Interventions 101: Planning and Scheduling

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Florida Center for Reading Research
Agenda

- Reading First Plan for Success
  - Classroom Instruction
  - Assessment
  - Interventions (3 F’s and 1 S)
    - Frequency
    - Focus
    - Format
    - Size
- Resources
- Kennewick, WA Success Story
- Concluding Thoughts and Questions
The *Reading First* Plan for Success

- Increase the quality, consistency, and reach of classroom instruction
- Administer timely and valid assessments to identify students lagging behind and monitor progress
- Provide intensive interventions for students who are lagging behind in development of critical reading skills
Why must we work at the school level to provide effective interventions?

- Children enter school with very diverse instructional needs.

- Some children may require instruction that is 4 or 5 times more powerful than the rest of the students.

- The classroom teacher, alone, may not be able to provide sufficiently powerful instruction to meet the needs of all students.
Children have diverse needs in 3 main areas:

- Accurate and fluent word reading skills
- Oral Language skills (vocabulary, linguistic comprehension)
  - Extent of conceptual and factual knowledge
  - Knowledge and skill in use of cognitive strategies to improve comprehension or repair it when it breaks down
  - Reasoning and inferential skills
- Motivation to understand and interest in task and materials
We know that poor, and minority children often come to school unprepared in these areas:

- They have had less exposure to print and the alphabet
- They are behind in the development of phonemic sensitivity
- Their vocabulary is usually less well developed – ½ size in poor children
- Their range of experience and conceptual knowledge is often limited or different compared to other students
- They sometimes do not have good models of reading or support for academics in their homes
Language Experience

![Graph showing the estimated cumulative words addressed to children by different social classes.](Hart & Risley, 1995)
Hart and Risley Resources

Meaningful Differences in the Everyday Experience of Young American Children (Hardcover)
by Betty Hart and Todd Risley - $23.07

The Social World of Children Learning to Talk (Paperback)
by Betty Hart and Todd Risley - $29.95
The *Reading First* Plan for Success

- Increase the quality, consistency, and **reach** of classroom instruction
Increase the quality, consistency, and reach of classroom instruction

- Insuring teachers have excellent professional development, including strong training in use of core program to guide instruction as well as how to use data to drive instruction.

- Monitor and support classroom instruction through principal walkthroughs

- Effectively utilizing resources during small group instruction
# Explicit Instruction

**Is Instruction Explicit Enough?**  
(Adapted from Arrasmith, 2003)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Evaluation Question</th>
<th>Well Met</th>
<th>Somewhat Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear Instructional Targets</td>
<td>Are the purpose and outcomes of instruction clearly evident in the lesson plans?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear Purpose for Learning</td>
<td>Does the student understand the purpose for learning the skills and strategies taught?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear and Understandable Directions and Explanations</td>
<td>Are directions clear, straightforward, unequivocal without vagueness, need for implication, or ambiguity?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate Modeling</td>
<td>Are the skills and strategies included in instruction clearly demonstrated for the student?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided Practice and Corrective Feedback</td>
<td>Do students have sufficient opportunities to practice new skills and strategies with corrective instruction offered as necessary?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructionally Embedded Assessments</td>
<td>Are instructionally embedded assessments used to monitor student’s mastery of skills and strategies and to pace student’s learning?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative Assessments</td>
<td>Are summative assessments used to monitor student’s retention and reinforcement of skills and strategies following instruction?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Systematic Instruction

Is The Sequence Systematic Enough?  
(Adapted from Arrasmith, 2003)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Evaluation Question</th>
<th>Well Met</th>
<th>Somewhat Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Scope</td>
<td>Does the curriculum include all key instructional content necessary to achieve the goals of instruction?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Instructional Sequence</td>
<td>Is the curriculum sequenced in a logical order that builds skills from prior skills and extends skills in order to move students to independent mastery?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Consistent Instructional Format</td>
<td>Are the instructional strategies consistent from lesson to lesson?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Addresses Multimodality Instruction</td>
<td>Are a variety of instructional methods used to provide the student with auditory, visual, and hands-on learning activities?</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Organization of a classroom during small group instruction

Are these students working productively on appropriate practice activities?

Resource teacher and group of 3

Classroom teacher and group of 4

Something that might be helpful: FCRR has developed 240 ISA’s for K-2 and 170 for 2-3 –

Independent Learning Activity (3)

Independent Learning Activity (4)

This only works with a classroom behavior management system in place.
A source for high quality independent student learning activities

- To download over 400 independent student learning activities for grades K-5, go to [www.fcrr.org](http://www.fcrr.org) and there is a link on the right hand column on the home page.

- There is also a teacher resource manual providing directions for classroom management during small group instruction and approximately 70 minutes of video training.
A mistake we often make in education is to plan the curriculum materials very carefully, arrange all the instructional materials wall to wall, open the doors of the school, and then find to our dismay that they’ve sent us the wrong kids.
The *Reading First* Plan for Success

- Increase the quality, consistency, and **reach** of classroom instruction

- Administer timely and valid assessments to identify students lagging behind and monitor progress
Administer timely and valid assessments to identify students lagging behind and monitor progress

- Beginning of the year screening tests
- Progress monitoring test through the year
- Diagnostics tests
- End of year outcome tests

