Welcome to the session “90 Minutes Plus.”

Reading First teachers all over the nation have had many questions about the reading block in the Reading First classroom. So during this session we will . . .
. . . demystify the reading block.

We will answer these challenging questions and show participants how to design and deliver high quality reading instruction in their Reading First schools.
Answers to Questions:

- What does research evidence tell us?
- What constitutes an interruption?
- What reading components constitute the reading block?

We will begin with the evidence presented by reading research. And, from among all of this evidence, research repeatedly points toward TIME as an integral factor . . .

which leads us to our next question:

What constitutes an interruption?

We will also consider what reading components are vital for building student reading proficiency.
Answers to Questions:

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

• How do I *organize* the reading block?

• How do I *differentiate instruction* with flexible groups?

There is some general confusion about language arts as it relates to reading instruction during the reading block. So we will demystify which *language arts components* provide direct support to reading instruction.

Organization always was an important topic to me as an elementary classroom teacher. Instruction and activities that are well-planned and organized are delivered most successfully. So we will look at how to *organize the reading block*.

As background information for this next question, it is helpful for Reading First teachers to know the purpose and intent for distributing Reading First dollars to states, districts, and schools. As a brief summarize, the Reading First funds are provided so that all children can become grade-level readers. This presents a paradigm shift from remediation to prevention. Therefore, it is important for regular classroom teachers to know about differentiated instruction which leads to our next question: *how do I differentiate instruction with flexible groups?*
Answers to Questions:

- How do I address *differentiated intervention*?
- What does a reading block *schedule* look like?
- How do I *manage* the reading block?

This thought of differentiation continues to the next level of the instructional continuum in our next question: *how do I address differentiated intervention?*

By the time we consider answers to all of the questions thus far, teachers wonder what a reading block schedule would look like. We have a schedule for you to look at that can be adapted for use at any school.

And, finally, to effectively differentiate instruction and intervention, classroom management is of paramount importance. So we will finish with the question: *how do I manage the reading block?*
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

As we look at our first question, it is important to stop and realize that much has been discussed and published about THEORY. For years university professors, conference speakers, and authors of books and educational journal articles have presented teachers with ideas of implementing theory into their classrooms. As we look at this topic of theory in the classroom, we must ask ourselves, “do we really want to incorporate an idea or practice that has no evidence behind it. As my daughter was lying in a hospital bed on the first day of her sixth grade year, theory was the farthest thing from my mind!

In contrast, we look at the evidence. And, from this body of converging evidence, research repeatedly points toward TIME. It shows that students need a minimum of 90 minutes of uninterrupted reading instruction per day in order for sufficient student reading development . . . to reading on grade level.

Converging research evidence also shows that the most effective teachers are those that deliver reading instruction with density. Density addresses instructional delivery. Instruction that is matched to student need and delivered with pacing that has instructional fluency must be well-organized. Dense instruction systematically delivers explicit teacher directions and is scaffolded over time. And it differentiates across the classroom.

Those most at-risk students requires instruction with the greatest density and also requires more daily instruction.
Many teachers face all of these responsibilities with a perspective as . . . a MISSION IMPOSSIBLE.

But we are all agents --- agents of change. With all of the converging evidence from research on reading, we now know that it's _not an impossible mission_ to teach all children to learn to read . . . and to learn to read WELL.
Although the reading block is an awesome responsibility, we do not need to be overwhelmed by it. Just like with anything else, education requires time and resources, however, with evidence of reading research as our compass, we know how to work SMARTER. As long as we know and uphold the priorities, we can be confident that we are making wise use of our time and effort.

Converging research indicates that the first priority of high quality reading instruction is explicit delivery. This is where effective instruction starts. Students do not learn new information well if it is not communicated to them directly. Explicit instruction minimizes confusion. Otherwise, implicit instruction as a first line of defense drives students to guessing as their primary learning strategy.

Explicit instruction is followed by teacher modeling for the students. They will not be able to learn new processes and develop new skills without understanding what it does and does not look like. Students can then begin their participation. Student efforts are followed by corrective feedback from the teacher, shaping student skill development. With frequent student practice and continued feedback, the teacher will scaffold instruction to prompt students when needed as they practice and become more independent.

The final result will be student mastery. Converging research reveals that if students that struggle in learning to read receive effective instruction for a long enough period of time, they will learn to read.
We expand upon this perspective in designing the reading block itself.

