
Nine General Features of Instruction

Note: This is an animated PowerPoint document. For best results, in the “View” menu select “Presenter Tools” in order to see notes and the animation simultaneously.

Focus Areas for Observations

- Materials
- Schedule
- Grouping
- Physical Set Up

Structural

- Student Performance
- Student Behavior

**Quality of
Implementation**

**Nine General Features of
Instruction =**

**Quality of
Implementation**

Nine General Features of Instruction

1. Instructor **models** instructional tasks when appropriate.
2. Instructor provides **explicit instruction**.
3. Instructor engages students in **meaningful interactions with language**.
4. Instructor provides **multiple opportunities for students to practice**.
5. Instructor provides **corrective feedback** after initial student responses.

Nine General Features of Instruction

6. Instructor encourages student effort.
7. Students are engaged in the lesson during teacher-led instruction.
8. Students are engaged in the lesson during independent work.
9. Students are successful completing activities at a high criterion level of performance.

DI vs. di

Direct Instruction (DI):

1. Analyzing subject matter.
2. Designing instructional programs.
3. Delivering instructional programs.

direct instruction (di):

principals of lesson delivery

1. Instructor **models** instructional tasks when appropriate.

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

Instructor Models

- Follow the **model-lead-test** procedure:
 - ▶ Model the concept or skill
 - ▶ Practice applying the concept or skill together
 - ▶ Have students apply the concept or skill on their own

Instructor Models

▶ **Model:**

1. I'll say the sounds in *boat* - /b/-/o/-/t/.

Now I'll change the /b/ in *boat* to /g/. That makes *goat*!

2. I'll say the sounds in *road* - /r/-/o/-/d/.

Now I'll change the /r/ in *road* to /t/. That makes *toad*!

▶ **Lead:**

Let's try one together.

Say the sounds in *know* with me - /n/-/o/.

Now, let's change the /n/ in *know* to /l/. Everyone, that makes . . .
low (students respond with teacher).

▶ **Test:**

Your turn. Say the sounds in *toast*. (Students respond /t/-/o/-/s/-/t/.)

Now, change the /t/ in *toast* to /k/. Everyone, what does that make?
(Students respond *coast*.)

Instructor Models

- Houghton Mifflin: A Nation's Choice
Grade 1, Theme 7, Week 1, Day 1

- ▶ Connect Sounds to Letters
 - Blending Routine 1
 - Check Understanding
 - Mixed Practice

Let's design a **model, lead, test** sequence.

Instructor Models



Instructor Models

- Think, Pair, Share

Work with a partner to identify a teaching segment from your core program. Design a **model, lead, test** sequence for the activity. Take turns teaching the segment to each other.



Avoid “Teacher Talk!”

Instructor Models

- Teacher Talk:

Extraneous teacher language that is not related to and may interfere with the introduction of a skill.



2. Instructor provides **explicit** instruction.

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

Explicit Instruction

- Explicit instruction “is instruction that is concrete and visible. The teacher explains new concepts and strategies in clear and concise language. Explicit instruction involves modeling and explaining concepts and skills using many examples. Teachers provide a high level of support as students practice and apply newly learned concepts.”

Excerpt from Leading for Reading Success: An Introductory Guide for Reading First Coaches. National Center for Reading First Technical Assistance, 2005.

Explicit Instruction

- Consistent language is critical.

Research has demonstrated that students learn more efficiently and more effectively when teachers use the same wording from example to example during initial teaching of concepts, rules and strategies.

Explicit Instruction

- Consistent language is critical.
- From lesson to lesson certain tasks are highly similar. Examples are changed while the wording remains unchanged. This consistency makes it easy for students to understand.
- Our natural tendency is to vary our wording. Much later in learning, variations in wording are desirable because they assist students in acquiring generalizable skills.

Explicit Instruction

- Consistent language is critical.

- Example from:

Houghton Mifflin: A Nation's Choice
Grade 1, Theme 7, Week 1, Day 1

Daily Phonemic Awareness/Phonics

Phoneme Substitution: Change the Word

Explicit Instruction

- Consistent language is critical.

Here's wording for the **model**:

- **I'll say the sounds in *day*: /d/ /a/.**
- **I'll change the beginning sound to /m/:**
- **/d/ /a/ changes to /m/ /a/.**
- **The new word is *may*.**

Explicit Instruction

- Consistent language is critical.

