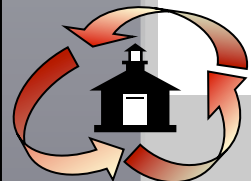


Mapping of Instruction to Achieve Instructional Priorities: Grade 3

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Fluency	1	2	3	4	5	6	7	8	9
Focus 3: Reading Connected Text									
*3a: Reads 110-120 wpm	X	X	77	X	X	92	X	X	110-120
3b: Reads with phrasing, expression, and inflection	X	X	X						
*3c: Increases independent reading	5	10	10	15	15	20	20	25	30 minutes per day

* High priority skill



Automaticity and Fluency with the Code

Selected Critical Skills in Fluency

1. Produces letter-sound correspondences (1 per second)
Grade 1

Example: Given a set of letters, the student can produce the associated sound within 1 second.

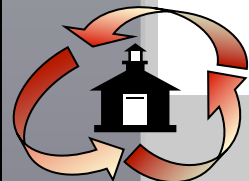
2. Reads sight words automatically. (Grades 1 and 2)

Example: Given a set of irregular words in a set or in a passage, can identify words in 1 second or less.

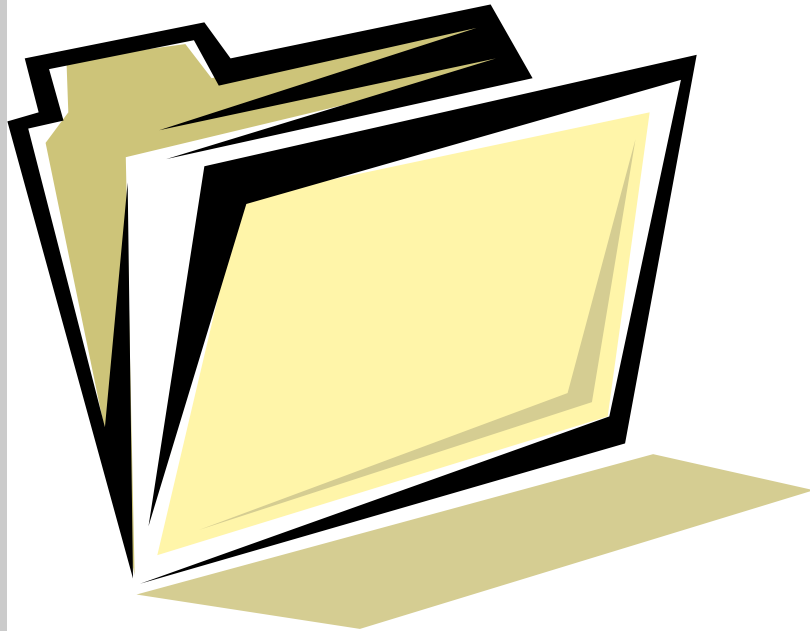
3. Reads connected text fluently

Example: See designated rates per grade.

Instruction to build fluency is often overlooked in reading programs.



Fluency Building



Fluency building should be short-term practice scheduled frequently within and across days to build skill to a level of automaticity.



National ORF Rates by Grade Level

Curriculum-Based Norms in Oral Reading Fluency
for Grades 2-5 (Medians)

Grade	Percentile	<i>Fall</i>		<i>Winter</i>		<i>Spring</i>		SD*** of Raw Scores
		n*	WCPM**	n	WCPM	n	WCPM	
2	75	4	82	5	106	4	124	39
	50	6	53	8	78	6	94	
	25	4	23	5	46	4	65	
3	75	4	107	5	123	4	142	39
	50	6	79	8	93	6	114	
	25	4	65	5	70	4	87	
4	75	4	125	5	133	4	143	37
	50	6	99	8	112	6	118	
	25	4	72	5	89	4	92	
5	75	4	126	5	143	4	151	35
	50	6	105	8	118	6	128	
	25	4	77	5	93	4	100	

*n = number of median scores from percentile tables of districts (maximum possible = 8).

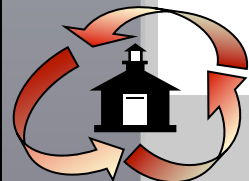
**WCPM = words correct per minute.

***SD = the average standard deviation of scores from fall, winter, and spring for each grade level.

Tindal & Hasbrouck (1992)

Simmons, Kame'enui, Harn, & Coyne

© 2003

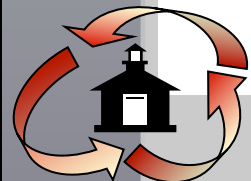


ORF Growth Rates

Oral Reading Fluency Weekly Progress Data

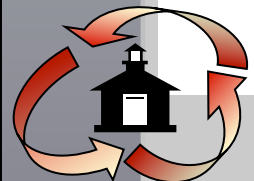
	Number of Students	Words per Week Improvement	Minimum Progress	Maximum Progress
Grade 1	19	2.10	.35	4.97
Grade 2	25	1.46	.71	4.00
Grade 3	14	1.08	.43	2.43
Grade 4	16	.84	.47	1.41
Grade 5	20	.49	.04	1.12
Grade 6	23	.32	-.22	.97

Fuchs, Fuchs, Hamlett, Walz, & Germann (1993).



Instructional Examples from Core Curricular Programs by:

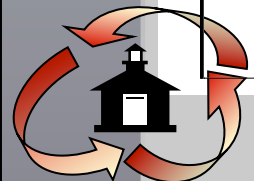
- Big Idea
- Skill
- Grade-level



Evaluating Design & Delivery: Fluency - Connected Text (1)

- Prior to students reading the passage below, lead them through a group practice to review words (e.g., said, and, see) and repeat instruction on the new words (Nick, had, mint, drink).

High Priority Items — Fluency Instruction	
Rating	Criterion
● ○ ○	2. Contains regular words comprised of letter -sounds and words types that have been taught. (<i>w</i>) and (<i>ss</i>)
● ○ ○	3. Contains only high -frequency irregular words that have been previously taught. (<i>ss</i>)
● ○ ○	4. Uses initial stories/passages composed of a high percentage of regular words (minimum of 75 -80% decodable words). (<i>w</i>)



Evaluating Design & Delivery: Fluency - Connected Text (1)

- Have students open their books to the story and direct a choral read at a pace of 2 words per second, correcting errors as necessary. After finishing, re-read the passage yourself at a regular pace as students follow along. Then repeat the choral read at a faster pace.

Wish

“Rob has mints,” said Pat.

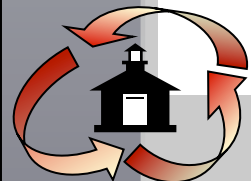
“I wish I had mints.”

Rob said, “Pat has drinks.”

“I wish I had a drink.”

See Rob and Pat.

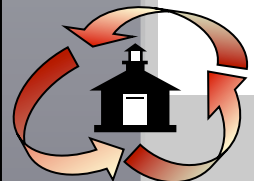
Rob has a drink,
and Pat has mints.



Evaluating Design & Delivery: Fluency - Connected Text (2)

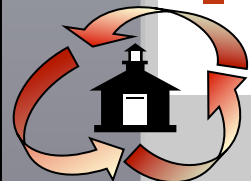
High Priority Items — Fluency Instruction

Rating	Criterion
● ○ ○	1. Contains regular words comprised of phonic elements and word types that have been introduced. (ss)
● ○ ○	2. Selects majority of high frequency irregular words from list of commonly used words in English. (ss)
● ○ ○	3. Builds toward a 90 word-per-minute fluency goal by end of grade 2. Assesses fluency regularly. (ss) [NRP, pg. 3-4]



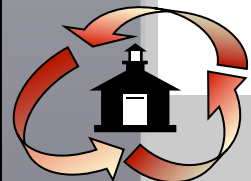
Evaluating Design & Delivery: Fluency - Connected Text (2)

- After completing word list reading and choral reading of the “Riding the River,” while students are doing the comprehension worksheet, call on students for a rate assessment. “As you are doing your worksheet, I’ll call on children one at a time to read. Remember if you read to the goal with less than 5 errors you pass.”
- Call on a child: “Read to the goal very carefully.” (Time for 2 minutes, correcting errors as you go, and calculate rate and accuracy) Let the student know if they met the goal or not.
- Chart performance.