First of all, it is important to keep in mind that just like everything else, time and resources impact the quality of the reading block. Resources are much more than materials. Resources include:

- personnel
- efforts (an imperative resource that directly impacts learning outcomes)
- materials

Research indicates that instruction delivered by the most effective teachers have instructional density. This is more than WHAT teachers know; instructional density includes HOW instruction is delivered. Effective teachers deliver lessons with instructional fluency, increasing the rate at which students receive the instruction that they need. This requires that teachers are very familiar with their curricular materials and instructional practices. Instruction that has density is full of as many important research-based routines as time will allow throughout each week and makes systematic use of validated materials and practices. In other words, effective teachers know the priorities and know how to make wise use of time and resources day after day, week after week throughout the school year.

The greater the struggle in learning to read, the greater the student’s need for instructional density. This requires more time and more resources. Consequently, the reading block may require the minimum standard of 90 minutes set by reading research or as much as 120 minutes or 210 minutes, depending upon the instructional needs of the student that is defined by assessment results.
As we look at this with an expanded view, we realize that students have less than 1,000 days --- only 720 days -- to develop reading proficiency before leaving the 3rd grade and entering 4th grade.
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

Research tells us that a minimum of 90 minutes of uninterrupted time for reading instruction is required in order to sufficiently develop student reading proficiency.

So the question begs to be asked: what constitutes an interruption?

As teachers we have all experienced unforgettable interruptions. My favorite is the school secretary’s all-call, appealing to a mystery driver: “Would the driver of the blue neon with license plate GTO88 please move the vehicle so that the bus can drive into the school entrance.” Needless to say, my instructional train of thought was just as distracted at that moment as was the attention of my students from their reading lesson.

While these types of spontaneous interruptions occur more frequently in some schools than in others, they do seem to happen in every elementary school in which I have taught or visited. Consequently, if we as educators aren’t assertive in planning our schedules, we will not be able to preserve the time for reading instruction to which research speaks so directly. Otherwise, before we know it, we have only added to the total amount of interruptions.

So what does constitute an interruption over which we have control? The list on the PP slide is comprised of the most common interruptions.

- For example, mentoring is a wonderful thing, however, these volunteers are most wonderful when they offer their services at times other than during whole group instruction. Even during reading block small group time, it is important that the mentoring align with reading instruction delivered by the classroom teacher.
- Additionally, coordination between the ESE personnel and the regular classroom teacher is necessary in order to minimize interruptions and maximize student opportunities to receive both reading instruction and intervention.
- Finally, well-planned fire safety drills will make it possible for teachers to have more time to teach so that they can extinguish the urgent reading fires in their classrooms.
What constitutes an interruption?

Keep the Main Thing the Main Thing!

We just need to stay the course in remembering our priorities in classrooms throughout the school. We must keep the main thing just that --- the main thing. Otherwise, one by one, less important and less effective activities will replace the priorities, and the final outcome will be compromised.
What *reading components* constitute the reading block?

**“The Fab Five”**

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

There is a vast difference between “literature” and “literacy.” It is important to understand that literacy with one important facet of literacy -- reading -- is a process. Research shows that there are *five major reading components* that serve as building blocks for student development in the reading process. Some teachers refer to them as “the Fab Five,” and these components are:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Even though these five components are quite distinct from each other, they are also hierarchical in nature and have an interdependent relationship. For instance, *phonemic awareness* provides a foundation to *phonics* and *fluency* for student decoding ability. Also, a student’s volume of *vocabulary* impacts how well he or she is set up for *comprehension* success. Much like the little boy stacking his blocks on top and beside each other, once one component starts to fall, it affects other components, as well.
Phonemic awareness is student ability to successfully manipulate sound. Once letters are brought in as part of an activity, the activity is no longer a phonemic awareness activity. Phonemic awareness is void of alphabet letters. Since phonemic awareness serves as the foundation for some of the other major reading components, research evidence indicates that phonemic awareness instruction must be systematically and explicitly delivered in order for sufficient phonemic development – especially for those students at-risk.

To provide effective phonemic awareness instruction, teachers must:

- 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
An example of a very effective routine that teachers can incorporate into their phonemic awareness instruction is Elkonin boxes. Students can use manipulatives with the Elkonin boxes to blend, segment, and manipulate sounds.
It is important to explicitly introduce the use of Elkonin boxes several times to students first, followed by teacher modeling.