Here's wording for the **lead**:

- **Let's say the sounds in *day*:** (Children chime in with /d/ /a/.)
- **Let's change the beginning sound to /m/.**
- **Everyone, /d/ /a/ changes to . . .** (Children chime in with /m/ /a/)
- **Let's say the new word.** (Children chime in with *may*.)

Explicit Instruction

- Consistent language is critical.

Here's wording for the **test**:

- **Say the sounds in *day*.**
- **You'll change the beginning sound to /m/.**
- **Everyone, /d/ /a/ changes to . . . (/m/ /a/)**
- **What is the new word? (*may*)**

Explicit Instruction

- Consistent language is critical.

Partner Practice:

Using the wording for the **test**, test your partner on substituting the following phonemes for the first sound:

/s/, /h/, /p/, /r/, and //.

Explicit Instruction

- Model - Lead - Test

- Consistent Language

- “Pause and Punch”

Explicit Instruction

- **Pause and Punch:**

Purposeful use of pauses and emphasis on key words to present instructions clearly.



Explicit Instruction

- Pause and Punch.

Here's wording for the model:

- I'll say the sounds in (pause) *day*: /d/ /a/.
- I'll change the beginning sound to (pause) /m/:
- /d/ /a/ changes to /m/ /a/.
- The new word is (pause) may.

Explicit Instruction

- Pause and Punch

- Partner Practice:

Model first sound substitution for your partner using pause and punch. Then, give your partner a turn.

3. Instructor engages students in meaningful interactions with language during instruction.

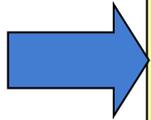
- Provides and elicits background information
- Emphasizes distinctive features on new concepts
- Uses visuals and manipulatives to teach content as necessary
- Makes relationships among concepts overt.
- Engages students in discourse around new concepts
- Elaborates on student responses

Meaningful Interactions with Language

“No matter what subjects teachers are teaching, no matter what materials they are covering, they must give some attention to language every single day and on each and every subject which is being taught.”

Lily Wong Fillmore (2001)

Meaningful Interactions with Language



Children learn the meanings of most words indirectly, through everyday experiences with oral and written language.

Although a great deal of vocabulary is learned indirectly, some vocabulary should be taught directly.

Meaningful Interactions with Language

- Children learn word meanings indirectly in three ways:

- ★ ♦ They engage daily in oral language.
- ★ ♦ They listen to adults read to them
- ♦ They read extensively on their own.

Meaningful Interactions with Language

- Indirect Word Learning

Students engage daily in oral language.

- ▶ learn word meanings through conversations with other people, especially adults
- ▶ often hear adults repeat words several times
- ▶ may hear adults use new and interesting words
- ▶ the more oral language experiences children have, the more word meanings they learn

Put Reading First: The Research Building Blocks for Teaching Children to Read.
Kindergarten Through Grade 3. Second Edition. June 2003.

Meaningful Interactions with Language

- High-Quality Classroom Language
- ▶ As adults, we should use a high level of vocabulary with students.
- ▶ Paired language makes this possible!



Paired Language = Using a high level of vocabulary immediately paired with an easier version

- ▶ Hearing words makes students more conscious of the words.

Meaningful Interactions with Language

- Indirect Word Learning

Students listen to adults read to them.

- ▶ reading aloud is particularly helpful when the reader pauses during reading to define an unfamiliar word
- ▶ after reading, the readers should engage the child in conversation about the book
- ▶ conversations about books help children to learn new words and concepts and to relate them to their prior knowledge and experience.

Put Reading First: The Research Building Blocks for Teaching Children to Read.
Kindergarten Through Grade 3. Second Edition. June 2003.

Meaningful Interactions with Language

- Reading Aloud to Students

Just reading a story aloud doesn't increase vocabulary

. . . must be done with “deep consciousness.”

- ▶ paired language
- ▶ gestures
- ▶ active engagement
- ▶ predictions and retell

Anita Archer, 2006

Meaningful Interactions with Language

- Reading Aloud to Students
 - ◆ For young students, **repeated readings** of a story are associated with greater gains in vocabulary. On second reading, switch some of the emphasis to students.
 - ◆ Active participation during story book reading impacts learning - focus on prediction and retell.
 - ◆ Rich discussion before and after reading of the book is useful.