Evaluating Design & Delivery: Fluency - Connected Text (2)

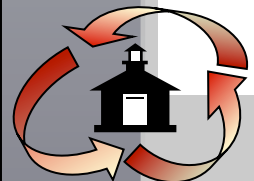
High Priority Items — Fluency Instruction	
Rating	Criterion
● ○ ○	1. Contains regular words comprised of phonic elements and word types that have been introduced. (ss)
● ○ ○	2. Selects majority of high frequency irregular words from list of commonly used words in English. (ss)
● ○ ○	3. Builds toward a 90 word-per-minute fluency goal by end of grade 2. Assesses fluency regularly. (ss) [NRP, pg. 3-4]



Evaluating Design & Delivery: Fluency - Connected Text (2)

After having practiced the **review words** (e.g., plant, main, meat, etc) **challenge words** (seashell, sunbeam, payment, etc.) and **sight words** (e.g., there, things, people, etc.) students are ready to read the story "*The Sea*."

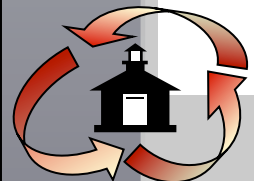
1. Everyone touch the title of the story and let's read it together. The Sea
2. Read the paragraph to yourself. Read it carefully and when done put your thumb up. (wait)
3. Let's read the paragraph together.
4. Have students take turns re-reading by sentences.



Increasing Word Reading Accuracy Through Prior Instruction

The **Sea**

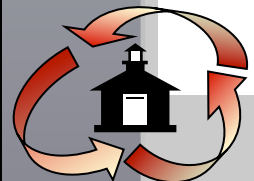
We **eat** lots of **things** from the **sea**. The **main thing** we **eat** is fish. Many **people eat** fresh fish and no **meat**. **People eat** clams, crabs, and bass from the **sea**. **Some people eat** fish and eggs and **seaweed**. **Seaweed** is a **plant** from the **sea**. Maybe someday you will **eat** a **seaweed leaf**.



The Difficult Task of Teaching Reading

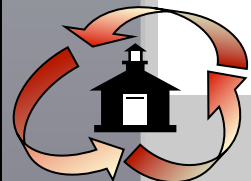
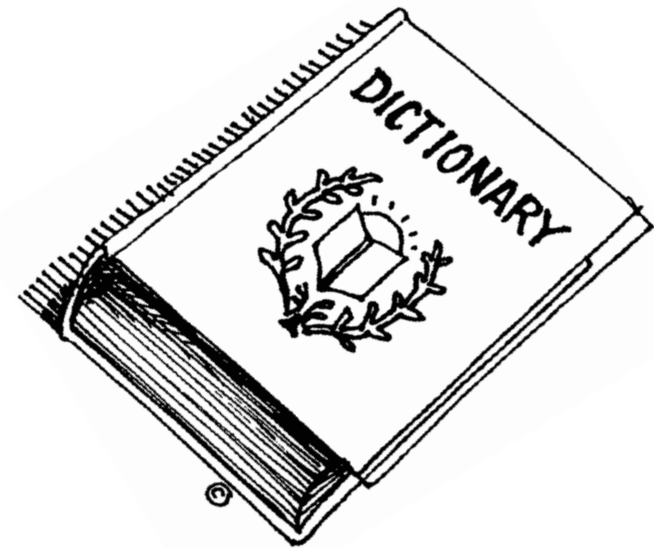
- Video of Dr. Marilyn Adams discussing the effort it takes in learning to read.
 - Similar to learning how to

swim



Evaluating Core Programs: Instructional Content

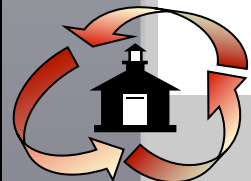
- Vocabulary Development: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.



Vocabulary Knowledge

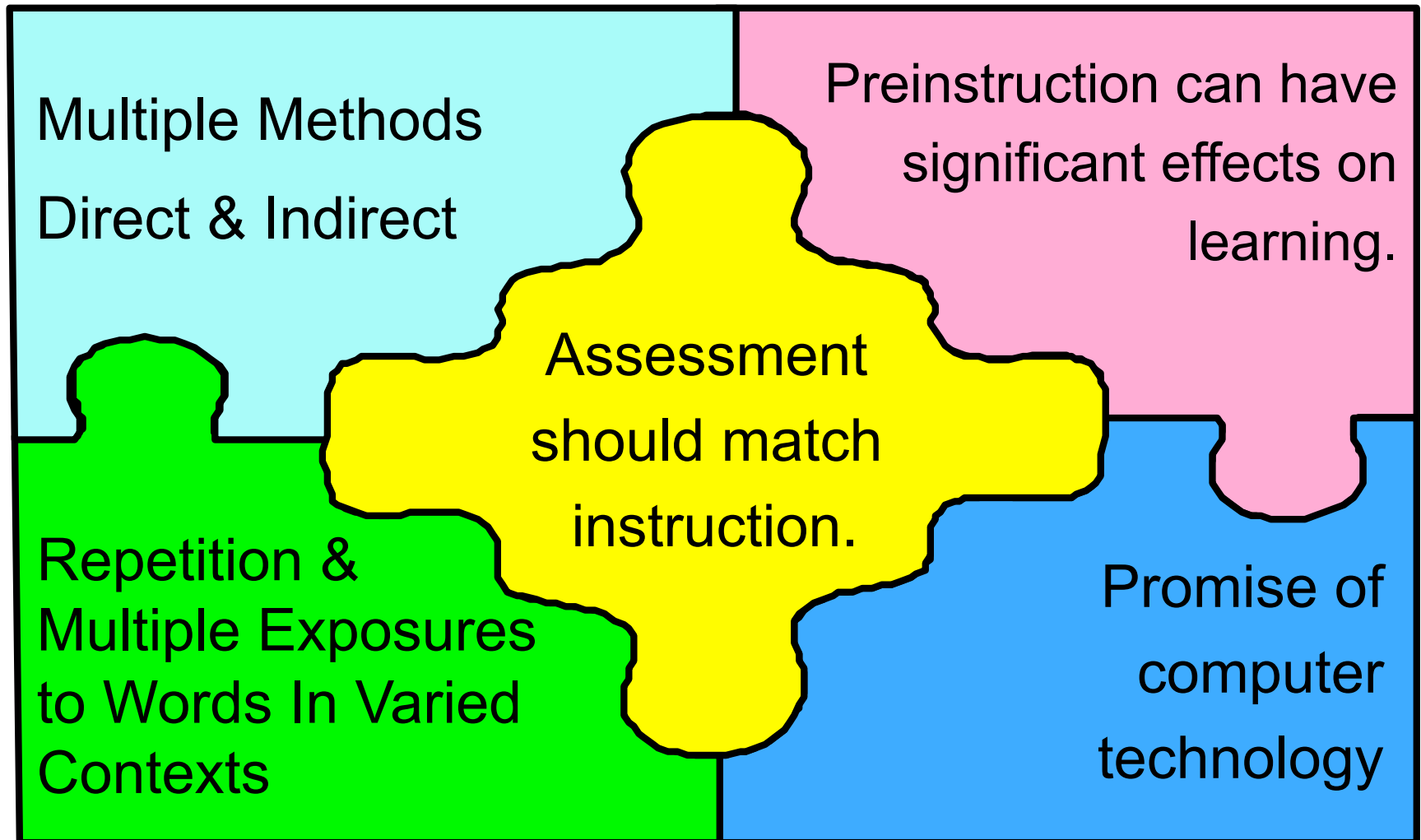
Big Idea #4: Vocabulary Knowledge and Development

Definition: As a learner begins to read, reading vocabulary is mapped onto the oral vocabulary the learner brings to the task. (NRP, 4-15).



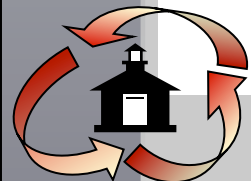
Critical Elements in Vocabulary Knowledge

- The National Reading Panel report (2000) indicates the following components as essential in Vocabulary Knowledge:



Vocabulary Knowledge

- **What is it? . . .**
 - Expressive Vocabulary: Requires a speaker or writer to produce a specific label for a particular meaning.
 - Receptive Vocabulary: Requires a reader or listener to associate a specific meaning with a given label as in reading or listening.