Each manipulative represents an individual sound within a word such as cat. The first sound in cat is /c/. Starting at the left, the first manipulative is moved into the first Elkonin box.
The second sound in *cat* is /a/. The second manipulative is moved into the second Elkonin box.
The third sound in *cat* is /t/. The third manipulative is moved into the third Elkonin box.
Phonemic awareness is different from phonics. Phonemic awareness focuses purely on sound. In fact, phonemic awareness instruction could be delivered in the dark or with your eyes closed. Once letters are associated with specific sounds, it becomes a phonics activity. Sound is matched to print in phonics instruction. Especially because the pool of phonics knowledge is so expansive, research evidence indicates that phonics instruction must be systematically and explicitly delivered in order for student to develop efficient decoding ability.

The means to this end includes:

- 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. These are the advanced phonics skills that students need mastery of in order to read grade-level texts.
Since we will use the Elkonin boxes for phonics, alphabet letters will be used instead of manipulatives as was done with the phonemic awareness activity. It is important to explicitly introduce the use of Elkonin boxes with the alphabet letters several times to students first, followed by teacher modeling. Then students can learn to independently use the boxes and letters in student centers.
In the word *cat*, the letter *c* makes the /c/ sound. Starting at the left, the first letter is moved into the first Elkonin box.
The letter \( a \) makes the /a/ sound. The second letter is moved into the second Elkonin box.
The letter *t* makes the /t/ sound. The third letter is moved into the third Elkonin box.
Teachers can start using Elkon boxes with two-letter words, then work up to three-letter words, four-letter words, etc. This is scaffolding students from simple skills to more complex.

As students continue to learn letter-sound correspondences, teachers can continue to use manipulatives with the boxes to clarify phonemic awareness skills in relationship to the new and more complex phonics skills that are introduced. Begin concentrating on the sounds of new words by blending, segmenting, and manipulating them with the manipulatives. Then alphabet letters can be used to concentrate on the new letter-sound correspondences. This will minimize student confusion in learning new phonetic skills.
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:
  - Choral reading
  - Partner reading
  - Reader’s Theatre

In the past, fluency has been somewhat the “middle child” from among all of the reading components. It had been largely ignored for years, however, research evidence provides us with guidelines for the delivery of effective fluency instruction. The primary guiding principle indicated by research is to systematically deliver explicit instruction.

The means to effective fluency instruction includes:

- 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. Evidence indicates that by the end of 1st grade students need to read at least 40 WCPM; at least 90 words by the end of 2nd grade; and at least 110 words by the end of 3rd grade. Also, students are empowered when they learn to chart their own progress results.
- Carefully promote wide fluency practice with a variety of different types of texts.
- Establish a variety of instructional routines for student fluency development such as:
  - Choral reading
  - Partner reading
  - Reader’s Theatre
No matter what core reading program is provided for you to use, there are some basic guidelines in delivering effective comprehension instruction. The primary guiding principle indicated by research is to systematically deliver explicit instruction.

The means of accomplishing this includes:

- **Provide vocabulary instruction using TIER 2 words for:**
  - oral language development in grades K-1
  - both oral language and reading vocabulary in grades 2-3
  
  Isabel Beck has written an excellent book entitled *Bringing Words to Life*, a very teacher-friendly resource that tells how to identify TIER 2 words in texts.

- **Promote dialogue in various contexts using TIER 2 words already taught.** Research shows that children must use new words in a variety of different circumstances and contexts in order to fully grasp the meanings of words well enough to use them.

- **Promote wide reading of a variety of texts for student reading vocabulary development.**

- **Read aloud everyday for oral language development**

- **Establish instructional routines for:**
  - Before reading
  - During reading
  - After reading

- **Establish instructional routines using graphic organizers to expand vocabulary development**
Isabel Beck is a reading researcher located at the University of Pittsburgh in Pennsylvania. She is the author of numerous articles and books on the topics of decoding, vocabulary, and comprehension. Her latest publication is a wonderful resource entitled *Bringing Words to Life*. 
The Reading Block: Comprehension Instruction

GUIDING PRINCIPLE
• Systematically deliver explicit instruction

HOW
• Establish instructional routines for:
  – Before reading
  – During reading
  – After reading
• Establish instructional routines using graphic organizers
• Scaffold from lower to higher level questions to promote higher order thinking skills
• Promote dialogue with critical thinking skills
• Promote wide reading of a variety of texts for student reading for a variety of purposes
• Use text at appropriate student independent reading level
• Read aloud everyday

No matter what core reading program you use at your school, there are some basic guidelines in delivering effective comprehension instruction. The primary guiding principle indicated by research is to systematically deliver explicit instruction. The means of accomplishing this includes each of the following:

• Establish instructional routines for before reading, during reading, and after reading.
• Establish instructional routines using graphic organizers. Largely, the core reading programs include plans for graphic organizers in the lessons, however, you will want to check to see which of those provided in the program can be used to promote higher critical thinking skills such as the semantic feature analysis.
• Scaffold from lower to higher level questions to promote higher order thinking skills.
• Promote dialogue with critical thinking skills
• Promote wide reading of a variety of texts for student reading for a variety of purposes
• Use text at appropriate student independent reading level
• Read aloud everyday
In order to deliver effective comprehension instruction, it is necessary to have a framework. Bloom’s Taxonomy is just one of the several frameworks available.