Meaningful Interactions with Language

- Language Development Principle: Tap students prior knowledge
- Instructional Objective of Reading Lesson: Reading Folktales
 - ◆ Tell students that you are going to read a folktale about animals in a chase. Help students recall other folktales they are familiar with that have animals characters, for example, "The Three Little Pigs."
 - ◆ Ask the students what a chase is. Ask them whether they've ever seen animals chase one another before, why would animals chase one another?

Baker and Arguelles, 2003

Meaningful Interactions with Language

- Language Development Principle: Use visuals and manipulatives
- Instructional Objective of Reading Lesson: previewing a story
- Browse: Have students look at the illustrations on page 30-31. Ask a volunteer to tell what coyote is looking at. Then have students browse several pages and name other animals they see.

Baker and Arguelles, 2003

Meaningful Interactions with Language

- Language Development Principle: Use visuals and manipulatives to teach content as necessary
- Use semantic maps that delineate an array of relationships (Reyes & Bos, 1998).
 - ◆ Use visuals based on text structures such as think sheets, story maps, because they help students visualize the abstractions of language. Because the spoken word is fleeting, visual aids such as graphic organizers, concept and story maps, and word banks give students a concrete system to process, reflect on, and integrate information (Gersten & Baker, 2000)

Baker and Arguelles, 2003

Meaningful Interactions with Language

- Think Pair Share
 - ▶ Partner 1, tell partner 2 the three ways children learn words indirectly.
 - ▶ Partner 2, tell partner 1 two things teachers can do to enhance vocabulary learning during read alouds.

4. Instructor provides multiple opportunities for students to practice instructional tasks.

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

Multiple Opportunities to Practice

Group Responses

Rationale:

1. Gives many opportunities for students to respond.
2. Provides teacher with frequent feedback regarding every student's progress.
3. If teacher does not require unison responding, the higher performing students are the ones most likely to respond.

Multiple Opportunities to Practice

Group Responses:

Unison responses are critical.

- When students respond at slightly different times, it becomes difficult for the teacher to detect errors.
- Lower performing students may be simply imitating higher performing students.
- To achieve highly consistent unison responses, use **signals** to tell students when to respond.

Multiple Opportunities to Practice

Group Responses:

Why use signals?

- Requires that all students initiate their own response.
- Avoids the problem of higher performing students answering all the questions first.

Multiple Opportunities to Practice

Group Responses

How to signal:

1. Ask the specified question.
2. Give Cue: Get ready, what word, what sound?
3. Pause for 1 second.
4. Give the auditory or visual signal.

Multiple Opportunities to Practice

- Group Responses

Signal Practice:

Word Bank

snow

road

goat

toad

crow

boat

Multiple Opportunities to Practice

- **Group Responses**
- Partner Practice on Signaling:
 1. Using signals, ask your partner (pretend he/she is a group) to read each of the words in the word bank. Switch roles
 2. Find an activity in your core program that would work well for a teacher to elicit group responses. Present the activity to your partner (pretend he/she is a group) using signals. Switch roles.

Multiple Opportunities to Practice

Group Responses/Individual Turns:

- The group should respond together on at least eighty percent of the questions.
- Group responses always followed by individual turns.
- Individual turns provide teacher with a critical check to see if low performers have mastered the skill.

Multiple Opportunities to Practice

Group Responses/Individual Turns:

- If a number of students made errors on individual turns, teacher should reteach the activity to the entire group.
- If one student made a number of errors on his/her individual turns, teacher will need to address the student individually (e.g., check for lesson mastery/appropriate placement, provide additional firm up time, pair with peer to practice, etc.)

5. Instructor provides **corrective feedback** after initial student responses.

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

Corrective Feedback

- Affirmations

- √ Go beyond a simple “yes,” “good job” or “that’s right.”

- √ Be specific!