Vocabulary Knowledge

What is it? . . .

Learning, as a language-based activity, is fundamentally and profoundly dependent on vocabulary knowledge. Learners must have access to the meanings of words that teachers, or their surrogates (e.g., other adults, books, films, etc.), use to guide them into contemplating known concepts in novel ways (i.e., to learn something new). (Baker, Simmons, & Kame'enui, 1998)

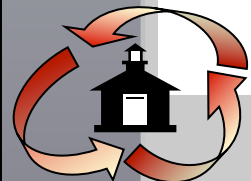


Mapping of Instruction to Achieve Instructional Priorities: Kindergarten

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Naming and Use									
* 1a: Names pictures of common concepts	X	X	X	X	X	X	X	X	X
* 1b: Uses words to describe location, size, color, and shape	X	X	X	X	X	X	X	X	X
* 1c: Uses names and labels of basic concepts	X	X	X	X	X	X	X	X	X
Focus 2: Categorization									
2a: Identifies and sorts pictures of common words into basic categories	X	X	X	X	X	X	X	X	X
Focus 3: Vocabulary Development and Use									
* 3a: Learns new vocabulary through stories and instruction	X	X	X	X	X	X	X	X	X
3b: Listens to new vocabulary in multiple contexts to understand its use	X	X	X	X	X	X	X	X	X
3c: Uses newly learned vocabulary on multiple occasions to reinforce meaning	X	X	X	X	X	X	X	X	X

* High priority skill

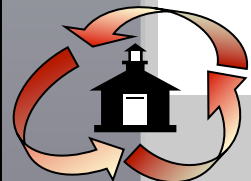


Mapping of Instruction to Achieve Instructional Priorities: Grade 1

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Sorts grade-appropriate words with or without pictures into categories	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words introduced in stories and informational passages	X	X	X	X	X	X	X	X	X
* 2b: Increases knowledge of word meanings and uses new vocabulary in speaking and writing	X	X	X	X	X	X	X	X	X

* High priority skill

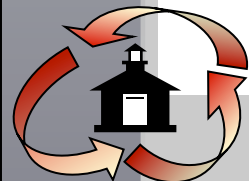


Mapping of Instruction to Achieve Instructional Priorities: Grade 2

Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes words into sets and groups	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and texts	X	X	X	X	X	X	X	X	X
2b: Understands and explains common antonyms and synonyms	X	X	X	X	X	X	X	X	X
* 2c: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2d: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2e: Examines word usage and effectiveness to expand descriptive vocabulary	X	X	X	X	X	X	X	X	X
2f: Makes inferences about the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2g: Uses word structure to learn meaning	X	X	X	X	X	X	X	X	X
2h: Identifies simple multiple-meaning words	X	X	X	X	X	X	X	X	X

* High priority skill

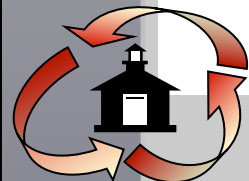


Mapping of Instruction to Achieve Instructional Priorities: Grade 3

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes increasingly complex words into sets and groups	X	X	X	X	X	X	X	X	X
1b: Categorizes words hierarchically	X	X	X	X	X	X	X	X	X
1c: Draws and uses semantic maps and organizers to convey word relations	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and passages	X	X	X	X	X	X	X	X	X
* 2b: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2c: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2d: Uses more descriptive vocabulary	X	X	X	X	X	X	X	X	X
2e: Determines the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2f: Uses dictionary to determine word meaning	X	X	X	X	X	X	X	X	X
2g: Uses knowledge of prefixes and suffixes to determine word meaning	X	X	X	X	X	X	X	X	X

* High priority skill



Instructional Examples from Core Curricular Programs by:

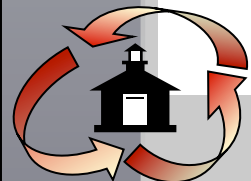
- Big Idea
- Skill
- Grade-level



Evaluating Design & Delivery: Vocabulary (K)

- Show page 19 of the rhyme book and track the print as you read the title of the poem aloud. Ask children what noises they might hear in a kitchen. (*What things are in a kitchen? What kind of song might a kitchen sink sing?*)
 - Explain that another word for faucet is tap and another word for refrigerator is fridge.
- Read the poem aloud tracking as you go.
- Re-read, inviting children to join in and repeat phrase with you.

High Priority Items — Vocabulary Instruction	
Rating	Criterion
● ○ ○	3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts. (w)

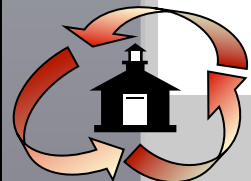


Evaluating Design & Delivery: Vocabulary (1)

Echo Read:

- Display Transparency 80. Point to the words and poem on the board. Point to the words afraid, flew, join, etc. Say each word and have the children repeat it.

High Priority Items — Vocabulary Instruction	
Rating	Criterion
● ○ ○	1. Provides direct instruction of specific concepts and vocabulary. (w)



Evaluating Design & Delivery: Vocabulary (2)

Developing Story Vocabulary:

- Print each word below on an index card. **Display** each card and **read** the word, then have the children **repeat** it. Then **read** the word again and **provide the definition** with students repeating.
- Have children **open** their books to page 37 for sentence reading. Have them **read** the first sentence and **identify** the vocabulary word. **Call on volunteers** to re-read the sentence replacing it with the definition. **Repeat** with remaining sentences.

breaks—splits into parts

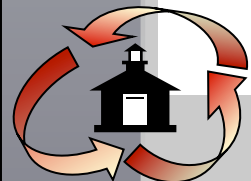
grew—got bigger

sown—planted
leaves

brewed—boiled with tea

High Priority Items — Vocabulary Instruction

Rating	Criterion
● ○ ○	1. Provides direct instruction of specific concepts and vocabulary essential to understanding text. (w)



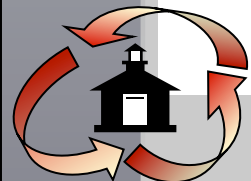
Evaluating Design & Delivery: Vocabulary (2)

Preteaching Story Vocabulary

- Display Transparency 5 to introduce and discuss the following words:
 - Tease: to annoy continuously: *The brother teased his sister with a piece of candy.*
 - Stiff: something not easily bent; not flexible: *The piece of plastic pipe was very stiff.*
 - Seriously: thoughtfully; sincerely: *My dad said he would seriously consider letting me go on the trip.*
- Have students read the word, definition, and sentence. Ask for volunteers to use the target word in their own sentence.
- Have students enter new vocabulary words in the notebooks with a sentence.

High Priority Items — Vocabulary Instruction

Rating	Criterion
● ○ ○	1. Provides direct instruction of specific concepts and vocabulary essential to understanding text. (w)

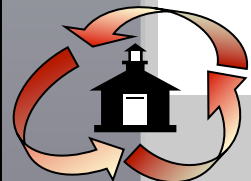


Evaluating Design & Delivery: Vocabulary (2)

Selection Vocabulary

- Explain to students that we can figure out some words by looking at the word and finding parts that we know. If we take the word *collection*, there are parts we can use to figure out the meaning. We know that the word *collect* means to gather things together. Does anyone know what the suffix –*tion* means? What do you think it might mean, and how would that change the meaning of the base word? (The suffix –*tion* changes the verb *collect* to a noun.) Let's look up the word in the dictionary to be sure we are correct.

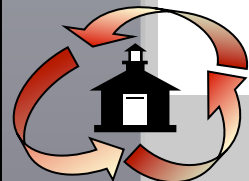
High Priority Items — Vocabulary Instruction	
Rating	Criterion
● ○ ○	1. Provides direct instruction of specific concepts and vocabulary essential to understanding text. (w)



Evaluating Design & Delivery: Vocabulary (3)

- Vocabulary Strategies: Encourage children to find out what the word *timber* means by using context clues in the text and illustration on pages 6 and 7.
- Think Aloud: *Let's read this sentence again: "You cut the timber and I'll build the house." If you didn't know what the word timber meant, what could you do? One way to figure out a new word is to look at the other words in the sentence. I can tell from the first part of the sentence that timber must be something that you can cut. It is also something you need to build a building. If I look at the illustration, I can see that the girl in the blue overalls has just finished cutting down trees with an axe. That makes me think that timber is a word that means trees that are used to make things. Let's read the sentence with the word trees and see if it makes sense.*

High Priority Items — Vocabulary Instruction	
Rating	Criterion
● ○ ○	1. Teaches strategies to use context to gain the meaning of an unfamiliar word. Context includes the words surrounding the unfamiliar word that provides information to its meaning. (w)



Evaluating Core Programs: Instructional Content

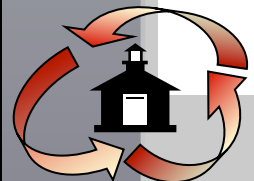
- **Comprehension**: The complex cognitive process involving the intentional interaction between reader and text to extract meaning.