See Assessment Chart
<table>
<thead>
<tr>
<th>Test Name</th>
<th>Type of Test</th>
<th>Skills Assessed</th>
<th>Administration</th>
<th>Approx. Time to Administer</th>
<th>Age/Grade</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test of Written Spelling (TWS-4)</td>
<td>Screening / Progress Monitoring</td>
<td>Spelling</td>
<td>Group or individual</td>
<td>15 minutes</td>
<td>Grades 1-12</td>
<td>Pro-Ed</td>
</tr>
<tr>
<td>Test of Silent Word Reading Fluency (TOSWRF)</td>
<td>Screening</td>
<td>Silent Word Fluency</td>
<td>Group</td>
<td>10 minutes</td>
<td>Ages 6-6 through 17-11</td>
<td>Pro-Ed</td>
</tr>
<tr>
<td>Test of Word Reading Efficiency (TOWRE)</td>
<td>Screening, Progress Monitoring</td>
<td>Decoding, Word Recognition</td>
<td>Individual</td>
<td>3-5 minutes</td>
<td>Ages 6-6 through 24-11</td>
<td>Pro-Ed</td>
</tr>
<tr>
<td>Group Reading Assessment and Diagnostic Evaluation (GRADE)</td>
<td>Diagnostic, Progress Monitoring, Outcome</td>
<td>Word reading, Vocabulary, Comprehension, Listening Comprehension</td>
<td>Group or individual</td>
<td>45-60 minutes</td>
<td>Ages pre-K through adult</td>
<td>Pearson Learning</td>
</tr>
<tr>
<td>Diagnostic Assessment of Basic Early Literacy Skills (DIBELS)</td>
<td>Screening / Progress Monitoring</td>
<td>Phonological Awareness, Phonics, Oral Reading Fluency</td>
<td>Individual</td>
<td>10 minutes</td>
<td>K-6</td>
<td>Pearson Learning</td>
</tr>
<tr>
<td>Quick Phonics Screener (QPS)</td>
<td>Screening / Progress Monitoring</td>
<td>Phonics</td>
<td>Individual</td>
<td>Varies depending on student (average 10 minutes)</td>
<td>K-adult</td>
<td>Read Naturally, Inc.</td>
</tr>
<tr>
<td>Phonemic Awareness Skills Screening (PASS)</td>
<td>Screening</td>
<td>Phonemic Awareness</td>
<td>Individual</td>
<td>Varies depending on student</td>
<td>Grades 1 and 2</td>
<td>Pro-Ed</td>
</tr>
</tbody>
</table>
Guidance on how to establish a comprehensive assessment plan for grades K-3

Go [www.fcrr.org](http://www.fcrr.org) and then go to the section for administrators then look under assessment programs.
Assessment Plan

- **Identify** ‘at risk’ students
- **Monitor** ‘at risk’ students
- **Collect** information to plan instruction
- **Assess** whether instruction was powerful enough

- **Formative** assessment – progress monitoring – make changes ‘mid-course’
- **Summative** assessment – outcome measures
The *Reading First* Plan for Success

- Increase the quality, consistency, and reach of classroom instruction.

- Administer timely and valid assessments to identify students lagging behind and monitor progress.

- Provide intensive interventions for students who are lagging behind in development of critical reading skills.
Provide intensive interventions for students who are lagging behind in development of critical reading skills

- Some things *school leadership* can do:
  - Developing a school *schedule* that allows sufficient time for intervention
  - Identifying or providing sufficient *personnel* to deliver intervention instruction
  - Providing appropriate *programs* and material to support the intervention instruction
  - *Oversight, energy, follow-up* – use data meetings to ask about students, make decisions to increase support, etc.
What do we know about the characteristics of effective interventions?

- They always increase the **intensity** of instruction - they **accelerate** learning.

- They always provide many more opportunities for preview, review, and practice.

- They are focused carefully on the most essential learning needs of the students.
Ways that instruction must be made more powerful for students “at-risk” for reading difficulties.

More powerful instruction involves:

- More instructional time
- Smaller instructional groups
- More precisely targeted at right level
- Clearer and more detailed explanations
- More systematic instructional sequences
- More extensive opportunities for guided practice
- More opportunities for error correction and feedback
Three F’s and One S to increase intensity and reach of instruction

- **Frequency** and duration of meeting in small groups – every day, three times a week, etc.
- **Focus** of instruction – work in phonemic awareness, phonics, comprehension, etc.
- **Format** of lesson – guided reading vs. skills focused lesson
- **Size** of instructional group – 3 students, 6 students, 8 students, etc.
Powerful Instruction

- Frequency - Resources
- Focus – Skill (the WHAT)
- Format – Skill (the HOW)
- Size – Resources

- Use data to help determine these characteristics
Frequency and Size

- Using personnel effectively
- Thinking ‘outside of the box’
- Making reading a priority
- Refer back to slide on organization of classroom during small group instruction

Scheduling

- The next few slides were scheduling ideas found in *Reading First* schools in Florida demonstrating effective intervention programs
Effective Scheduling

- Teachers wanted, “More Time!”

An efficient schedule allows for:
- An uninterrupted period of time for reading instruction (90 minutes or more)
- Specific times when intensive reading interventions will be provided
- The most efficient use of support staff to help provide intensive interventions
- A common planning time to facilitate grade-level meetings
Examples of Effective Schedules

Intensive Interventions

The 2 most popular ways of scheduling intensive interventions at the successful schools were:

1. A 90 minute reading block and then 30-45 minutes of time scheduled outside of that block to deliver the interventions. In almost all these cases, the interventions were provided by support personnel other than the regular classroom teacher.