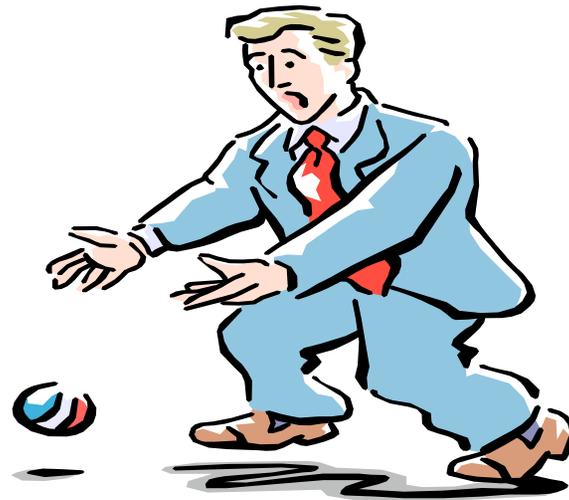
 - “Yes, /aaaaaa/.”

 - “Yes, that word is *goat*.”

 - “Right, the fox was trying to come up with a plan to trick the rabbit.”

Corrective Feedback

If students' errors are missed or inadequate corrections are made today, those errors will almost certainly be repeated tomorrow.



Corrective Feedback

Part Firming Paradigm:

1. Tell the answer.
2. Repeat the task.
3. Repeat the part.
4. Go on to the next part.
5. Go back to the beginning of the exercise if you had to firm more than one part.

Corrective Feedback

1. That word is _____.
2. What word?
3. Back to the top.

Word Bank

snow

road

goat

toad

crow

boat

Corrective Feedback

The rationale for **part firming** is that students are immediately firmed on any error they make and given practice on the task again before continuing with the lesson. This means they will go back and practice the missed task with responses that have been correct. The result is that students will not be overwhelmed and frustrated practicing multiple errors.

Corrective Feedback

- Partner Practice:

Using signals, ask your partner to read the oa/ow words in the word bank. Your partner will make an error on one of the words. Correct the error using the part firming paradigm. Switch roles.

Corrective Feedback

Part Firming Paradigm:

1. Tell the answer.
2. Repeat the task.

Special Correction

5. Repeat the part.
6. Go on to the next part.
5. Go back to the beginning of the exercise if you had to firm more than one part.

Corrective Feedback

1. That word is _____.

2. What word?

* Remember, these letters say /o/. What sound? So what word?*

3. Back to the top.

Word Bank

snow

road

goat

toad

crow

boat

Corrective Feedback

- Partner Practice:

Go back to the activity in your core program that you taught in slide 48. Present the activity to your partner (pretend he/she is a group) using signals. Your partner will make one error. Correct the error using the part firming paradigm. Switch roles.

Corrective Feedback

Provide corrections to the whole group.

1. Other students likely to make the same or similar errors. All can benefit from the additional practice.
2. Fewer behavior problems if all students are involved in the correction procedure.
3. Don't want to single out the individual student who made the error.

6. Instructor encourages student effort.

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

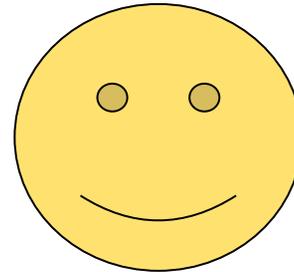
Encourages Student Effort

- Specific feedback is best!

“Wow, you read all six of those /o/ words correctly!”

“Great job reading that column of words correctly the first time through.”

“I love how everyone in the group followed along with their finger that time.”

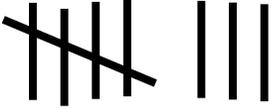


Encourages Student Effort

4 to 1

Look for 4 to 1 ratio of positives to negatives.