Comprehension of Text

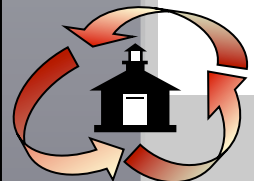
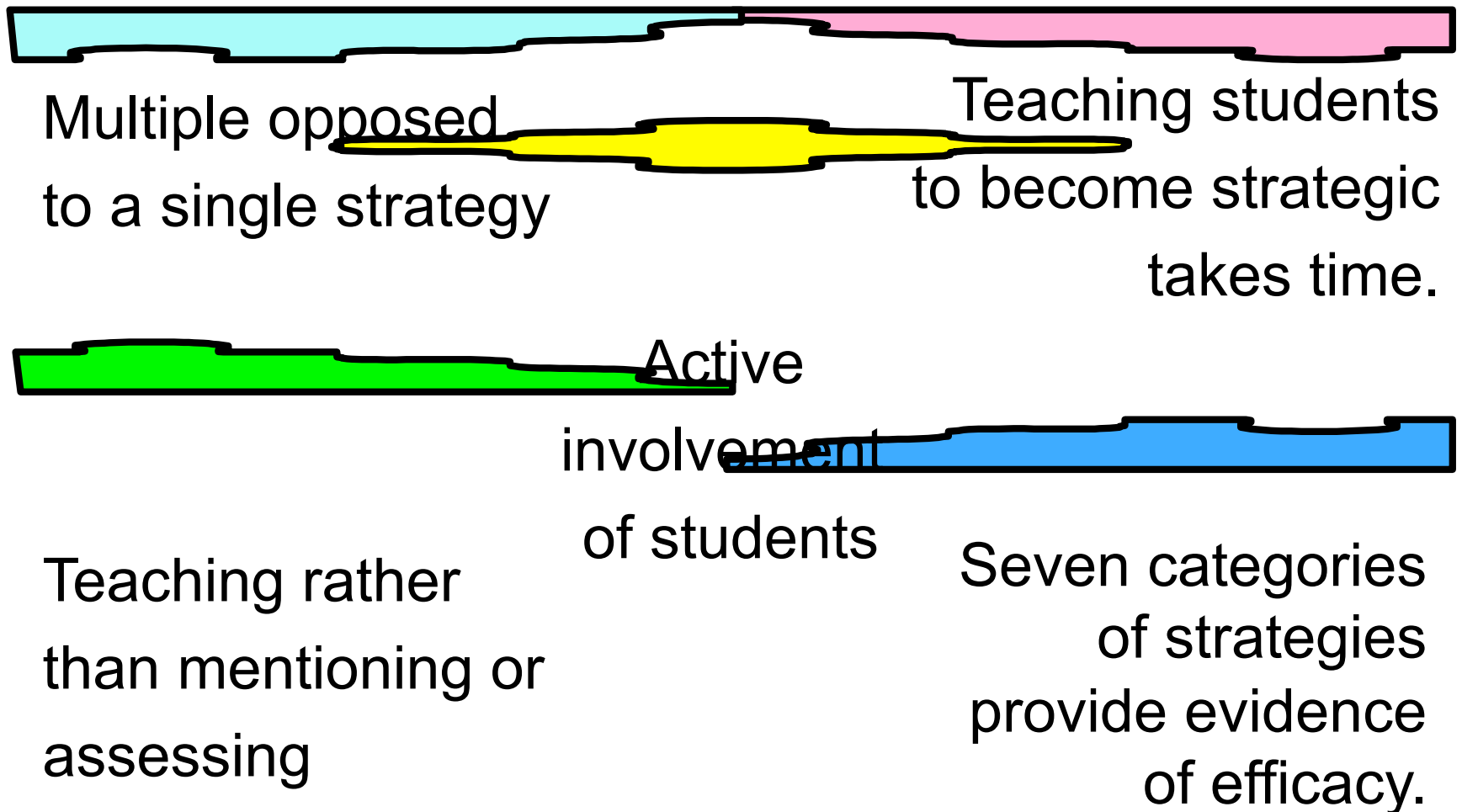
Big Idea #5: Comprehension of Text

Definition: The complex cognitive process involving the intentional interaction between reader and text to extract meaning.



Critical Elements in Comprehension of Text

- The National Reading Panel report (2000) indicates the following elements as essential in Comprehension of Text:



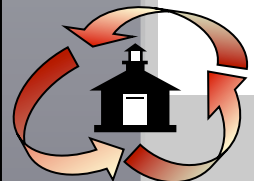
Comprehension is...

- The **essence** of reading
- Active and intentional thinking in which meaning is constructed through interactions between the text and the reader (Durkin, 1973)
- The content of meaning is influenced by the text and by the contribution of the reader's prior knowledge (Anderson & Pearson, 1984).



Research on Reading Comprehension Tells Us That...

- Readers who comprehend well are also good decoders
- Teach decoding and word recognition strategies
- Time spent reading is highly correlated with comprehension
- Provide lots of in-class reading, outside of class reading, independent reading
- Encourage children to read more, read widely - develop a passion for reading

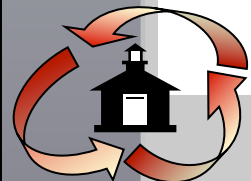


Mapping of Instruction to Achieve Instructional Priorities: Kindergarten

Mapping of Instruction to Achieve Instructional Priorities
Kindergarten

Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 1: Predicting									
1a: Uses pictures and information about the story to predict what will happen next				X	X				
Focus 2: Identifying Information From Stories									
*2a: Answers <i>who</i> ¹ , <i>where</i> ² , and <i>what</i> ³ questions after listening to a sentence or short paragraph	1,3	1,3	1-3	1-3					
2b: Responds to stories by answering and asking questions, discussing ideas, and relating events to personal experiences	X	X	X	X	X	X	X	X	X
Focus 3: Retelling and Summarizing									
*3a: Retells a familiar story with a book				X	X				
3b: Retells a familiar story without a book including beginning, middle, and end						X	X		
3c: Retells a story and includes characters, settings and important events							X	X	
3d: Identifies the correct sequence of events in a story read orally by someone else								X	X
Focus 4: Making Connections									
4a: Connects events, characters, and actions in the story to specific life experiences	X	X	X	X	X	X	X	X	X

* High priority skill



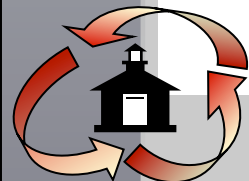
Mapping of Instruction to Achieve Instructional Priorities: Grade 1

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 1: Identifying Information From Stories									
* 1a: Answers <i>who</i> ¹ , <i>what</i> ² , <i>when</i> ³ , <i>where</i> ⁴ , and <i>how</i> ⁵ questions after listening to or reading paragraph(s)	1,2	1,2	3,4	3,4	3,4	5	5	1 ^f	1 ^f
* 1b: Tells the main idea of a simple story or topic of an informational passage	1	1	1	1,2	1,2				
* 1c: Identifies and answers questions about characters ^C , settings ^S , and events ^E	C	C,S	C,S	C, S,E					
Focus 2: Making inferences									
2a: Makes and verifies predictions based on information from the story				X	X	X			
2b: Draws conclusions about information or stories read						X	X	X	

