

Effective Tier 1 Instruction

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Presented by Office of Literacy

Based on presentation **90-Minutes Plus**

Eastern Regional

Reading First

Technical Assistance Center

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Objectives

- Organization of Literacy Block
- Managing the Literacy Block
- Differentiating Instruction for All



What does *research evidence* tell us?

Effective reading instruction requires:

- At least 90 uninterrupted minutes per day
- Density
 - Systematic delivery of explicit instruction
 - Scaffolding
 - Differentiation
- Intensive intervention in addition to initial instruction

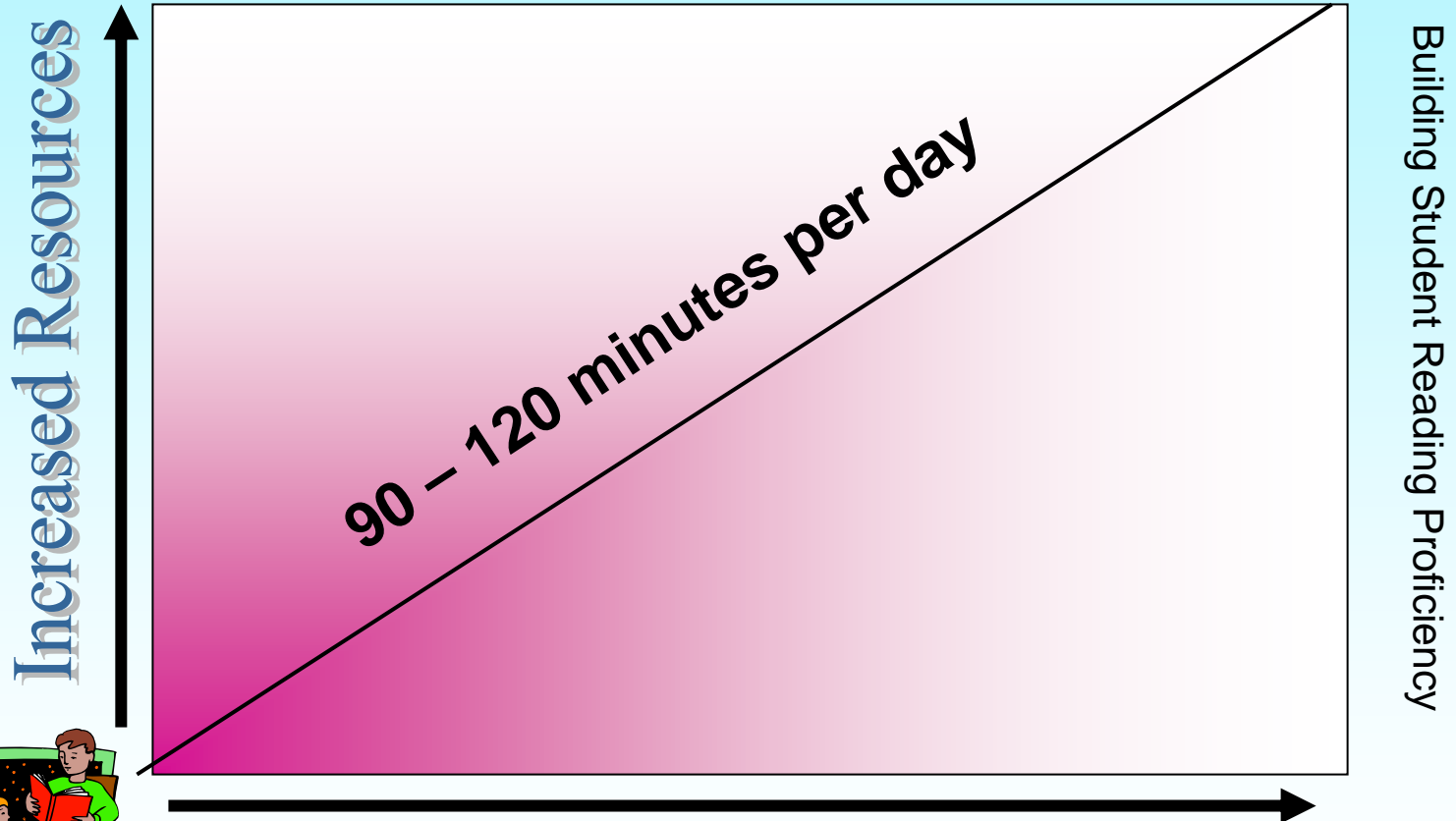


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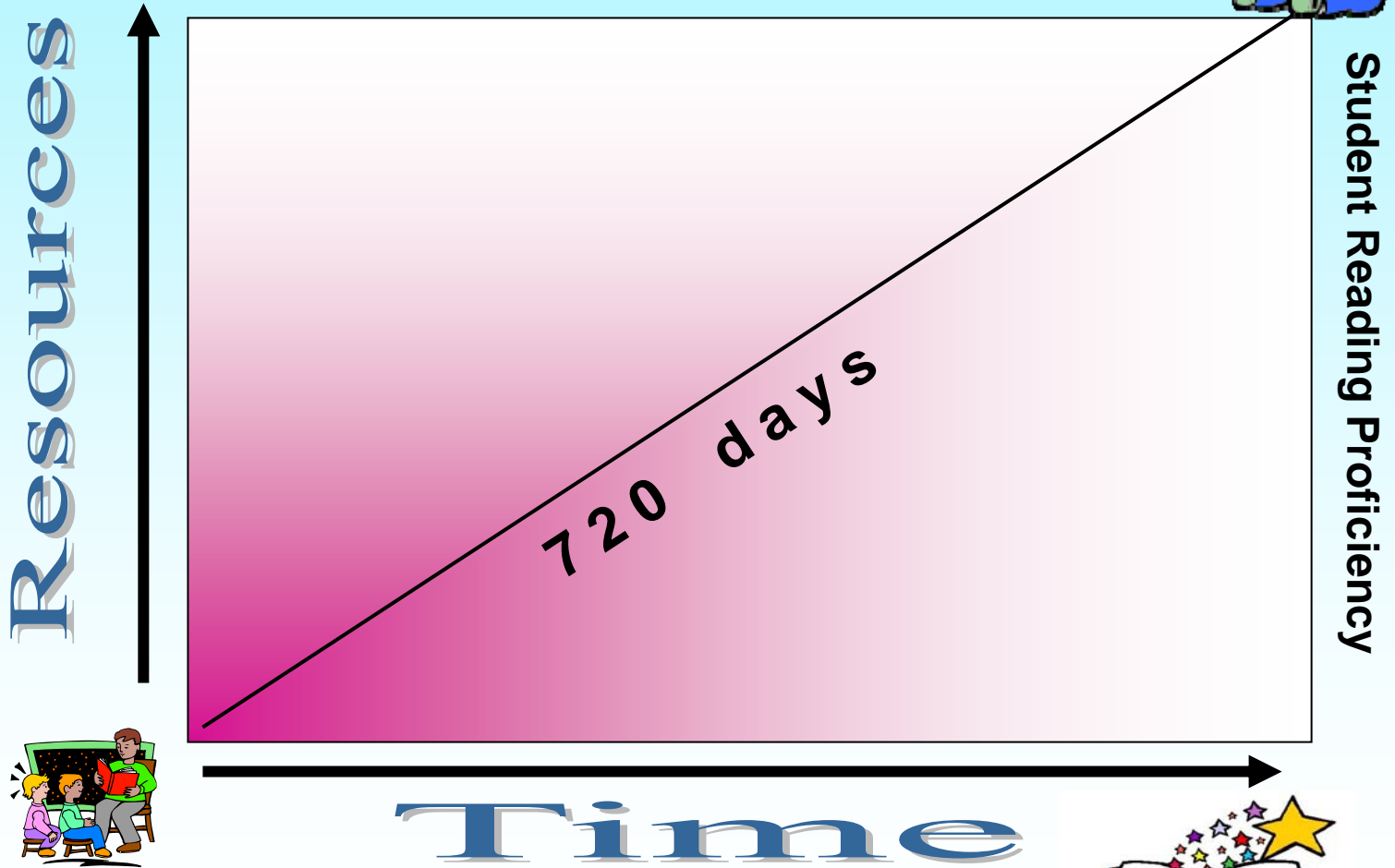
Instructional Density

The Reading Block



Cumulative Effects

Grades K-3



Time



What constitutes an *interruption*?