Encourages Student Effort

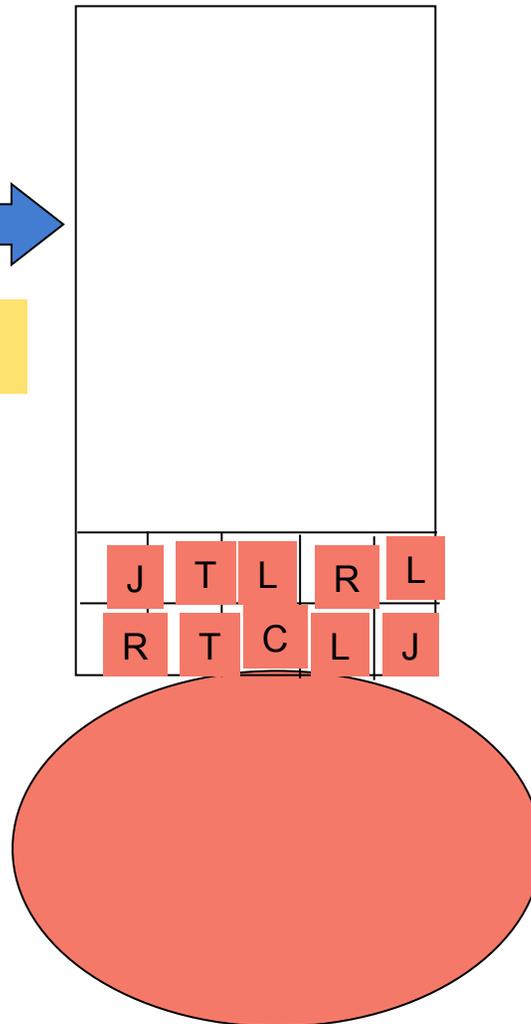
Positives	Negatives
 <p data-bbox="289 834 1033 992">“Thanks for opening your books so quickly.”</p> <p data-bbox="289 1029 961 1187">“John, I like how you are following along.”</p> <p data-bbox="289 1224 1003 1463">“Good job figuring out the problem in this story.”</p>	 <p data-bbox="1104 834 1654 899">“John, stop that!”</p> <p data-bbox="1104 937 1808 1094">“Shhhh. That group is too loud.”</p>

Encourages Student Effort

- Celebrate student success!
- e.g., NIFDI's Thermometer Chart
- ➔ Post a thermometer chart for each group.
- ➔ Total number of boxes on a strip = total number of students in group.
- ➔ Indicate goal date with arrow, picture, etc.
- ➔ Students who score 90% or better on independent work initial a box on the strip.
- ➔ Post the strip as soon as it is full.
- ➔ If group reaches the goal by date indicated, celebrate!

Encourages Student Effort

Spring Break



Encourages Student Effort

- Large Group Sharing:

Describe a way you have seen teachers in your building celebrating or displaying examples of student success in reading.



7. Students are engaged in the lesson during teacher-led instruction.

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

Engagement - Teacher-Led Instruction

Pacing

pacing = rate of student responses

10-12 responses per minute during certain segments of instruction

Present the tasks as rapidly as possible. The rate at which you speak has a lot to do with the number of responses your students will make in an instructional session.

Engagement - Teacher-Led Instruction

- Pacing
- Keep extraneous talk to a minimum.
- Avoid unnecessary pauses.
- Organize time and materials.

Rapid pacing is often the best solution to many behavior problems.

Engagement - Teacher-Led Instruction

- Pacing
- within an exercise
- between exercises
- memory issues
- think time
- special considerations for pacing of group story reading

Engagement - Teacher-Led Instruction

- **Pacing**

Houghton Mifflin: A Nation's Choice

Grade 1, Theme 7, Week 1, Day 1

▶ **Connect Sounds to Letters**

Review the Sound/Spelling Card

Blending Routine 1 within an exercise

Check Understanding

Mixed Practice

between exercises

Engagement - Teacher-Led Instruction

- Partner Practice:

Select an activity from your core program that consists of several exercises. Teach the activity to your partner, using brisk pacing both within and between exercises. Switch roles.

Engagement - Teacher-Led Instruction

- Pacing

- Memory Issues

Some tasks become even more difficult when delivered at a slow pace.

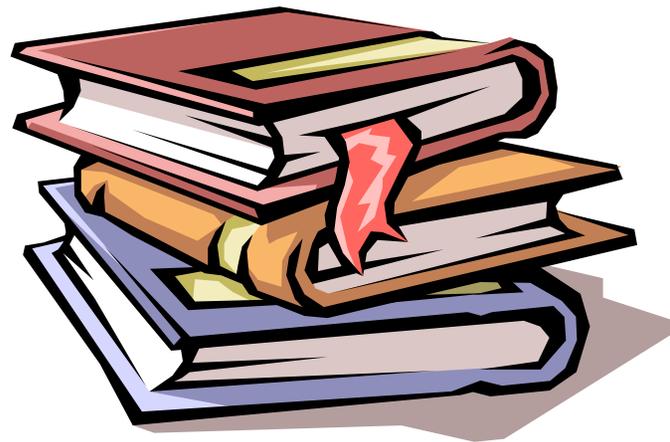
- Think Time



Don't sacrifice **think time** for rapid pacing. Ultimately, time will be lost in providing correction procedures.