* High priority skill

f. Integrated

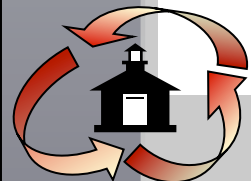


Mapping of Instruction to Achieve Instructional Priorities: Grade 1

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 3: Retelling and Summarizing									
* 3a: Retells the main idea of simple stories		X	X	X					
3b: Retells a story and includes characters, settings and important events			X	X	X	X	X	X	X
3c: Retells correct sequence of events in a story or a chronological passage					X	X	X	X	X
3d: Summarizes main ideas learned about a topic from an informational passage							X	X	X
Focus 4: Monitoring Comprehension									
4a: Stops while reading to assess understanding and clarify	X	X	X	X	X	X	X	X	X
Focus 5: Making Connections									
5a: Connects events, characters, and actions in the story to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X

* High priority skill

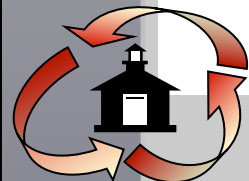


Mapping of Instruction to Achieve Instructional Priorities: Grade 2

Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 1: Comprehending Stories									
*1a: Answers questions about main characters, ^{MC} settings, ^S and events ^E	MC	MC	MC S	MC S	MC S,E	MC S,E			
1b: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X	X			
1c: Makes and confirms predictions based on information from the story							X	X	X
*1d: Answers <i>what-if</i> , <i>why</i> , and <i>how</i> questions				X	X	X			
*1e: Distinguishes main idea/details ^{MD} ; fact/opinion ^{FO} ; cause/effect ^{CE}		MD	MD	FO	FO	CE	CE		
Focus 2: Comprehending Informational Text									
2a: Uses text structure to aid understanding				X	X	X			
2b: Uses information from simple tables, maps, and charts to learn about a topic					X	X	X		
2c: Uses titles, table of contents, and chapter headings to locate information						X	X	X	

* High priority skill

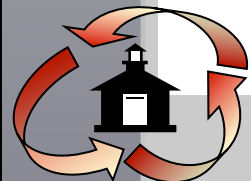


Mapping of Instruction to Achieve Instructional Priorities: Grade 2

Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 3: Comprehension Monitoring									
3a: Reads for understanding	X	X	X	X	X	X	X	X	X
3b: Interacts with stories ^S and informational ^I text to clarify and extend comprehension	S	S	S	S,I	S,I	S,I			
Focus 4: Retelling, Summarizing, Synthesizing									
*4a: Retells explicit ^E and implicit ^I main ideas		E	E	E	I	I	I		
*4b: Identifies the correct sequence of events	X	X	X						
*4c: Draws conclusions based on content			X	X	X				
4d: Identifies/discusses theme of text					X	X	X		
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections					X	X	X	X	X

* High priority skill

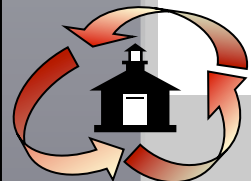


Mapping of Instruction to Achieve Instructional Priorities: Grade 3

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 1: Comprehending Stories									
* 1a: Answers literal ^L , inferential ^I , and evaluative ^E questions	L	L	I	I	E	E			
1b: Makes, confirms, and modifies predictions based on text information		X	X						
* 1c: Answers questions about main characters ^{MC} , setting ^S , theme ^T , and plot ^P	MC S	MC S	MC S,P	MC S,P	MC S,P,T	X	X	X	X
1d: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X				
* 1e: Distinguishes main idea/details ^{MD} ; fact/opinion ^{FO} ; cause/effect ^{CE}	MD	MD	FO	FO	CE	CE	X	X	X
Focus 2: Comprehending Informational Text									
* 2a: Uses structure of informational text to aid understanding			X	X	X				
* 2b: Uses information in tables, graphs, diagrams, maps, and charts					X	X	X		
2c: Follows multiple-step written instructions	X	X	X	X	X	X	X	X	X

* High priority skill

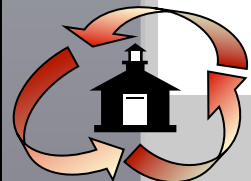


Mapping of Instruction to Achieve Instructional Priorities: Grade 3

Mapping of Instruction to Achieve Instructional Priorities
Third Grade

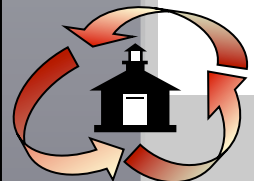
Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 3: Comprehension Monitoring									
3a: Checks and adjusts for understanding while reading	X	X	X	X	X	X	X	X	X
3b: Interacts with stories and text to clarify and extend comprehension	X	X	X	X	X	X	X	X	X
Focus 4: Retelling, Summarizing, Synthesizing									
*4a: Retells the main ideas of stories or informational text	X	X	X	X	X	X	X	X	X
4b: Recalls the correct sequence of events in a story ^S or informational passage ^I	S	S	I	I	X	X	X	X	X
4c: Draws conclusions ^C and generalizations ^G	C	C	C	G	G	G			
4d: Identifies important themes from readings and examines from multiple points of view	X	X	X	X	X	X	X	X	X
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections	X	X	X	X	X	X	X	X	X

* High priority skill



Instructional Examples from Core Curricular Programs by:

- Big Idea
- Skill
- Grade-level

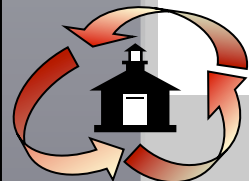


Evaluating Design & Delivery: Comprehension (K)

Previewing: Story Elements

- Activate Prior Knowledge: Tell children that this story is about raccoons and encourage them to share what they know about raccoons. Explain that raccoons are tree-climbing animals that are mainly active at night.
- Reread: *Raccoons and Ripe Corn* for enjoyment. After reading, turn back through the pages, letting the children look at the illustrations again. Point out that corn is a plant that grows very high. *Can you name other kinds of plants?*

High Priority Items — Vocabulary Instruction	
Rating	Criterion
● ○ ○	1. Models and systematically reviews critical comprehension strategies. (<i>st</i>)
● ○ ○	2. Models and guides the students through story structure (e.g., setting _____), thinking out loud as the elements are being identified. (<i>w</i>)

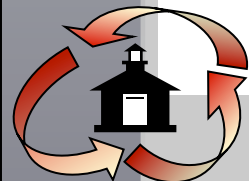


Evaluating Design & Delivery: Comprehension (K)

Previewing: Story Elements (cont.)

- Focus on Setting and Theme: As you reread, have the children think about when and where the story happens. After reading, ask: *When does the story take place?* (At night in the Fall.) *What helped you know the time of day?* *Where does the story take place?* (on a farm, in a cornfield) *Is this story in a real place or a make-believe one?* *What do you think the author wanted you to learn or know from reading this story?* (Raccoons are night creatures.)

High Priority Items — Listening Comprehension	
Rating	Criterion
● ○ ○	1. Models and systematically reviews critical comprehension strategies. (<i>st</i>) [NRP, pg. 4-126; pp 4-100]
● ○ ○	2. Models and guides the students through story structure (e.g., setting _____), thinking out loud as the elements are being identified. (<i>w</i>)



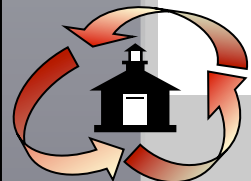
Evaluating Design & Delivery: Comprehension (1)

Identifying Plot

- Model: Remind children the plot means the events that happen as characters figure things out or solve a problem. Point out that paying attention to what happens helps us to understand the plot, or what the whole story is about.
“Tammy can’t find her cat Puff. She looks where she usually sleeps and hides, but she is not there. In the front yard, she sees a dog looking up in a tree barking. Tammy asks her dad to help her with the ladder. I can tell that Tammy has found her cat in the tree. These events form the plot of the story.”

High Priority Items — Reading Comprehension Instruction

Rating	Criterion
● ○ ○	1. Guides students through sample text in which teachers think out loud as they identify the components of story structure. (w) [NRP, pg. 4-122]

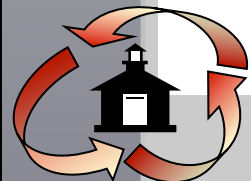


Evaluating Design & Delivery: Comprehension (1)

Identifying Plot (cont.)

- Practice: Tell the children that they will now summarize the plot of the story. Re-read the story “Baboon” to the group. Discuss the key events as they happen.
- Apply: Have children take turns telling the main events and rephrase to identifying the plot of the story.