- Lunch
- Special Area (art, music, physical education, media, etc.)
- Exceptional Student Education pull-out
- Mentoring during whole group instruction
- Trips to the library
- Counseling
- Recess
- English Speakers of Other Languages pull-out
- Computer Lab pull-out
- School Assemblies
- All-call



The Reading Block: Phonemic Awareness Instruction

GUIDING PRINCIPLE

- Systematically deliver explicit instruction

HOW

- Establish instructional routines in blending, segmenting, and manipulating sound.
- Scaffold introduction of new phonemic skills from simple to more complex
- Provide ample practice opportunities that directly align with the phonemic awareness instruction
- Link phonemic awareness instruction to phonics



Elkonin Boxes

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The Reading Block: Phonics Instruction

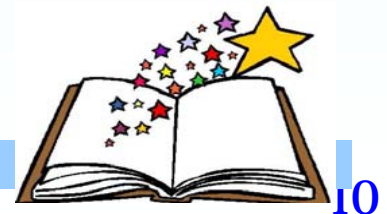


GUIDING PRINCIPLE

- Systematically deliver explicit instruction

HOW

- Carefully scaffold introduction of new phonics skills from simple to more complex letter-sound correspondences
- Provide ample practice opportunities that directly align with the phonics instruction
- Link phonics instruction to word recognition and spelling activities
- Explicitly address patterns in irregular words and provide ample practice to build sight word recognition of irregular words
- Relate phonetic elements to all types of text
- Establish instructional routines for development of phonetic decoding efficiency
- By third grade, continue instruction in complex sound-symbol relationships and morphemes from words that appear in academic texts at third grade text and the intermediate grades



The Reading Block: Vocabulary Instruction

GUIDING PRINCIPLE

- Systematically deliver explicit instruction

HOW

- Provide robust vocabulary instruction:
 - oral language development in grades K-1
 - both oral language and reading vocabulary in grades 2-3
- Promote dialogue in various contexts using robust words already taught
- Promote wide reading of a variety of texts for student reading vocabulary development.
- Read aloud every day for oral language development
- Establish instructional routines for:
 - Before reading
 - During reading
 - After reading
- Establish instructional routines using graphic organizers to expand vocabulary development



The Reading Block: Fluency Instruction

GUIDING PRINCIPLE

- Systematically deliver explicit instruction

HOW

- Carefully scaffold student fluency practice from the sub-word level, word level, sentence level, and to the text level.
- Provide daily opportunities for student fluency practice with text at the student's independent reading level. By the end of:
 - 1st grade: 40 WCPM
 - 2nd grade: 90 WCPM
 - 3rd grade: 110 WCPM
- Promote wide fluency practice with a variety of different types of texts.
- Establish a variety of instructional routines for student fluency development such as:
 - Word-level fluency
 - Choral reading
 - Partner reading
 - Reader's Theatre



The Reading Block: Comprehension Instruction

Bloom's Taxonomy

Assessment vs Instruction

*Much is done to assess comprehension but, in comparison,
little comprehension instruction goes on in the classroom.*

-Delores Durkin



The Reading Block: Comprehension Instruction

Task Levels

Evaluation

Synthesis

Analysis

Application

Comprehension

Knowledge

Bloom's Taxonomy

Task Samples

Evaluate; judgment

Generalize

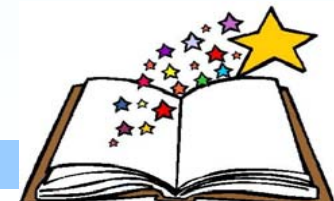
Compare/Contrast

Predict
Clarify

Summarize

Locate details

(RELEVANCE: who, what, when, where, why, how)



Which *language arts components* are linked to reading instruction?

- Spelling (*orthographic*)
 - expansion of phonics instruction in letter-sound correspondences
- Writing
 - expansion of spelling (*spelling conventions*)
 - comprehension activity (*write-a-response to reading*)
- Listening & Speaking
 - oral language activities for vocabulary development



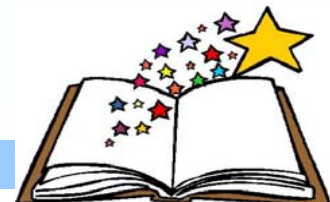
How do I *organize* the reading block?