Although teachers have learned about Bloom’s Taxonomy in their education coursework at the university, it is very rarely used. Since Bloom’s Taxonomy is one of the most common, we will use it for our purposes in this presentation. For every task level on Bloom’s Taxonomy, there are cognitive tasks. The PP slide shows at least one sample task at each level. It is important for teachers to be aware of where they are on Bloom’s as they ask questions in order to know what they are building toward. Students need to be successful at the lower levels in order to build toward the challenging higher cognitive task levels.
Each of the cognitive tasks that students engage in are stimulated by some type of instruction. Teachers must systematically deliver explicit instruction from the lower to the higher cognitive task levels in order for students to the evaluative task level. These are some examples of what strategies can be used systematically for routine instruction, starting at the lower task levels:

- **KWL chart** – this is commonly used.
- **reciprocal teaching** covers several task levels because it is made up of four tasks:
  - summarizing
  - questioning
  - clarifying
  - predicting
- **graphic organizers** such as the venn diagram are used to compare and contrast concepts
- **semantic feature analysis** is very rarely used. However, its routine use will scaffold students toward generalizing as students will have opportunity to sort out characteristics and features of important vocabulary and concepts.
It is important to always be cognizant of what task level of critical thinking at which you are teaching as well as which task level you are instructing toward.

This is what a semantic feature analysis looks like using words that are common in text such as: immense, tiny, ordinary. This semantic feature analysis provides opportunity for students to refine their understanding of vocabulary and concepts with which they are already familiar so that they can evaluate how to properly use them in relationship to one another.
The Reading Block: Comprehension Instruction

Assessment vs instruction

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

-Delores Durkin

A landmark study conducted by Delores Durkin many years ago came to this conclusion about comprehension:

There has been much assessment on comprehension, however, there is comparatively very little comprehension instruction delivered in the classroom.
Over the past few years, several resources reporting the body of converging research in reading have been published. Each of these resources would be a great addition to a teacher’s personal library or the school professional library.

The first resource, *Preventing Reading Difficulties in Young Children*, was conducted by the National Research Council and published by National Academy Press in 1998. The report outlines effective instruction in the primary grades and is available online at http://www.nap.edu

The second, *Teaching Reading IS Rocket Science*, is a teacher-friendly booklet written by Louisa Moats and published by the American Federation of Teachers. It is also downloadable at http://www.????

The third resource, *National Reading Panel Report: Teaching children to Read*, published in 2001, summarizes the research on each of the five major reading components.

The last resources, *Putting Reading First*, is also a very teacher-friendly booklet with a wealth of information about instruction in the major reading components. Teachers can order it for free by calling 1-800-228-8813.
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

Many teachers are confused about what language arts activities are acceptable to include in reading instruction during the reading block. It is much like putting pieces of a puzzle together.

There are three language arts components that provide direct support for one or more of the five major reading components. This would include spelling, writing, listening & speaking. However, there are more than one aspect to both spelling and writing.

- Spelling that focuses on letter-sound correspondences are an expansion of phonics instruction.
- Some aspects of writing conventions are an expansion of phonics and spelling.
- Students that already have developed writing composition skills can use those skills during the reading block to demonstrate their reading comprehension in a written-response-to-reading activity.
This graphic is designed to show the relationship between the various language arts components and to reading. Some of the major language arts components include:

- Spelling
- Writing
- Speaking and listening

An important key to understanding these relationships is this:

- **reading is a process**, therefore, reading instruction builds student ability to engage in the reading process.

Some of the language arts components have a direct relationship to reading instruction in building the reading process, and, therefore, can be included as part of the reading block. In contrast, other portions of the language arts components have only an indirect relationship, and, consequently should not be included as part of the reading block. As an example, writing composition is an aspect of literacy development with a set of instructional processes that are quite different from those in reading instruction. Instruction in pre-writing, revising, and developing elaborations in learning the structure of the five-paragraph essay is not directly linked to any of the major reading components.