2. An extended reading block of 105-120 minutes in which intensive intervention was included in the block of time designated for reading instruction. In these schedules, the interventions were sometimes provided by the regular classroom teacher, and sometimes by instructional support personnel.
One principal’s comments about scheduling interventions during the small-group time of the reading block

- reduced student travel time to intervention classes
- increased coordination between the regular classroom and intervention teacher
- provided additional learning opportunities for the regular classroom teacher who is able to occasionally observe the intervention teacher working with a group of struggling readers (and vice versa)
Scheduling Video
## Example of Staggered Reading Blocks with “Walk and Read”

<table>
<thead>
<tr>
<th>Team</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
<th>Science / SS</th>
<th>Special Area</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>8:45-10:30</td>
<td>10:30-11:30</td>
<td>1:35-2:35</td>
<td>12:15-12:50</td>
<td>12:50-1:35</td>
<td>11:30-12:15</td>
</tr>
<tr>
<td>1</td>
<td>8:45-10:30</td>
<td>12-1</td>
<td>1-2</td>
<td>2-2:30</td>
<td>11:15-12</td>
<td>10:30-11:15</td>
</tr>
<tr>
<td>2</td>
<td>10:30-12:15</td>
<td>9:45-10:30</td>
<td>8:45-9:45</td>
<td>1:15-1:40</td>
<td>1:40-2:25</td>
<td>12:30-1:15</td>
</tr>
<tr>
<td>3</td>
<td>10:30-12:15</td>
<td>9:30-10:30</td>
<td>1-2</td>
<td>2-2:30</td>
<td>8:45-9:30</td>
<td>12:15-1</td>
</tr>
</tbody>
</table>
This document will help with ideas to increase FREQUENCY of groups and decrease SIZE of group.

Obtain copy at: www.fcrr.org under the Interventions page

http://www.fcrr.org/Interventions/pdf/teachingAllStudentsToReadComplete.pdf
Focus and Format

- Focus – Skill (the WHAT)
- Format – Skill (the HOW)

- Use data to help determine these characteristics
FOCUS – The WHAT

- Remember to always use data to help drive the question of
  - “WHAT will I teach in my intervention group?”
FOCUS: Four good, books for instructional ideas

Making Sense of Phonics: The Hows and Whys
Isabel Beck: Guilford (2006)

From Phonics To Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School

Bringing Words to Life: Robust Vocabulary Instruction
Beck, McKeown, & Kucan: Guilford (2002)

Comprehension Process Instruction: Creating Success in Grades K-3
Block, Rogers, & Johnson (2004)
A source for high quality independent student learning activities

- To download over 400 independent student learning activities for grades K-5, go to www.fcrr.org and there is a link on the right hand column on the home page.

- There is also a teacher resource manual providing directions for classroom management during small group instruction and approximately 70 minutes of video training.
Teacher Resource Guide

Overview
Throughout this section, a sample Activity Plan will be used as a reference. It is called What's the Purpose.

Student Icon
Activity Number
Component
Objective
Materials
Activity Name
Subcomponent
Activity Statement
Activity Steps
Activity Master Identifier

Objective
Describe what the author's point of view is.

Materials
- Master cards (Activity Master C.033.01)
- Passage cards (Activity Master C.033.02)

If you do this activity is not appropriate for your students, use what is most applicable time. The number of the events correspond to headers in the following manner:
- Events 1-10: 1st, 2nd, 3rd, 4th
- Events 11-20: 5th, 6th, 7th, 8th
- Events 21-30: 9th, 10th, 11th, 12th
- Events 31-40: 13th, 14th, 15th, 16th

Activity
Students determine what the purpose by noting passages.
- Read the first card in the row. Pass the card from left to right.
- Write the last card in the row and place it in the next row.
- Discuss the author's purpose.
- Have students identify the purpose.
- Count the cards as a group.
- For evaluation.

Extensions and Adaptations
- Read passages and write the author's purpose (Activity Master C.033.02).
- Write about purpose cards (Activity Master C.033.03).
- Use the example of magazine, newspaper, and other articles to discuss and identify the author's purpose (i.e., persuade, inform, entertain, or explain).

Extensions and Adaptations
Demonstration Area
Advanced Phonics
Advanced Phonics

Variant Correspondences

AP.005

Star Search

Objective

The student will identify variant correspondences in words.

Materials

- R-controlled vowel spelling patterns tent card (Activity Master AP.005.AM1)
  - Copy on card stock, cut out, and fold in half
- Word cards (Activity Master AP.005.AM2a - AP.005.AM2b)
- Whiteboards
- Vis-à-Vis® markers

Activity

Students write words with r-controlled vowel sounds using the correct spelling pattern.

1. Place the word cards face down in a stack. Place the tent card so each student can see it.
2. Provide each student with a whiteboard and Vis-à-Vis® marker.
3. Taking turns, student one selects top card (without revealing it) and reads the word to student two (e.g., pearl).
4. Student two repeats the word and identifies the r-controlled vowel sound (i.e., /ert/).
5. Uses the whiteboard to try various r-controlled patterns, if necessary. Spells the word orally to student one.
6. Student one checks the spelling. If incorrect, student one prompts student two to try again.
7. Reverse roles until all word cards are used.
8. Peer evaluation

Extensions and Adaptations

- Record words or write other words with same spelling patterns (Activity Master AP.005.SS1)
- Use multisyllabic word cards (Activity Master AP.005.AM3a - AP.005.AM3b). Record using student sheet (Activity Master AP.005.SS1).
- Write various words with r-controlled vowels (e.g., hgg, moche) (Activity Master AP.005.SS2).
- Make other word cards and identify r-controlled vowel sounds (Activity Master AP.003.AM3).
# Advanced Phonics

## R-controlled Vowel Spelling Patterns

<table>
<thead>
<tr>
<th>/ar/</th>
<th>/er/</th>
<th>/or/</th>
<th>/air/</th>
</tr>
</thead>
<tbody>
<tr>
<td>ar</td>
<td>ar</td>
<td>ar</td>
<td>air</td>
</tr>
<tr>
<td>ear</td>
<td>er</td>
<td>oar</td>
<td>are</td>
</tr>
<tr>
<td>er</td>
<td>ir</td>
<td>or</td>
<td>ear</td>
</tr>
<tr>
<td>or</td>
<td>ur</td>
<td>ore</td>
<td>ear</td>
</tr>
<tr>
<td>ur</td>
<td></td>
<td>our</td>
<td>err</td>
</tr>
</tbody>
</table>

**Examples:**
- /ar:/ - ear, chair
- /er:/ - are, ear
- /or:/ - our, ore
- /air:/ - air, are
<table>
<thead>
<tr>
<th>star</th>
<th>march</th>
<th>cellar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>stern</td>
<td>pearl</td>
</tr>
<tr>
<td></td>
<td>third</td>
<td>work</td>
</tr>
<tr>
<td></td>
<td>churn</td>
<td>warm</td>
</tr>
</tbody>
</table>
Intervention Group Video
Comprehension
Comprehension

Text Analysis

More Incredible Inferences

Objective
The student will identify inferences.