CLASSROOM CHARACTERISTICS

- Academically engaged
- Accountability

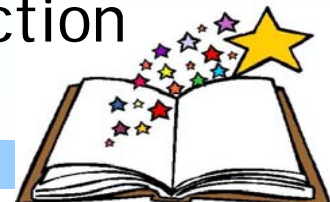
ELEMENTS

- Whole Group Instruction
- Differentiated Instruction with Learning Centers
 - Small group instruction
 - Several Student Centers (group, pair, cooperative, individual)
 - Differentiated Intervention with at-risk students in small, flexible groups



How do I *organize* the reading block?

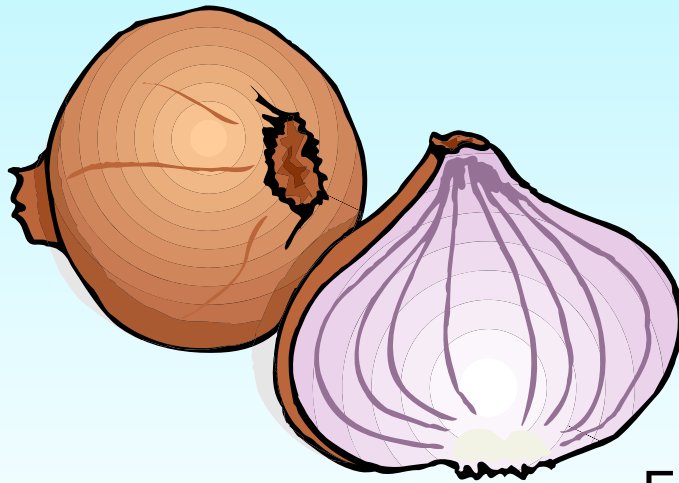
- It is critical to analyze group size (*from 3-8 students*)
- Keep high-risk group sizes small (*3-5 students*)
- It is important to work with each small group differently based on instructional need as determined by results of the various reading assessments.
- Monitor progress of those most at-risk students *more frequently* for making instructional changes to accelerate learning:
 - Size of the small group
 - Group members
 - Level of explicitness
 - Amount of scaffolding
 - Length of time for targeted instruction



Preventive Instruction

“The best intervention is effective instruction.”

- National Research Council



Each layer aims at preventing reading disabilities

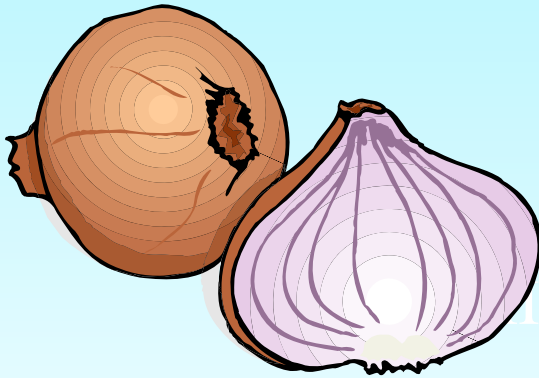
Each layer provides more intense & supportive intervention

Layers of intervention responding to student needs

Preventive Instruction

“The best intervention is effective instruction.”

- National Research Council



Differentiated classroom intervention

- small, flexible group(s)
- supplemental & intervention programs

Differentiated instruction

- small group rotations
- core & supplementary reading programs

Whole group instruction

- core reading program

Benchmark testing of students is conducted at least three times a year to determine instructional needs.



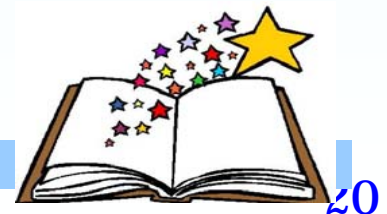
How do I *differentiate instruction*?

What is differentiated instruction?

- Differentiation is instruction planned and delivered with ***precision*** in small, flexible groups of students.

Which students receive differentiated instruction?