Red denotes those language arts components that are not acceptable during the reading block because they have only an indirect relationship to student reading development. Green denotes those language arts components that provide direct support to high quality reading instruction during the reading block.
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

High quality reading instruction is well-organized, and certain characteristics and elements must be in place for the reading block to be organized. So, what must teachers do to organize the reading block?

First of all, classroom instruction is effective if it is multi-dimensional. In other words, high quality reading instruction is delivered during the reading block in a variety of contexts and for a variety of purposes:
• in whole group
• and in small group

Whole group instruction is delivered to introduce new information explicitly and systematically. Small group instruction is the context for delivering differentiated instruction in order to reinforce and review skills explicitly and systematically in the teacher center according to student instructional need at any given time. This means that small group membership is not a life sentence. Small groups must be flexible, informed by assessment results. Students that
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

In order to deliver high quality reading instruction, it is necessary to plan and organize students into groups, time, curricular materials, assessments and assessment data.

Analysis of assessment data will inform as to how many students to place into a group. Group size ranges from 3-8 students, however, the group size for struggling students that are considered high-risk should have no more than 5 students. Once groups are formed, subsequent progress monitoring results will indicate that instructional changes need to be made. Changes that are appropriate include:

- size of the small group
- group membership
- level of explicitness
- amount of student scaffolding
- length of time for targeted instruction
In the book, *Preventing Reading Difficulties in Young Children*, the National Research Council stated that the best intervention is effective instruction. Converging research indicates that effective initial classroom instruction is proactive so that reading difficulties can be prevented. In contrast, reading instruction has been approached historically from a remedial perspective. Preventive instruction is a paradigm shift for our educational system.

Educators can look at preventive instruction much like an onion. Just as onions have layers, there are layers of preventive instruction that respond to student needs, the next layer more intense and supportive than the last. No matter which layer is considered, each aims at preventing reading difficulties.
Each layer differs in the type of materials used, how time is configured, and how students are organized. The first layer utilizes the comprehensive core reading program in whole group, followed by differentiated instruction in small group rotations with extended instruction from the core and supplementary reading curriculum. Finally, those students who struggle and continue to struggle need sustained support that is more intensive. This requires smaller, flexible groups membership with supplemental and intervention curriculum.

Benchmark assessment results will indicate how educators will need to separate these layers --- how to organize:

- the students
- time with the students
- curriculum.
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

What is differentiated instruction?
- Instruction that is planned & delivered with precision in small, flexible student groups

Which students receive differentiated instruction?
- ALL students
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?

<table>
<thead>
<tr>
<th>1 Assessment Results</th>
<th>2 Reading Components</th>
<th>3 Resources</th>
<th>4 Instruction</th>
</tr>
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<tbody>
<tr>
<td>What are the assessment results?</td>
<td>What is the instructional target?</td>
<td>Which resources are available?</td>
<td>What instructional plan matches student need?</td>
</tr>
<tr>
<td>Phonemic Awareness</td>
<td>CCRP SRP</td>
<td>Provided: Additional Examples:</td>
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</tr>
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Effective planning is a prerequisite for delivering effective differentiated instruction. Teachers must take inventory to align both assessment and curricular materials with the appropriate reading component in order to develop an effective instructional plan that meets different student need. In other words:
• what specific reading component(s) does the data inform?
• what set of materials address that component(s)?

Assessment results (columns 1) inform instruction (columns 4), however, teachers must know:
• which component(s) that the assessment results inform (column 2) and
• what instructional materials (columns 3) are available:
  - CCRP (comprehensive core reading program);
  - SRP (supplementary reading program);
  - additional instructional materials such as Elkonin boxes, manipulatives, and alphabet letters can be used in routines as part of systematic instruction and do not necessarily need to be purchased.
How do I plan for differentiated instruction?

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PM = Progress Monitoring
CCRP = Comprehensive Core Reading Program
SRP = Supplementary Reading Program

Session Activity 1:
Teachers will receive a blank chart like the one on this PP slide to complete as an activity during the session.

1. In column 1, participants will list names of assessments that will be used at their school/district for screening, progress monitoring, diagnosis, and outcome measures per reading component.

2. In column 2, participants will list the names of the CCRP and SRPs per reading component that are available at their school/district. Also, additional materials that will be used for instructional routines to differentiate instruction will be listed per reading component. See the next PowerPoint slide for examples.
How do I plan for differentiated instruction?