Materials
- Inference triangles (Activity Master C.028.AM1a - C.028.AM1b)
- Inference cards (Activity Master C.028.AM2a - C.028.AM2c)
- Answer Key (Activity Master C.028.AM3a - C.028.AM3b)
- Game pieces (e.g., counters)

Activity
Students identify inferences by reading clues.
1. Place inference cards face down in a stack. Provide each student with an inference triangle and game piece.
2. Taking turns, students select a card from the stack and read it.
3. Look for phrase on triangle that answers the question. Read phrase and place game piece on that spot. Place inference card in a discard pile.
4. If no phrase is found which answers question, place trivia card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation

Extensions and Adaptations
- Make other inference triangles and cards (Activity Master C.027.AM4).
- Look at pictures from magazines, books, or other text and write inferences.
The room was a mess! Pots and pans were piled in the sink. Drawers and cabinets were flung open. Chocolate chips dotted the floor and empty cartons were on a sticky counter, but the smell was delicious.

What happened?

The young woman looked down at her long dress. She felt like a princess. She and the others stood in the hall. They listened to the music. Then she heard the cue. She walked down the aisle as she held her flowers.

What was this event?

The girl saved all her money. It was exactly what she wanted. She imagined gliding down the road pedaling effortlessly. She finally had enough money to make her dream come true.

What was her dream?

The bear ate lots of nuts and fish. Her fur got thick. She prepared her den. The leaves fell from the trees and the days turned colder.

What was the bear getting ready to do?

Mailboxes are lined up outside the door. There is a long counter inside with scales. You can buy stamps, envelopes, and boxes. There are slots where you can mail a letter and long rows of boxes where some people go to pick up their mail.

What is this place?

The cat stretches and yawns. She strrolls over to her favorite spot. The sun shines in and makes it very warm. She watches the birds and squirrels. Sometimes the fresh air blows in on her. She climbs up into her soft bed and looks at the animals for a while. Then she curls up and goes to sleep.

Where is the cat's favorite spot?

The man measures the wood and uses a saw to cut it. He puts the wood in place and hammers nails into it. He continues until the entire wall is built.

What is this man's job?

The boy found it in the middle of the road on his way home from school. It was very thin so he picked it up. He fed it food for several weeks. Soon, it grew and got very large.

What did the boy find?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened?</td>
<td>someone made cookies</td>
</tr>
<tr>
<td>What was this event?</td>
<td>wedding</td>
</tr>
<tr>
<td>What was her dream?</td>
<td>to buy a bike</td>
</tr>
<tr>
<td>What was the bear getting ready to do?</td>
<td>hibernate</td>
</tr>
<tr>
<td>What is this place?</td>
<td>post office</td>
</tr>
<tr>
<td>Where is the cat's favorite spot?</td>
<td>by the window</td>
</tr>
<tr>
<td>What is this man's job?</td>
<td>carpenter</td>
</tr>
<tr>
<td>What did the boy find?</td>
<td>a snake</td>
</tr>
<tr>
<td>What is the sport?</td>
<td>running</td>
</tr>
<tr>
<td>What is the place?</td>
<td>fair or carnival</td>
</tr>
</tbody>
</table>
Scientifically Based Intervention Programs

- Published Intervention Programs
- Materials drawn from several sources
- Computer-based programs
Examples of Intervention Programs

Using published intervention programs

Pros

- having ready made materials
- professional development in the implementation of the program
- a predetermined scope and sequence
- research to support the use of the program (in some cases)

Cons

- the cost
- a single program may not meet every child’s needs - several different programs may be required
Examples of Intervention Programs

Using a variety of sources for intervention materials

- **Pros**
  - the ability to match the materials to the child

- **Cons**
  - takes a great deal of time to gather materials
  - teachers need to have a very solid understanding of what the data means at the student level
  - not one set scope and sequence
  - children may be taught the same skill in several different, conflicting ways
Examples of Computer Based Intervention Programs

- Programs used in schools targeted:
  - One reading component (i.e. fluency)
  - Multiple reading components (i.e. phonemic awareness and phonics)
  - ESOL population

- Were used during center rotation or throughout the day on a rotating basis

- Some programs generated reports daily or weekly
FORMAT – The HOW

- Remember to always use data to help drive the question of
  “HOW will I teach my intervention group?”
For Guidance on the **FORMAT** of the lesson

Download at: [www.fcrr.org](http://www.fcrr.org)
Go to Curriculum and Instruction and then look for the title of the document.

The need for differentiated reading instruction

- Overall, the data suggest that students in Reading First schools are consistently “losing ground” relative to grade level expectations in word-level reading skills (accuracy and fluency) between the beginning of first grade and the beginning of third grade.

- In contrast, the percentage of students that meet grade level expectations in oral language vocabulary actually increases from the end of kindergarten (39%) to the end of third grade (47%).

  Information from student reading outcomes and observations of classroom practices during the first two years of implementation of Florida’s Reading First program (2003-2004 & 2004-2005).
Guided Reading Format

- As outlined in the work of Fountas and Pinnell, “Guided Reading is a context in which a teacher supports each reader’s development of effective strategies for processing novel texts at increasingly challenging levels of difficulty” (Fountas & Pinnell, 1996, p. 3).