High Priority Items — Reading Comprehension Instruction	
Rating	Criterion
● ○ ○	1. Guides students through sample text in which teachers think out loud as they identify the components of story structure. (w) [NRP, pg. 4-122]

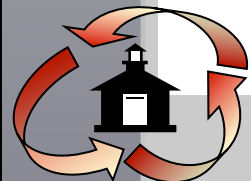


Evaluating Design & Delivery: Comprehension (2)

Summarizing

- Close and Assess: To decide whether students understand how to summarize, ask them to summarize a familiar movie, television show, book, or story. Summaries should include the most important events and comprise only a few sentences.

High Priority Items — Reading Comprehension Instruction	
Rating	Criterion
● ○ ○	1. Teaches background information and/or activates prior knowledge. (w) [NRP, pg. 4-108]
● ○ ○	7. Explicitly teaches comprehension strategies with the aid of carefully designed examples and practice (e.g., comprehension monitoring, mental imagery, question generation, question answering, story structure, summarization). (w)

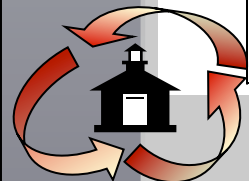


Evaluating Design & Delivery: Comprehension (3)

Summarizing

- Introduce: Ask students to tell the story of a recent class field trip or activity. Ask students: Did you tell every detail about the day, or did you choose the most important ideas? Point out that choosing the most important ideas of a story and telling them in a few sentences is called summarizing.

High Priority Items — Reading Comprehension Instruction	
Rating	Criterion
● ○ ○	1. Teaches background information and/or activates prior knowledge. (w)
● ○ ○	7. Explicitly teaches comprehension strategies with the aid of carefully designed examples and practice (e.g., comprehension monitoring, mental imagery, question generation, question answering, story structure, summarization). (w)

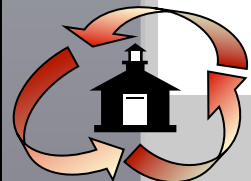


Evaluating Design & Delivery: Comprehension (3)

Summarizing

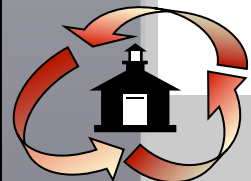
- Teach: Have students review the pages of the selection up to this point. Model your thinking about summarizing the important events:
Although there are many details in this selection, I try to narrow them down to just the most important ideas. Here are three important ideas: "Each year, the puffins return to Iceland to lay their eggs and raise chicks. When the puffins get big enough to leave their nests, some become confused and land in the village. Children of the village then help them get to sea."

High Priority Items — Reading Comprehension Instruction	
Rating	Criterion
● ○ ○	1. Teaches background information and/or activates prior knowledge. (w) [NRP, pg. 4 -108]
● ○ ○	7. Explicitly teaches comprehension strategies with the aid of carefully designed examples and practice (e.g., comprehension monitoring, mental imagery, question generation, question answering, story structure, summarization). (w)

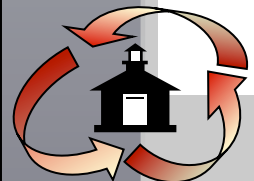
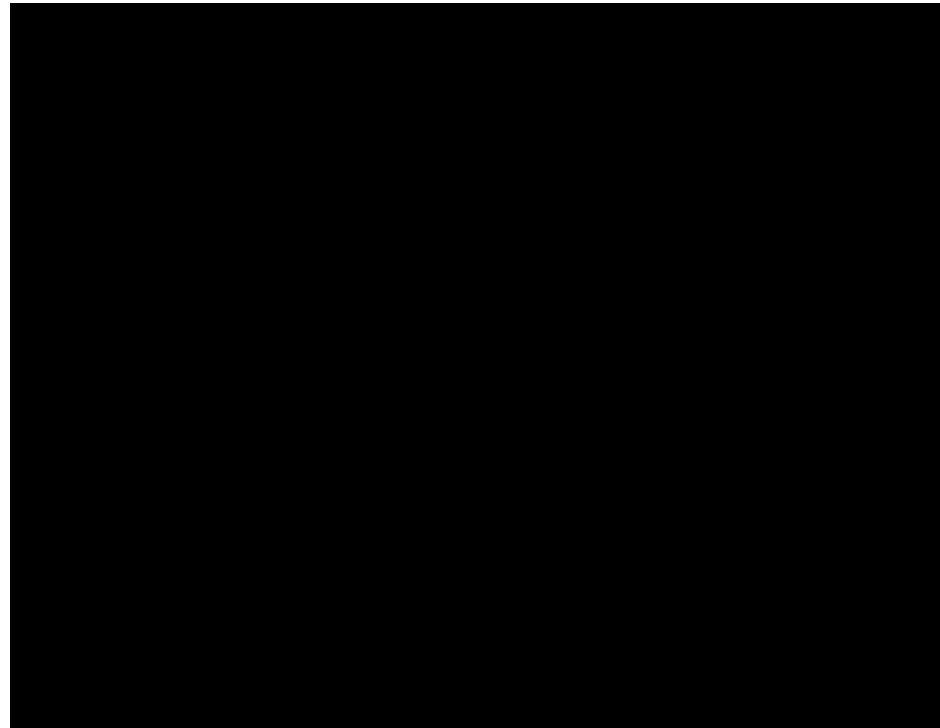


Kindergarten Instruction With Diverse Student Populations

- Kindergarten Instruction With Diverse Student Populations: Video of kindergarten teacher Kabee Lee teaching a PA activity
- Components of this video clip:
 - Teaching PA with the Puppet: Teaches students to produce the final sound in a word
 - Integrating Letter and Sound: The letter 't'
 - Role of assessment: Monitoring all and each (Ed Kameenui)
 - Linking PA with the letter 's': How to get on his train? How many times do they practice and hear the sound /ss/?

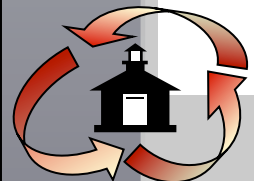


Kindergarten Instruction With Diverse Student Populations



Kindergarten Instruction With Diverse Student Populations

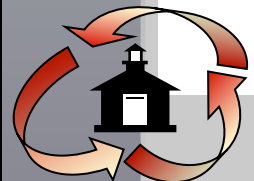
Write down two things you observed Mr. Lee do that positively impacted student learning:



Objectives: What You Will Learn and Do

The goals and objectives of today's session are to:

1. Differentiate between types of reading programs (core, supplemental, and intervention).
2. Understand the role of a core reading program.
3. Evaluate a core program's design and delivery features by critical early literacy skill.
4. **Introduce a tool for selecting a reading program**
5. Determine professional development needs to support teachers.
6. Evaluate the current reading program in your school.

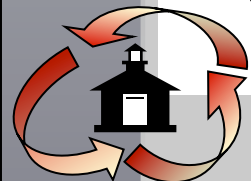


Evaluating Core Programs: Assessing Needs

- If the present reading program in a district is **not** successful with the **majority** of students, consider:

Increasing Difficulty

- Providing additional professional development for teachers
 - Not a “dump-truck” approach
 - Assessing the degree of fidelity
- Gathering Materials
 - Fill identified gaps with supplemental programs
 - Modify/supplement the existing program
- Selecting a new program
 - Use the “Consumer’s Guide” as a tool