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<td>Phonemic Awareness CCRP SRP</td>
<td>Elkonin Boxes; Manipulative Chips</td>
<td>5-10 minutes daily Small group: 3-5</td>
</tr>
<tr>
<td>Screening PM</td>
<td>Phonics SRP</td>
<td>Elkonin Boxes; Magnetic Letters</td>
<td>10-15 minutes daily Small group: 5-7</td>
</tr>
<tr>
<td>Screening PM</td>
<td>Fluency CCRP SRP</td>
<td>Word/Phrase Cards; Leveled Text</td>
<td>10 minutes daily Small group: 6 or 8</td>
</tr>
<tr>
<td>Outcome</td>
<td>Vocabulary CCRP SRP</td>
<td>Tier 2 Words; Concept Picture Cards</td>
<td>5-10 minutes daily Small group: 5-8</td>
</tr>
<tr>
<td>Outcome</td>
<td>Comprehension CCRP SRP</td>
<td>Graphic Organizers; Question Cards</td>
<td>15 minutes daily Small group: 5-8</td>
</tr>
</tbody>
</table>

All Reading First districts and schools are required to have an assessment structure that fully informs instruction. Column 1 lists the minimum federal Reading First assessments per reading component that are required of states. This assessment structure includes assessments that serve as:

- **screening** and **progress monitoring** tools for phonemic awareness, phonics, and fluency
- an end-of-year **outcome measure** for vocabulary and comprehension
- a **diagnostic** tool to precisely inform educators regarding target reading components

Since identification of each of these different types of assessments will vary across Reading First districts and schools, it is important that educators find out:

1. what specific assessment is used per reading component for screening, progress monitoring, and outcome measures
2. what diagnostic will be used when screening and progress monitoring data shows that additional and more precise information about any of the 5 reading components is needed to inform instruction.
3. who is responsible for administering each of these assessments

Finally, in order to match instruction to student need, it is important to identify the CCRP, all SRPs, and additional instructional materials that are available for each of the reading components. It is necessary to become much more than familiar with this inventory in order to develop an effective combination that attains instructional density for differentiated instruction.
The result can be a seamless continuum of instruction that makes wise use of resources and time for all students. Student instructional needs can be appropriately matched at each layer:

- Initial instruction
- Differentiated instruction
- Differentiated intervention
- Intense intervention

With coordination of assessment and curricular materials, the two remaining resources -- educators and efforts --- can become coordinated to expedite increases in reading proficiency for all students. Struggling students requiring more resources and time will not be excluded.
How do I differentiate intervention?

<table>
<thead>
<tr>
<th>In</th>
<th>Out</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom intervention</strong></td>
<td><strong>Additional intervention</strong></td>
</tr>
<tr>
<td><strong>Target Population</strong></td>
<td><strong>the student identified as requiring more time beyond differentiated classroom intervention</strong></td>
</tr>
<tr>
<td>the classroom student with identified difficulties in <strong>specific reading components</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Total Instructional Time**

**Daily Classroom Reading Block:**

- 40 minutes – instruction
- 50 minutes – differentiated instruction
  - Teacher-lead center (25 minutes)
  - Student centers (10-15 minutes)
- 10-15 minutes – differentiated intervention

**Daily Classroom Reading Block:**

- 40 minutes – instruction
- 50 minutes – differentiated instruction
  - Teacher-lead center (25 minutes)
  - Student centers (10-15 minutes)

**Intervention Beyond the Classroom**

- 20 - 45 minutes

Once screening or progress monitoring data has identified a student as needing intervention, the intervention must be immediate. Those educators who have aligned, preplanned, and organized their inventory of materials can respond quickly.

Struggling intervention students can receive differentiated intervention either in or out of the classroom. The PP slides provides an example schedule for a 90-minute reading block. In this example, the core reading program matches student instructional need for **vocabulary and comprehension** during **40 minutes of whole group**.

The remaining **50 minutes provides differentiated instruction in small groups**. During this 50 minutes, the struggling student will receive targeted instruction from the teacher for 25 minutes. While small group instruction focuses on all of the major reading components, it targets **phonemic awareness, phonics, and fluency**. After the student’s small group session is over, he/she will rotate among the student centers for the remaining time.

At this point, the struggling student has received initial and differentiated instruction during the reading block. However, the assessment results revealed the student’s need for intensive intervention in phonemic awareness and phonics. For 10-15 minutes beyond the 90-minute reading block, the teacher will deliver intervention that targets these two areas. This additional 10-15 minutes of targeted intervention makes a huge difference for struggling students.