- The structure of a typical Guided Reading lesson roughly follows the following pattern:
  - Selecting the text
  - Introducing the text
  - Reading the text
  - Discussing the text
  - Teaching for strategic activities
  - Extending meaning (optional)
  - Word Work (optional)

Skills-focused Format

- **Skills-Focused Lessons** are teacher-planned lessons that provide the opportunity for more systematic and focused practice on a relatively small number of critical elements at a time (e.g., unknown consonant digraphs, vowel teams, r-controlled vowels, etc.).

- They would also provide the opportunity for sustained, systematic, and interesting “word work” (e.g., Beck, 2006) in order to build fluency and confidence in the application of these skills to reading words.

- **Skills-Focused Lessons** will be successful to the extent that they are fast-paced, interactive, and targeted appropriately on critical skills for each reading group.
Skills-focused Format

There is not one set format that a *Skills-Focused Lesson* follows.

- These lessons could be closely aligned with results from the DIBELS® progress monitoring measures (particularly for letter knowledge, phonemic awareness, phonemic decoding, and reading fluency) as well as other assessment data.

- Resources that may be utilized to implement *Skills-Focused Lessons* include:
  - curriculum maps from University of Oregon website
  - Core Reading Program activities
  - *Just Read, Florida! K-3 Reading Academy Guide*
  - activities drawn from Supplemental or Intervention reading programs
  - *K-3 Student Center Activities* like the ones just seen on slides 40-53
  - *Empowering Teachers*

- Another source for developing *Skills-Focused Lessons* would be teacher oriented books that provide examples of how to deliver explicit instruction and practice in early reading skills such as the books shown on slide 38.
The Florida Center for Reading Research

New

November Newsletter: Intervention News Information and Ideas for the Support of Struggling Readers

Dr. Carol Connor receives 2006 Presidential Early Career Award for Scientists and Engineers

Presentation by Dr. Joseph Torgesen at the FCRR Research Symposium Series, November, 2007

Teaching All Students to Read in Elementary School: A Guide for Principals (PDF)

Improving Literacy Instruction in Middle And High Schools: A Guide for Principals (PDF)

Presentation by Dr. Barbara Foorman at the biennial conference of the European Association for Research on Learning and Instruction (EARLI) in Budapest, Hungary, Sept. 1, 2007

About
Mission
Center Research
Presentations and Publications
Curriculum and Instruction
Student Center Activities
FCRR Reports
Assessment Programs
Empowering Teachers
Progress Monitoring and Reporting Network
Training/Technical Assistance Projects
Professional Development
Interventions for Struggling Readers
PIRT Doctoral Training
Resources/Partners/Links
FCRR Media/Podcasts
Employment Opportunities

Location & Hours
City Centre Building
227 N. Bronough Street
Suite 7200
Tallahassee, FL 32301
M-F, 8am-5pm
Map

Contact
send email
850.644.9352
EMPOWERING TEACHERS

em·pow·er·ment

to equip or supply with an ability; enable

This website is a resource for kindergarten and first grade teachers.

You will find —
- Information on the building blocks of reading
- What reading skills should be taught and mastered in kindergarten and first grade
- How to measure reading skills
- How to use reading assessment results to guide your reading instruction
- How to determine the effectiveness of your reading instruction

We “empower” you to use this information in making sound instructional decisions to improve reading outcomes.
How to Differentiate Instruction

What is Differentiated Instruction?

Differentiated instruction is matching instruction to meet the needs of individual learners. The teacher forms small, flexible teacher-led instructional groups based on student data and observations. The teacher groups students with similar instructional needs, limiting the size of the group based on the intensity of instruction needed. The focus and format of reading skills instruction varies with the skill level of the students. How often and how long the teacher meets with each small group varies depending on student needs. Students who are more at risk will need to meet more frequently and for longer periods. This small group targeted skill instruction supplements and reinforces high quality and consistent initial reading instruction.

When is Differentiated Instruction Implemented?

How is Differentiated Instruction Implemented in the Classroom?

Select a grade level to view information on forming groups.

K 1
## Instructional Routines

<table>
<thead>
<tr>
<th>Previous</th>
<th>Kindergarten</th>
<th>First Grade</th>
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<tbody>
<tr>
<td>Letter-Sound Correspondence</td>
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<td>Blending Sounds in Short Words</td>
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<td>Segmenting Sounds In Short Words</td>
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<td>Writing Simple Words</td>
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<td>Decode Words in Connected Text</td>
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<td>Decode and Write Words</td>
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<td>Decode and Write Words with Blends</td>
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<td>Decode and Write Words with the &quot;silent e&quot;</td>
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<tr>
<td>Decode and Write Words with More than One Syllable</td>
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Please note this section of the Empowering Teachers website contains PDF files which require Adobe Reader to view.
Assessment

Commonly Used Assessments
Assessment is a process used to gather information about students. Assessment may be a screening, progress monitoring, diagnostic, or outcome measure. The results of assessment should be used to plan classroom instruction. In this section you will find brief descriptions of commonly used assessments in Florida schools.

Progress Monitoring and Reporting Network (PMRN)
The Progress Monitoring and Reporting Network (PMRN) is a free web-based data management system available to schools only in the State of Florida. Student data is a critical component in determining the type and amount of instruction a student should receive. Many Florida schools use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a screening and progress monitoring tool. In Florida, these scores can be entered into the PMRN. The PMRN provides reports that assist teachers in determining the instructional needs of their students based on the DIBELS data. Reading First schools can also access reports in the PMRN that include scores from the required Outcome Measure assessments (PPVT-III, SAT-10, and FCAT). In this section you will find information on how to interpret and use selected PMRN reports.

Effectiveness of Core Instruction (ECI)
Effectiveness of Interventions (EI)
Effectiveness of Instruction calculations enable a teacher to determine the progress of students throughout the year. The Effectiveness of Core Reading Instruction (ECI) can be verified by the percentage of students who begin and complete a school year on grade level. Effectiveness of Instruction (EI) calculations may also be used by a teacher to determine the effectiveness of interventions in the classroom. For this calculation, the growth of students who began the school year with some level of risk is calculated. In this section you will find explanations of the indices.
**Phonics Instructional Routine:** Decode and write words with the silent e.