Engagement - Teacher-Led Instruction

- Pacing
- Special considerations for pacing of group story reading.



Engagement - Teacher-Led Instruction

Basic Behavior Management:

Begin by setting group rules.

Rules should be:

- few in number
- stated positively
- cover important things the students need to do to be academically successful

Engagement - Teacher-Led Instruction

Basic Behavior Management:

Example of Rules:

- Sit square in your chair.
- Raise your hand if you have something to say.
- Follow my directions.

Engagement - Teacher-Led Instruction

Basic Behavior Management:

1. Always begin the lesson by stating your expectations (a.k.a. the rules).
2. Praise desirable performance.
 - give specific praise - relate to rules
 - vary the statements
 - praise one student to prompt another
 - 3 to 1 ratio of positive to negative
3. Ignore minor annoying behaviors.
4. Play motivational games.

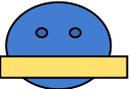
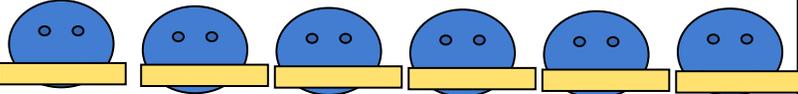
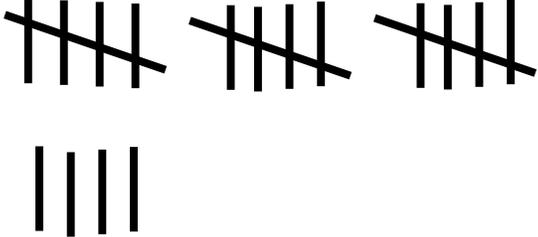
Engagement - Teacher-Led Instruction

Basic Behavior Management

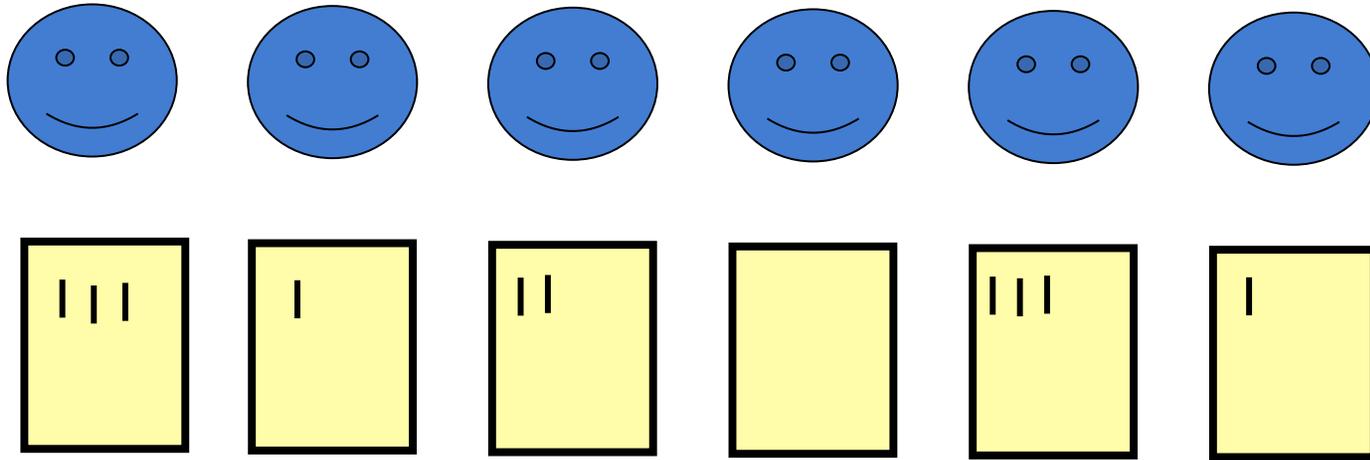
Motivational Games:

1. Teacher/Student game
2. Individual points on post-it notes

Engagement - Teacher-Led Instruction

Teacher	Students
 	 

Engagement - Teacher-Led Instruction



Engagement - Teacher-Led Instruction

- Think, Pair, Share

Review with your partner one idea for active engagement that you learned from Anita Archer's presentation in October. Be prepared to share out to the large group.