For some students, their intervention needs exceed 10-15 minutes per day. These students will need to receive intervention for 20-45 minutes per day in addition to the initial and differentiated instruction.
To provide differentiated instruction, it is first necessary to differentiate student profiles. While results from an end-of-the-year comprehension assessment does not provide enough information for planning small group instruction, it is useful for screening all 1st, 2nd, and 3rd grade students at the beginning of the following school year. Another measure of decoding ability such as oral reading fluency provides the additional valid information that is necessary to begin effective grouping of students.

To begin forming small groups, educators will need to screen at the beginning of the school year. The venn diagram in the PowerPoint slide can be used for the screening process to compare and contrast classroom results for both comprehension and fluency. The screening process will produce 3 small groups and will identify which of the students have similar instructional needs for comprehension and/or fluency. In this particular example, we will be working with 2nd grade class results.

Student results from the spring of the 1st grade comprehension outcome measure can be divided into 3 categories:
• scores greater than 41%
• scores in the range between 26 and 40%
• scores less than 25%

Following administration of oral reading fluency assessment during the first 2 weeks of school, 2nd grade student results fell within the following 3 categories:
• greater than 44 words correct per minute (WCPM) – a minimum goal for the beginning of 2nd grade that has been established by research.
• in the range between 26 and 44 words correct per minute (WCPM)
• less than 26 words correct per minute (WCPM)
Session Activity 2:
Participants will identify under which portion of the venn diagram to place each student for both comprehension and fluency.

Penny Loafer is the first student on our 2nd grade roster.

• Her comprehension score was 33%.

Question: Under which category does her comprehension score belong?
Answer: in the left side of the comprehension circle because her score fell in the 26-40% range.

Participants continue mapping assessment results for the remaining students on the venn diagram. Mapping results are on the next PowerPoint slide.
Results of Session Activity 2:

Note to remember: Grouping of students can vary across participants because there are no definitive rules about grouping. However, there is one guiding principle: grouping of students is necessary to deliver differentiated instruction in small groups.

**Group 1:**
Both Willow Tree and Rocky River are identified as those students with the most intensive instructional needs for both comprehension and fluency.

**Group 2:**
Assessment results of Penny Loafer, Dusty Eyre, and Misty Wood are similar and could be grouped together.

**Group 3:**
It is possible to first try grouping Misty Wood with Adam Apple. However, if subsequent progress monitoring results indicate that Misty is struggling, it is necessary for her to receive small group instruction in Group 2.
This chart is one example of what a reading block schedule could look like. This particular example is for a reading block that is 90 minutes long. In developing an instructional design for the reading block, educators will need to consider how to configure their time for:

- whole group instruction during the reading block
- differentiated instruction in small groups during the reading block
- differentiated intervention with struggling students in small groups

If the reading block is the minimum 90 minutes established by research, then the differentiated intervention may occur beyond the 90-minute reading block. However, if the reading block is as long as 210 minutes, it is feasible to plan on providing differentiated intervention during the reading block.

**Session Activity 3:**

In the handout packet, participants receive and fill out their own schedule chart to practice developing an instructional design for a reading block. Participants will record information for each of the following items:

1) **CCRP:**
   - list the CCRP that is or will be used at their Reading First school
   - list instructional focus examples for whole group, differentiated instruction, & differentiated intervention for Groups 1, 2, & 3 identified in Activity 2 screening process

2) **TIME:**
   - total time that their school has planned for the reading block
   - the total time that their CCRP expects for whole group instruction
   - the remaining total time available for differentiated small group instruction
   - the rotation schedule for Groups 1, 2, and 3
   - total time for differentiated intervention beyond the 90-minute reading block
This is a completed example of a 90-minute reading block schedule which is comprised of both the green and yellow sections. It is important to keep in mind that research indicates adequate time for reading instruction as a minimum of 90 minutes. Those students who struggle in learning to read require additional time in order to develop reading proficiency.

The screening process in activity 2 identified both Willow Tree and Rocky River (Group 1) as needing intensive intervention. These struggling students in Group 1 are scheduled to receive:

- whole group instruction (green section) using the CCRP in at least vocabulary and comprehension to meet their instructional needs
- differentiated instruction (yellow section) using the CCRP/SRP
- differentiated intervention (red section beyond the 90 minutes) to focus on struggling students’ instructional priorities using SRP/intervention curriculum.

Data from subsequent progress monitoring assessments that are administered throughout the school year will either:

- confirm the current membership of a small group – or –
- indicate student growth so that he/she must be moved to a different group – or –
- indicate newly developed struggles, requiring more intensive instruction.