**Preparation/Materials:** Words (e.g., mad/made, hid/hide, kit/kite), whiteboard, erasable markers, paper and pencil for each student.

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<table>
<thead>
<tr>
<th>1</th>
<th>Italicized type is what the teacher does</th>
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<tr>
<td>Bold type is what the teacher says</td>
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<td>Regular type is what the student(s) say</td>
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<tr>
<td>Teacher or student slides finger under the underlined letter or word</td>
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</table>

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<table>
<thead>
<tr>
<th>Steps</th>
<th>Instructional Example</th>
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</thead>
<tbody>
<tr>
<td>TEACHER EXPLAINS TASK</td>
<td>We are going to read and write words with the &quot;silent e.&quot;</td>
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<tr>
<td>TEACHER MODELS TASK</td>
<td>Write the word &quot;mad&quot; on the whiteboard. Listens and watches.</td>
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<tr>
<td></td>
<td>&quot;mad&quot;</td>
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<td>Point to the letter &quot;a&quot; in the word &quot;mad&quot;</td>
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<td></td>
<td>The sound of the letter &quot;a&quot; in &quot;mad&quot; is /æ/.</td>
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<td></td>
<td>Write the letter &quot;e&quot; after &quot;mad&quot; to make the word &quot;made.&quot;</td>
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<td></td>
<td>Point to the letter &quot;e.&quot;</td>
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<tr>
<td></td>
<td>When I write the letter &quot;e&quot; at the end of the word &quot;mad,&quot; it makes the letter &quot;a&quot; say its name, /æ/. Draw a line over the letter &quot;a.&quot; The &quot;e&quot; is silent and powerful, it changes the sound of the vowel from /a/ to /æ/. Listen as I read the word.</td>
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<tr>
<td></td>
<td>&quot;made&quot;</td>
</tr>
<tr>
<td>TEACHER &amp; STUDENTS PRACTICE TASK TOGETHER</td>
<td>Erase &quot;made&quot; and write &quot;mad&quot; on the whiteboard. Listen. Let's read it.</td>
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<tr>
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<td>&quot;mad&quot;</td>
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<tr>
<td></td>
<td>Point to the letter &quot;a&quot; in the word &quot;mad.&quot;</td>
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<td></td>
<td>What is the sound of the letter &quot;a&quot; in &quot;mad&quot;?</td>
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<td></td>
<td>/æ/</td>
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<tr>
<td></td>
<td>Write the letter &quot;e&quot; after &quot;mad&quot; to make the word &quot;made.&quot;</td>
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<tr>
<td></td>
<td>Point to the letter &quot;e.&quot; Draw a line over the letter &quot;a.&quot;</td>
</tr>
<tr>
<td></td>
<td>When I write the letter &quot;e&quot; at the end of the word &quot;mad,&quot; what is the sound of the letter &quot;a&quot;?</td>
</tr>
<tr>
<td></td>
<td>/æ/</td>
</tr>
<tr>
<td></td>
<td>Yes, when I write the letter &quot;e&quot; at the end of the word &quot;mad,&quot; it makes the letter &quot;a&quot; say its name, /æ/</td>
</tr>
<tr>
<td></td>
<td>Let's read the word.</td>
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<tr>
<td></td>
<td>&quot;made&quot;</td>
</tr>
<tr>
<td></td>
<td>Now let's say the sounds in &quot;made.&quot;</td>
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<tr>
<td></td>
<td>/m/ /æ/ /d/</td>
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</tbody>
</table>
**STUDENTS PRACTICE TASK**

Erase “made” and write “mad” on the whiteboard.

Your turn.

Read it.

“mad”

Point to the letter “a” in the word “mad.”

What is the sound of the letter “a” in “mad”?

/æ/

Write the letter “e” after “mad” to make the word “made.”

Point to the letter “e.” Draw a line over the letter “a.”

When I write the letter “e” at the end of the word “mad,” what is the sound of the letter “a”?

/æ/

Yes, when I write the letter “e” at the end of the word “mad,” it makes the letter “a” say its name, /æ/.

Read the word.

“made”

Now say the sounds in “made.”

/m/ /æ/ /d/

On your paper, write each letter as you say its sound.

Remember, the letter “e” at the end of “made” is silent and makes the “a” say /æ/.

Read the word.

“made”

Yes, you read and wrote “made.”

**INDEPENDENT PRACTICE**

When students consistently decode and write the word with the “silent e,” provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.

**SCAFFOLDING SUGGESTION FOR ERRORS**

Verify that students are saying the correct sound for each letter, writing the correct letter for each letter-sound, and spelling the word correctly. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, draw an arrow from the “silent e” to the vowel for emphasis. The letter “e” can also be crossed out to illustrate that it is silent. If difficulties persist in writing, say each sound then write the letter. Additionally, after you write “mad,” ask, “What letter do I write to make the letter ‘a’ say its name? I write an ‘e’ at the end of the word.”

Adaptations using this instructional routine:

- Sound out each letter sound in the CVC word (e.g., mad, hid, kit) before explaining the “silent e.”
- Ask students to write CVC words (e.g., kit) and then write the word by adding a silent “e” (kite).
- Have students read the words.
A few resources for teachers on Differentiated Instruction

- Differentiated Instruction: Grouping for Success
How are you really spending your teaching time?

- BET observation for 20 minutes

- Are you spending your time on behavior, environment/materials or on teaching?