8. Students are engaged in the lesson during independent work.

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

Engagement - Independent Work

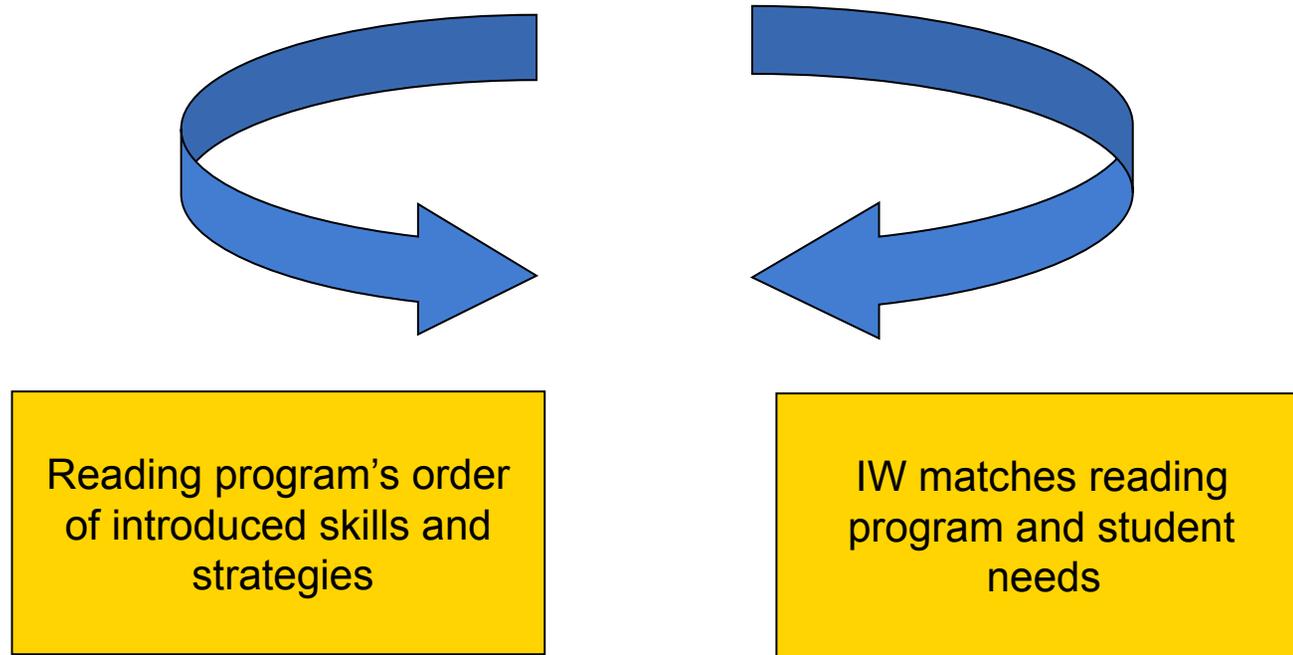
tasks

routines

Engagement - Independent Work

tasks

- Independent Work Should Match Your Reading Program



2005 Mo Anderson and Jo Robinson

Engagement - Independent Work

tasks

- What Independent Reading Activities ARE:

Extra needed practice on:

- ▶ past reading lessons
- ▶ present reading lessons

Engagement - Independent Work

tasks

- What Independent Reading Activities are NOT:
 - ◆ Just for fun
 - ◆ Busy work
 - ◆ Art work
 - ◆ Integration

Engagement - Independent Work



tasks

- **Think Pair Share:**

Tell your partner one example of an appropriate independent work task that you have seen a teacher use in your building. (Be sure to include the grade level and performance level of students the activity was appropriate for.)

Engagement - Independent Work

routines

- Room Arrangement Needs:
 - ◆ Place for teacher-led small group
 - ◆ Clear labeling of stations
 - ◆ Noisier stations away from small group
 - ◆ Stations that need close monitoring nearest to small group
 - ◆ Direct line of vision for teacher
 - All stations
 - Computer Screens

Engagement - Independent Work

routines

- **Teach Station Routines**
 - ◆ Teach station routines that can be used all year.
 - ◆ Increase the difficulty of the work within pre-taught routines as your reading program increases in difficulty.