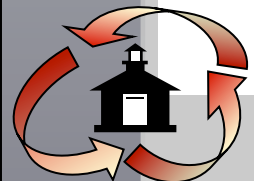
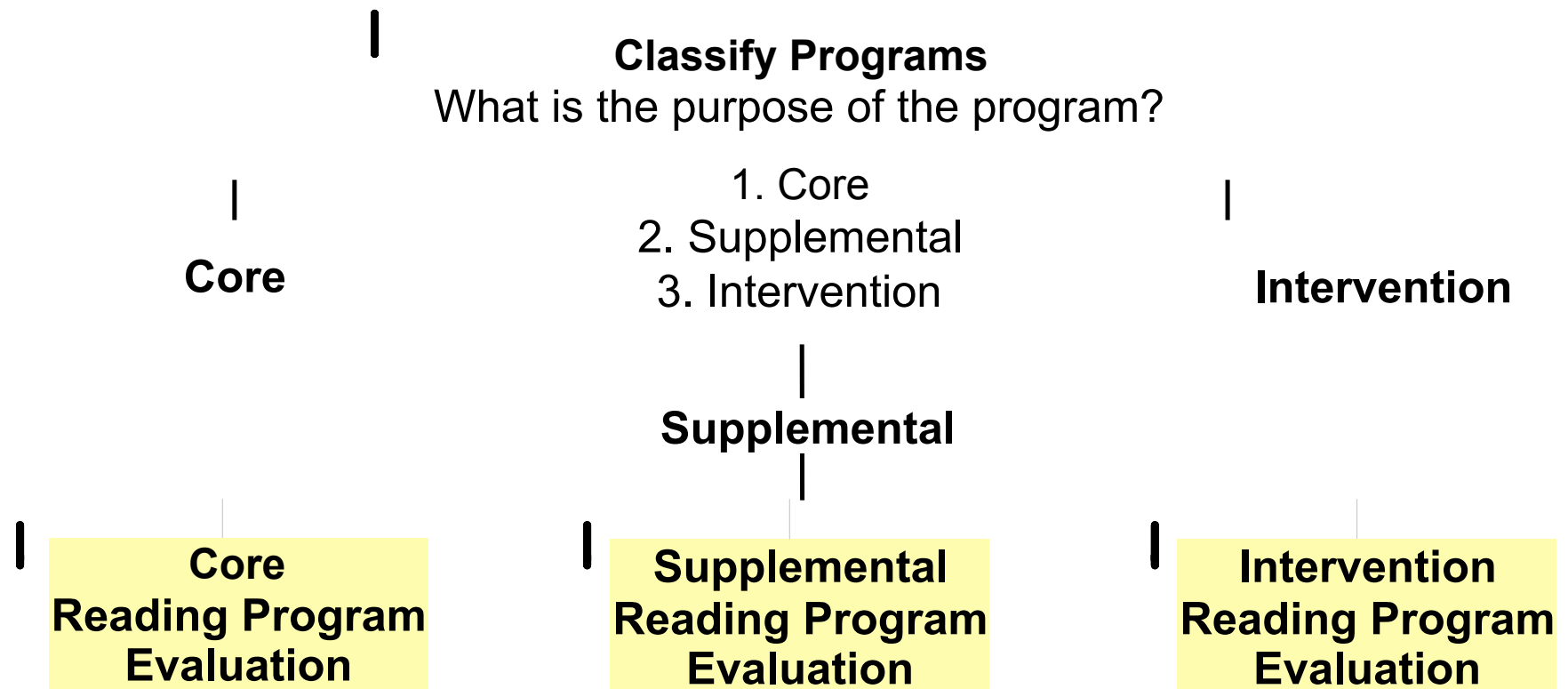


The Consumer's Guide to Core Reading Programs

- Why Developed: To assist states, districts and schools in their selection of scientifically-based tools
- When Developed: As part of National Center to Improve the Tools of Educators agenda (1990-2000)
- Purpose: To provide a means to qualify and quantify the strengths and areas of improvement.



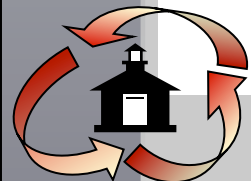
Stage 1: Classification Process: Determine Purpose



Stage II: Conduct Review

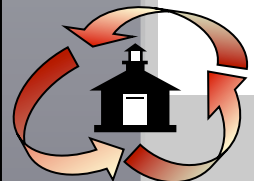
Criteria Used to Evaluate

- Programs Evaluated by Grade
- Within Grade by Big Idea
- Criteria Drawn from Scientifically Based in Effective Interventions and Science of Reading and Learning Theory
- Using the following criteria for each critical element:
 - = Element consistently meets/exceeds criterion
 - = Element partially meets/exceeds criterion
 - = Element does not satisfy the criterion



Criteria & Outcomes Used to Evaluate

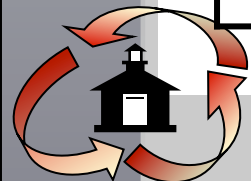
- High Priority Items Within Grade by Big Idea
- Discretionary Items
- Overarching Design Items
- Report Evaluates % of Items by Big Idea By Grade



Elements Evaluated by Grade

Areas Analyzed by Grade

	K	1	2	3
PA			NA	NA
Phonics				
Fluency	NA			
Vocabulary				
Comprehension				

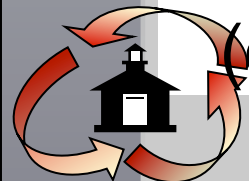


Scoring Criteria

Use the following criteria for each critical element:

- = Element consistently meets/exceeds criterion
- = Element partially meets/exceeds criterion
- = Element does not satisfy the criterion

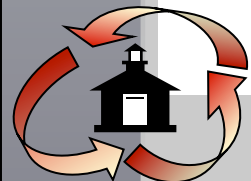
When evaluating individual elements, slash (/) the respective circle that represents your rating (e.g., ○).



Analysis of Elements

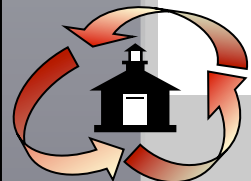
Type of Review

1. **(w)** = Within a sequence of lessons. A specified element is best analyzed by reviewing a particular lesson or a series of 2-3 successive lessons.
2. **(ss)** = Scope and sequence. A specified element is best analyzed by reviewing the program's scope and sequence.
3. **(st)** = Skills trace. A specified element is best analyzed by completing a skills trace.



Kindergarten - Phonemic Awareness: Example Items

- Example High Priority Items
- Teaches skills explicitly & systematically
 - I'll say the sounds in man /mmm aaa nnn/
- Focuses on segmentation or the combination of blending and segmenting (NRP pp. 2-41)
- Integrates letter-sound correspondence instruction with phonological awareness
- Starts with larger linguistic units and proceeds to smaller units (phonemes)



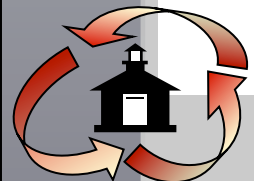
Grade 1 - Phonics: Example Items

- Progresses systematically from simple word types and word lengths and word complexity to more complex words (NRP p. 2-132)
- Models (provides explicit instruction) at each of the fundamental stages of instruction.
- Provides teacher guided instruction in controlled connect text in which students can apply new skills with high levels of success.



Summary of Grade 1 Ratings

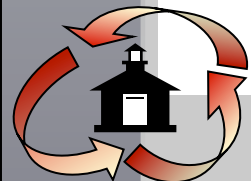
High Priority Items	
Phonemic Awareness Instruction (2)	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
Phonics Instruction (5)	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
Irregular Words Instruction (2)	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
Connected Text and Fluency Instruction (6)	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
Vocabulary Development (3)	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
Reading Comprehension Instruction (3)	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
<i>First Grade High Priority Totals</i>	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>



Grade 2 - Fluency & Passage

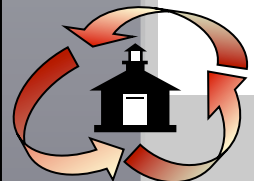
Reading: Example Items

- Introduces fluency practice (repeated readings) after students are accurate on text (NRP 3-28)
- Builds toward a 90 word per minute fluency goal by the end of grade 2
- Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency (NRP pp. 3-28)



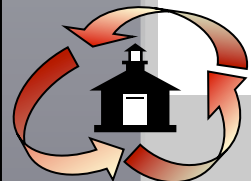
Grade 3 - Reading Comprehension: Example Items

- Teaches background knowledge or activates prior knowledge.
- Continues skill or strategy instruction across several instructional sessions to illustrate the applicability and utility of the skill or strategy.
- Cumulatively builds a repertoire of multiple strategies that are introduced, applied, and integrated with appropriate texts.
- Uses text in which comprehension unit is explicitly taught.

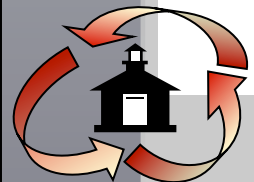


Overarching Design Items

- Coordinates and integrates PA and phonics instruction and student materials.
- Coordinates words used in word recognition and fluency building activities.
- Provides ample practice on high priority skills.
- Provides explicit and systematic instruction.
- Includes systematic and cumulative review of high priority skills.
- Builds relationships between fundamental skills.