- Taken from the book “Differentiated Instruction: Grouping for Success by Vicki Gibson, Ph.D. and Jan Hasbrouck, Ph.D.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Environment</th>
<th>Teaching</th>
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</table>
Differentiated Reading Instruction: Strategies for the Primary Grades by Sharon Walpole and Michael McKenna: Guilford (2007)

The Differentiated Classroom: Responding to the Needs of All Learners by Carol Ann Tomlinson: ASCD (1999)
Guidance on essential procedures for implementing effective interventions with young children

Download at www.fcrr.org, go to the section for administrators, and then to the section on Interventions for struggling readers
New

August Newsletter: Intervention News Information and Ideas for the Support of Struggling Readers

Report on Implementation of the RTI Model in Reading First Schools in Florida (PDF)

Presentation by Dr. Barbara Foorman at the Just Read, Florida! Leadership Conference in Orlando, FL August 7, 2007

Fourth and Fifth Grade Student Center Activities
During 2006-2007, FCRR developed Student Center Activities for fourth and fifth grades (4-5 Project). The 4-5 Project includes a DVD containing Professional Development (coming soon) and three books:

1. Advanced Phonics and Fluency Student Center Activities
2. Vocabulary and Comprehension Student Center Activities
3. Teacher Resource Guide (accompanying a DVD which will be posted soon)

Every school in Florida that has grade 4 and 5 will receive 3 sets of this project and one DVD in late summer/early fall, 2007.

K-3 Student Center Activities
Florida Non-Reading First Schools will receive sets of the...
Supplemental and Intervention Programs
These materials are intended for flexible use as part of differentiated instruction or as interventions that meet student learning needs in specific areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Most students can benefit from the extra practice provided by Supplemental Programs. Other students will need an Intervention Program that guides more intensive instruction.

Tier 3 Intervention Programs
Florida students who have been retained two times in third grade (Tier 3) are in need of instruction that is more intensive, more explicit, more systematic, and more motivating than instruction they have previously received. This section provides lists of programs that have been reviewed by FCRR and may be appropriate to be implemented with these students. There are other programs that may be appropriate for these students but not yet reviewed by FCRR.

Presentations and Publications by FCRR Faculty and Staff about Reading Interventions
This section highlights PowerPoints from recent professional presentations and downloadable .PDF files containing recent publications made by faculty and staff at FCRR.

- Report on Implementation of the RTI Model in Reading First Schools in Florida (PDF)
- Principal’s Action Plan Outline for Building a Successful School-Wide Intervention Program (PDF)
- Intensive Reading Interventions For Struggling Readers In Early Elementary School: A Principal’s Guide (PDF)
- Teaching All Students to Read: Practices from Reading First Schools With Strong Intervention Outcomes. Summary Document (PDF)
- Teaching All Students to Read: Practices from Reading First Schools With Strong
Welcome

Welcome to the April issue of Intervention News with the theme of vocabulary instruction. In this issue you will find information regarding one method of vocabulary instruction, encouraging news regarding the vocabulary skills of children in our Reading First schools, a profile of a school focusing their efforts on improving the vocabulary skills of their students, and two instructional tips for working with words with multiple meanings.

Research Corner

Vocabulary is one of the five components of reading that have been identified by the National Reading Panel (2000; NRP) as being an important part of instruction for children learning to read. The NRP did not identify one specific method for teaching vocabulary in the primary grades, but rather described themes or general categories of instruction that are important components of effective instruction. Several implications for vocabulary and reading instruction were learned by a group of children who were explicitly taught these words compared to a group of children who received no explicit instruction. As was anticipated, the children who received the instruction demonstrated greater gains in their knowledge of the mature vocabulary. In the second study, Beck and McKeown investigated the within-group difference between one group of students receiving three days of instruction on a set of vocabulary words versus receiving six days of rich instruction. “Rich instruction includes explaining word meanings in student-friendly language, providing multiple examples and multiple contexts, and requiring students to process words deeply by identifying and explaining appropriate and inappropriate uses and situations and creating multiple contexts” (Beck & McKeown, 2007, p.254). A specific step by step example of rich instruction is included in the article on page 256 and will be summarized here. First, the word was
Discussion Questions

- Does your school’s core reading program select “Tier 2” words for vocabulary instruction? If not, establish a working team at each grade level and work to review the books read with each unit and select six Tier 2 words per story.

- Does your core reading program address all of the components of rich vocabulary instruction?
  
  explaining word meanings in student-friendly language

  providing multiple examples and multiple contexts

  requiring students to process words deeply by identifying and explaining appropriate and inappropriate uses and instances

  If not, what are some activities you could include to increase the richness of your vocabulary instruction?

- How can you increase the amount of vocabulary instruction you provide each day?

“Narrowing the Gap” in Vocabulary Skills

Data obtained from administration of the Peabody Picture Vocabulary Test-Third Edition at the end of each year indicate that the vocabulary of students in Reading First schools is growing at a rate substantially faster than in the general population of students in the country. (national sample of students) in third grade than at the end of kindergarten. This means that some “narrowing of the gap” in vocabulary was probably going on in Reading First schools even before Reading First began. Now, notice the second interesting thing — at the end of the third
The Kennewick Success Story

Kennewick, WA
1995-2006

To Order:

Visit The National Children’s Foundation website: http://www.readingfoundation.org/

Click on Publications and it is listed as one of the books there.

<table>
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<th>Quantity</th>
<th>Price</th>
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<tr>
<td>1-10</td>
<td>$17.95</td>
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<td>11-50</td>
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<td>51-100</td>
<td>$12.95</td>
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</tbody>
</table>
The Kennewick Success Story

- In Spring, 1995, the Kennewick, WA school board set goal that 90% of third graders would read at or above grade level in 3 yrs. In 2006 they made it!

- It took ELEVEN years – the next slides share some of the lessons learned, quotes from principals, and ideas of how to increase both the quantity and quality of instructional time.
“In the United States, public schools deliver 85% or more of their curriculum by reading textbooks, whiteboards, worksheets, and computer screens. Students must read well to do well. **It matters little what else they learn in elementary school if they do not learn to read at grade level.** Even math depends on reading. There are far more words than numbers in math books. As the math concepts become more complicated, the verbal descriptions become more involved as well. As Kennewick has focused on reading, our math scores have improved at a rate similar to our reading scores. The reading problem becomes more obvious in middle school where students who cannot read well struggle to absorb content in all other subjects.”  