- All students in the classroom



How do I *differentiate instruction*?

When is differentiated instruction delivered?

- Every day during the reading block

How can a teacher plan in order to differentiate?

- Identify the target reading components
- Identify the target resources
- Implement a classroom management system



How do I plan for differentiated instruction?

- Assessment Results
- Reading Components
- Resources
- Instruction



How do I plan for *differentiated instruction?*

1 Assessment Results	2 Reading Components	3 Resources	4 Instruction
What are the assessment results?	What is the instructional target?	Which resources are available? <i>Additional Examples:</i>	What instructional plan matches student need?
Screening PM	Phonemic Awareness	Elkonin Boxes; Manipulative Chips	5-10 minutes daily Small group: 3-5
Screening PM	Phonics	Elkonin Boxes; Magnetic Letters	10-15 minutes daily Small group: 5-7
Screening PM	Fluency	Word/Phrase Cards; Leveled Text	10 minutes daily Small group: 6 or 8
Outcome	Vocabulary	Tier 2 Words; Concept Picture Cards	5-10 minutes daily Small group: 5-8
Outcome	Comprehension	Graphic Organizers; Question Cards	15 minutes daily Small group: 5-8



What could a reading block *schedule* look like?

Instruction	Class Configuration					Examples of Teacher-Led Activities
<p>The Reading Block</p> <p>TOTAL TIME: 90 minutes minimum daily</p>	<p>Whole Group</p>					<p>Resource: CCRP</p> <ul style="list-style-type: none"> Segment sounds (PA) Sound-letter correspondences (Phonics) Partner reading (Fluency) Prereading Lesson: Tier 2 words (Vocab) Reciprocal Teaching (Comprehension)
	<p>Differentiated Instruction: Small Group Instruction: Groups 1, 2, & 3</p>					<p>Resources: CCRP & SRP</p>
	<p>M T W Th F</p>					<p>Group Instructional Focus</p>
	<p>Session 1 1 2 3 1 2</p>					<p>Group 1: segment sounds w/Elkonin boxes</p>
	<p>Session 2 2 3 1 2 3</p>					<p>Group 2: word sorts w/common syllable spelling patterns</p>
<p>Session 3 3 1 2 3 1</p>					<p>Group 3: reread decodable books</p>	
<p>Classroom Intervention</p> <p>Additional Classroom Time w/teacher</p>	<p>Differentiated Intervention: 3 - 5 students</p>					<p>Resources: SRP & Intervention Program</p>
	<p>M T W Th F</p>					<p>Instructional Focus:</p>
	<p>Intervention Session X X X X X</p> <p>CCRP = Comprehensive Core Reading Program SRP = Supplementary Reading Program</p>					<ul style="list-style-type: none"> • Phonemic segmentation w/ mirrors • Word building w/letter & pocket charts • Word-level fluency card activity



Student Centers

Word Work

- extends phonics, word study, spelling, and vocabulary skills
 - *word practice w/Elkonin boxes*
 - *word sorts w/ six common spelling patterns*

Writing

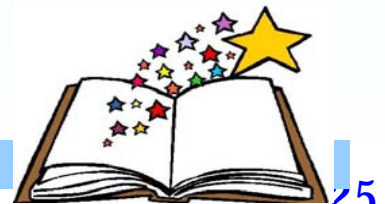
- extends all components of reading through writing activities
 - *written response to reading*

Investigations

- extends student questioning
 - *question probe w/graphic organizers*

Reading corner

- extends student practice reading to comprehend variety of texts
 - *partner reading*
 - *independent reading*
 - *small group "whisper" choral reading*



How do I *manage* the reading block?

- Room Arrangement
 - large group area
 - small group areas
- Rules versus Procedures
 - plan procedures
 - teach procedures
 - consistently enforce procedures



Points of Decision

- How do I *organize* the classroom during the reading block in order to manage differentiated instruction?
 - what will each group do at the *small group instruction*?
 - how much time will be spent at the teacher-led center?
 - what will the other students do at each of the *student centers*?



Resources & References

- Florida Center for Reading Research, fcrr.org
- Greene, J.F. (1997). *Sounds and Letters*. Frederick CO: Sopris West.
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