Engagement - Independent Work

routines

- **Movement of Students**
 - ◆ Teacher models how she wants students to move to stations
 - ◆ Use a subgroup of students to model getting to the stations
 - quickly, quietly
 - getting materials ready quietly and quickly
 - time allotted for transition (one minute)
 - ◆ After getting to stations (before they do an activity) discuss how they did on each of the above requirements.
 - Bring them back to desks to practice moving again.
 - Do it until you have the desired efficiency.

Engagement - Independent Work

routines

- Introduction of Activities:
 - ◆ Start small in each station
 - ◆ Don't throw too much at them at once
 - ◆ Model everything
 - Zipping zip lock baggies
 - Putting tubs away
 - ◆ Monitor for behavior and completion

Engagement - Independent Work

routines

- **Introduction of Activities**
 - ◆ Select a signal to change stations (clap, bell, song, specific word, etc.)
 - ◆ When starting stations, have your students walk through the stations to understand the procedure.
 - ◆ Practice this several times to show your students how you expect them to do this.

Engagement - Independent Work

routines

- Practice Stations Before Starting Small Groups
 - ◆ When students have seen each station, tell them it is finally time to try them out.
 - ◆ Explain that when they use stations, you will be teaching small groups, and you will not be able to help them.
 - ◆ Tell them that because they are still learning, for the next few days you will be walking around to answer questions, but once stations are being done during small group time, that's it.
 - ◆ Monitor the stations closely giving feedback.

Engagement - Independent Work

routines

- Teach “Question Procedure” for Station Time
 1. Ask a grown up if aides or volunteers are available other than the teacher
 2. Ask your partner or someone near you in a whisper voice
 3. Team captain (or everyone) can use the Question Chair

Engagement - Independent Work

routines

- Procedure and Routines
 - ◆ Introduce one station at a time to whole group with whole group practice
 - ◆ Teach station rules
 - ◆ Use mini-lessons when needed
 - Making small changes or additions
 - correcting when procedure not followed
 - ◆ Daily feedback after all reading groups

Engagement - Independent Work

routines

- Think Pair Share

Tell your partner one example of an independent work routine that worked well in a classroom you observed.

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

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

Students Are Successful

- Methods to Determine Student Success:

1. Written Records

- ▶ Theme Skills/Unit Tests
- ▶ In-Program Mastery Tests and Check Outs
- ▶ Independent Work Scores
- ▶ Lesson Progress Reports

2. Student Observations

Students Are Successful

- Levels of Mastery:
 - ◆ 70% First time correct on new material
 - ◆ 90% Correct Overall (new and familiar)

First Time Correct = How many errors are students making the first time they answer the new tasks?

Students Are Successful

- Coding Student Responses:

+ = correct response

0 = incorrect response

M = teacher model

T = teacher test

Students Are Successful

- Coding Student Responses:

Word Bank

snow

road

goat

toad

crow

boat

+

+

o MT+

+

+

+

+

o MT+

+

+

+

+

+

+

+

Students Are Successful

- First Time Correct =

$$\frac{\text{\# of correct first responses}}{\text{total first responses}}$$

$$\frac{4}{6} = 66\%$$

Students Are Successful

- First Time Correct:

Word Bank

snow
road
goat
toad
crow
boat

+

+

o MT+

+

+

+

+

+

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+

+

Students Are Successful

- Overall Correct =

$$\frac{\text{\# of correct responses}}{\text{total responses}}$$

$$\frac{14}{16} = 88\%$$

Students Are Successful

- Overall Correct

Word Bank

snow

road

goat

toad

crow

boat

+

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Students Are Successful

- **Double Partner Practice: A Foursome!**

Using the word bank from the Houghton Mifflin lesson, have one partner teach the sequence and the other partner play student, making some errors. The other set of partners will take data on student success rate and calculate first time and overall correct rates. Then, the pairs switch roles.



Students Are Successful

- Some tips for collecting data:
 - ◆ Collect success rate for each major section of the lesson (e.g., PA segmenting, PA blending, word reading, story reading, comprehension questions, etc.)
 - ◆ If you code start and stop times for each section, this will allow you to calculate pace.
 - ◆ For story reading, count total number of words in passage and record number of group errors to determine group accuracy rate.
 - ◆ Code individual turns separately.

Students Are Successful

- Code individual turns separately:

Sarah +, +, +, o (when), +

Michelle o (that), o (man), o (when), o (slid)

Josh +, +, +

Cody o (slid), +, +

Manual +, +

Sources

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