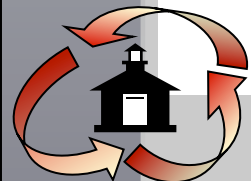


Levels of Analysis



Within a Sequence of Lessons Analysis (W)

- A specified element is best analyzed by reviewing a particular lesson or series of 2-3 successive lessons.
- Look to see if instruction is high quality over 2-3 lessons, not just initial instruction.
- Sample at 3 points in time (e.g., beginning, middle, and end of program).



Example Items

- Kindergarten, Decoding
 - #2: Provides multiple opportunities within lessons for students to blend and read words.
- First Grade, Irregular Words
 - #2: Controls the number of irregular words introduced at one time.
- Grade 2, Vocabulary
 - #2: Provides repeated and multiple exposures to critical vocabulary.



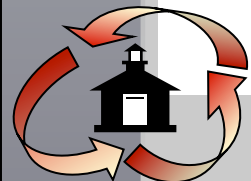
Scope and Sequence Analysis (SS)

- Use for items that are best analyzed over a large number of lessons.
- Use the publisher provided scope and sequence to find “starting” points.
- Confirm quality and quantity of instruction by going to actual lessons within the program.



Example Items

- Kindergarten, PA
 - #5: Focuses on segmentation or the combination of blending and segmenting for greatest transfer.
- First Grade, Phonics
 - #2: Models instruction at each of the fundamental stages (e.g., LS, blending, reading whole words)
- Grade 3, Reading Fluency
 - #2: Builds toward a 120 word-per-minute fluency goal by end of Grade 3. Assesses fluency regularly.



Skills Trace Analysis (**ST**)

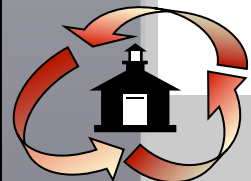
- 10 items in Consumer's Guide involve **ST** analysis.
- Document instruction and review on 10 successive lessons.
- Document content (e.g., irregular words, letter sound, etc.) in evidence columns.



Within a Sequence of Lessons Analysis (W)

FIRST GRADE

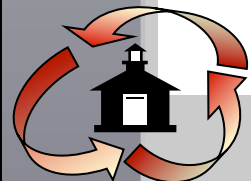
High Priority Items — Irregular Words Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week <u>13</u>	Week <u>25</u>
● ○ ○	2. Controls the number of irregular words introduced at one time. (w)	Unit 1 Week 3, Lesson 2 <i>is</i> , Lesson 3 <i>a</i> Lesson 4 & 5 <i>is</i> , <i>a</i> Lesson 6 <i>to</i> , <i>is</i> , <i>a</i>	Unit 3 <u>New</u> : <i>water</i> , <i>want</i> <u>Rev</u> : <i>give</i> , <i>look</i> , <i>does</i> , <i>some</i> , <i>don't</i> , <i>they</i>	Unit 5, Lesson 1 <u>New</u> : <i>ice</i> , <i>polar</i> , <i>bear</i> , <i>first</i>



Scope and Sequence Analysis (SS)

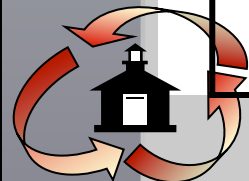
SECOND GRADE

High Priority Items — Reading Comprehension Instruction				
Rating	Criterion	Evidence		
		Initial Instruction	Week _____	Week _____
● ○ ○	1. Teaches conventions of informational text (e.g., titles, headings) to locate important information. (<i>w</i>) and (<i>ss</i>)	Examine scope and sequence to determine 1st point where informational text is taught. Evaluate quality of instruction on 2-3 successive lessons.	Identify in scope and sequence the next occurrence of instruction. Is the sequence adequate to reinforce and maintain skills? Evaluate the quality of instruction.	Identify in scope and sequence the next occurrence of instruction. Is the sequence adequate to reinforce and maintain skills? Evaluate the quality of instruction.



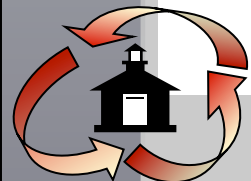
Skills Trace of Letter-Sound Review (ST) - K

Sequence, Instruction, Review	1 – Lesson / Day	2 – Lesson / Day	3 – Lesson / Day	4 – Lesson / Day	5 – Lesson / Day
Day or Lesson	Unit 5, Day 2	Unit 5, Day 3	Unit 5, Day 4	Unit 5, Day 5	Unit 5, Day 6
Instruction	j	y	q	z	none
Review Cycle	Ss review all sounds.	j (X2) + Ss review all sounds.	j, y d, j, n, s, y all sounds	q / k, p, r, v/ q / all sounds k, p, r, v, g	z q and z
Sequence, Instruction, Review	6 – Lesson / Day	7 – Lesson / Day	8 – Lesson / Day	9 – Lesson / Day	10 – Lesson / Day
Day or Lesson	Unit 5, Day 7	Unit 5, Day 8	Unit 5, Day 9	Unit 5, Day 10	Unit 6, Day 1
Instruction	v	x	none	none	none
Review Cycle	all sounds	j / o, b, v / v / all sounds	x all sounds	all sounds	g, h, w, c, p, l

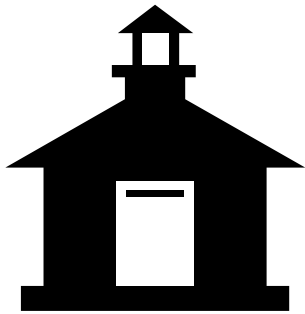


A Balanced Approach

- Video of Dr. Maryanne Wolf discussing the importance of coming to agreement on what all children need to be readers.
 - Must give all children access to the *alphabetic code* and then provide ample opportunities to read a range of literature.



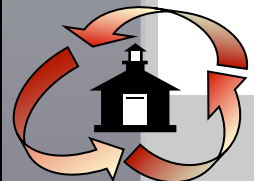
Planning & Evaluation Tool



As school teams, you will work together on the third section of the Planning and Evaluation Tool (Simmons & Kame'enui, 2000)

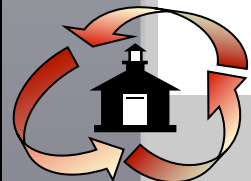
The third section focuses on **Instructional Programs and Materials**

Complete this section based on the information presented in the previous session and your knowledge of your school's current reading practices



Day 3: PET Time

- Complete Element 3 of the Planning & Evaluation Tool: Instructional Programs
- Review each item
- Determine whether you will have individuals complete items independently or complete as a group (e.g, Grade level teams: All K teachers complete 1 PET, all Grade 1 teachers complete a separate PET).
- Report the score for each item and document the information sources available to substantiate the score reported.
- Allow approximately 15-30 minutes for completion.



Day 3: PET Time

0
Not in place
1
Partially in place
2
Fully in place

EVALUATION CRITERIA	DOCUMENTATION OF EVIDENCE
III. <u>Instructional Programs and Materials</u> - The instructional programs and materials have documented efficacy, are drawn from research-based findings and practices, align with state standards and benchmarks, and support the full range of learners.	
_____1. A comprehensive or core reading program with documented research-based efficacy is adopted and implemented school wide (x 3).	
_____2. The instructional program and materials provide explicit and systematic instruction on critical reading priorities (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension) (x 2).	
_____3. The instructional materials and program align with and support state standards.	
_____4. Programs of documented efficacy are in place to support students who do not benefit adequately from the core program (x 2).	
_____5. Instructional materials are selected according to practices that have been shown to be effective through documented research.	
_____6. Programs and materials are implemented with a high level of fidelity (x 2).	

_____ /22 Total Points _____ %

Percent of Implementation:

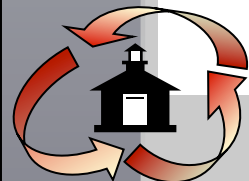
11 = 50%

18 = 80%

22 = 100%

Simmons, Kame'enui, Harn, & Coyne

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Reflections and Reports

- After schools complete Element III, review items individually and ask schools to volunteer their current status with respect to Instructional Programs.
- Ask schools to identify particular items in which they scored full points and ones in which there is room for improvement.
- This information will be used to formulate a school-specific Reading Action Plan (RAP) on Day 4 of the IBR.