P. 49
In Kennewick, Reading Improvement Requires:

- **Data:** good assessments—benchmark and normative—and **expert use** of the data
- **Increased direct instructional time;** additional time for those behind
- **Quality instruction** in small, fluid, skill groups

- TAG processes; knowledgeable reading specialists
Targeted Accelerated Growth (TAG) Loop

- Diagnostic testing to determine deficient sub-skills of those behind
- Proportional increases in direct instructional time
- Teaching to the deficient sub-skill
- Retesting to assure that adequate catch-up growth actually occurred

Kennewick, WA School District Strategic Plan
Catch-up Growth

Catch-up growth is so difficult to achieve that it can be the **product only of quality instruction in great quantity.**”

[p. 62, Fielding, Kerr, & Rosier (2007)]
Example

- Roughly each unit of 13 %ile pts from the 50\textsuperscript{th} %ile equals a year of growth:

- State standard in percentiles: 50\textsuperscript{th} %ile
- Student X’s G2 status in percentiles: 12\textsuperscript{th} %ile
- The difference (in %ile) is: 38 pts
- Percentile pt. diff. divided by 13: 2.9 yrs.
Daily Instructional Minutes

- Daily min required for annual G3 growth: 80
- Daily min required for annual G4 growth: 80
- Additional daily min to make 3 yrs of additional growth: 240

**Total G3 and G4 daily minutes: 400**

So, 200 min of direct reading instruction in G3 and in G4 is needed to reach the 50\(^{th}\) %ile by the end of G4.
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### Growth in % of 3\textsuperscript{rd} grade students meeting grade level standards

<table>
<thead>
<tr>
<th>School Year</th>
<th>Percent at Grade level</th>
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<td>06</td>
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- **Baseline year**: Began testing in 2\textsuperscript{nd} grade and focusing on earlier improvement.
- **Working harder and more effectively at 3\textsuperscript{rd} grade**: Result of improvement at both 2\textsuperscript{nd} and 3\textsuperscript{rd} Grade.
- **Began providing intensive interventions in the afternoon to many students**: Result of improvement at both 2\textsuperscript{nd} and 3\textsuperscript{rd} Grade.
Teacher quality x time = growth

“Quantity of instructional time can be doubled or tripled in a semester. Quality of instructional time cannot. Improving quality occurs over extended periods of time, at different rates for different teachers in the same school, as a constant process of arduous, intelligent labor.”
<table>
<thead>
<tr>
<th>School</th>
<th>% FR Lunch</th>
<th>% at Grade Level, 2003</th>
<th>1st Grade Reading Block</th>
<th>1st Grade Interventions</th>
<th>2nd Grade Reading Block</th>
<th>2nd Grade Interventions</th>
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<td>Sunset View</td>
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</tbody>
</table>
Examples of *Reading First*
Schools in Florida with successful intervention programs
Strong Leadership

- Characterized by extensive knowledge of:
  - Children
  - Reading programs
  - Data
  - Schedules
  - Teachers’ needs

- Involved in every aspect of their school’s reading program

- Leadership was provided by principals, reading coaches and/or literacy teams
Examples of Strong Leadership

- “Our leader not only has a mission for our school which is *what* we want to do, but she has a vision of *how* we are going to do it.”
- “This is no longer a desk job. We are their instructional leaders.”
- “Budget allocation reflects needs of students.”
- High expectations of teachers and students and accountability for meeting expectations
- Mutual respect between teachers and principal
- Principal seen as “Captain” of the team working toward a common goal
- Video
Strong Leadership Video
Positive Belief and Teacher Dedication

- Despite... teachers at successful schools believed ALL their students could read
  - language barriers
  - limited support at home
  - low socioeconomic status
- Teachers raised the bar, not lowered it
- Teachers committed to extra hours (planning, workshops, after school programs, etc.) to meet the needs of ALL of their students
Examples of Positive Belief and Teacher Dedication

- “We expect a lot of our students and of ourselves.”
- “You need to let your children know that you believe in them and believe in their success.”
- “We speak success to them, we expect success from them and they rise to that.”
- We have a saying, ‘Act, talk and walk like scholars.’ The immediate message they receive is that they are scholars.
- Video
A new resource supporting “the power of believing in a child.”

Is Literacy Enough? Pathways to Academic Success for Adolescents

Positive Belief Video
www.centeroninstruction.org

Reading
Special Education
ELL
Math
Science

Summary of Research

- No single intervention program was identified as significantly more effective, but all of the effective interventions included training in *phonological awareness, decoding, and word study; guided and independent reading of progressively more difficult texts; writing exercises; and engaging students in practicing comprehension strategies while reading text.*
The very best teachers of children who struggle in learning to read are

Relentless

in their pursuit of every child

And they accept

NO EXCUSES!!
No Excuses


www.fcrr.org
Remember…

- “Improvement is a process, not an event.” (Elmore, 2004, p.254)

- “It matters little what else they learn in elementary school if they do not learn to read at grade level.” (Fielding et al., 2007, p.49)
### PROCESS TO PLAN FOR FOLLOW-UP

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<thead>
<tr>
<th>FOCUS</th>
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</tbody>
</table>

- **A) Resources**
  - 1. Human resources
  - 2. Materials

- **B) Time**
  - 1. Master schedule
  - 2. Planning period

- **C) Services**
  - 1. Workshops
  - 2. Follow-up
Thank You!

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Florida Center for Reading Research
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Ecrawford@fcrr.org

This presentation can be found on
www.fcrr.org under my name on the
Presentations and Publications section.