Consequently, student membership in each of the small groups must be flexible to accommodate the instructional needs of students throughout an entire school year.
Students can work in student centers while you teach at the teacher center. The purpose of these student centers is to **extend** student opportunities to practice the knowledge and skills that have been explicitly and systematically taught previously during whole group and differentiated instruction.

Here are some examples of the type of student centers you could establish in your room from the beginning to the end of the school year. The centers are broad in scope and could be divided into as many as ten different sub-center activities. The number and type of centers you establish depends upon:

- the specific instructional needs of your class.
- the size of your class
- how often you introduce a new center activity to the class
- your class management skills

### 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
Although the reading block is an awesome responsibility, we do not need to be overwhelmed by it. With evidence of reading research as our compass, we know how to work SMARTER -- not HARDER. As long as we know the priorities and adhere to them, we can be confident that we are making wise use of our time and effort.

The first priority of high quality reading instruction is explicit delivery. This is where effective instruction starts. Students do not learn new information well if it is not communicated to them directly. Explicit instruction minimizes confusion. Otherwise, implicit instruction as a first line of defense drives students to guessing as their primary learning strategy.

Explicit instruction is followed by teacher modeling for the students. They will not be able to learn new processes and develop new skills without understanding what it does and does not look like. Students can then begin their participation. Student efforts are followed by corrective feedback from the teacher, shaping student skill development. With frequent student practice and continued feedback, the teacher will scaffold instruction to prompt students when needed as they practice and become more independent.

The final result will be student mastery. Research reveals that if students that struggle in learning to read receive effective instruction for a long enough period of time, they will learn to read.
Students can work in student centers while you teach at the teacher center. The purpose of these student centers is to **EXTEND** student opportunities to practice the knowledge and skills that have been explicitly and systematically taught previously during whole group and differentiated instruction.

Here are some examples of the type of student centers you could establish in your room from the beginning to the end of the school year. The centers are broad in scope and could be divided into as many as ten different sub-center activities. The number and type of centers you establish depends upon:

- the specific instructional needs of your class.
- the size of your class
- how often you introduce a new center activity to the class
- your class management skills
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

**Session Activity 3:**

As Reading First Teachers begin to plan academic tasks for a 90 minute block in reading, they must also plan for classroom management of these activities.

Research studies have shown that teachers who plan and clearly articulate classroom management rules and procedures to the students are more effective.

In looking at all of the group dynamics, teachers must first plan a successful room arrangement. Planning for large group areas, small group areas, student centers, teacher-led centers, and independent areas will help ensure that transitions will go more smoothly.

Teachers will plan rules and procedures for successful implementation of literacy centers/small reading groups in their classrooms in the fall so that they can manage increasing student time on task, therefore, increasing instructional density.

Teachers must plan rules, which govern student behavior. Most experts say to plan for three to six rules stated in a positive manner that encourage students to take responsibility for their behavior. Consequences should also be established.

*Procedures*, on the other hand, are specific instructional routines or housekeeping tasks that enable the classroom to run safely, smoothly and keep interruptions from academic time to a minimum. Teachers may have up to fifty or more procedures.

Once these rules and procedures have been identified and school begins, they must be taught to the students as any other content material would be taught. Rules and most procedures should be taught during the first three weeks of school. Because there are so many more procedures, they would be taught a few at a time, as needed. Modeling with examples and non-examples is important for young children, as well as having the children practice the routines. Remember that rules and procedures should be reviewed as often as needed. Consistently reinforcing the rules with positive feedback or consequences will help to create an classroom atmosphere free to learn.
How do I manage the reading block?

• Academic Tasks to Consider
  – Whole Group Activities
  – Small Groups
  – Student Centers
  – Independent Activities
  – Transitions

Session Activity 3:

Consider the following Academic Tasks when creating procedures for the 90 minute reading block, as well as, the rest of the school day.

Whole Group Activities – Students will raise their hands to speak.

Teacher-Led Center – When the teacher has turned the sign to “Stop” you may not interrupt her. When the sign is turned to “Go” you may come up and ask a question.

Student Led Centers – Students will speak in “6-inch voices”

Independent Activities – Students will put completed work in the appropriate tray.

Transitions – When the bell rings once, you will clean your center.
  When the bell rings twice, you will stand.
  When the bell rings three times, you will move to the next center.
**Points of Decision**

- What do the *assessment results* tell me about each of my students?
- Which *target skill(s)* can I identify to thwart future reading difficulties?
- Which of my students need to work together as a *group at this time*?

*Reading First* educators have responsibilities that serve *Reading First* students as change agents. In order to make this difference in students’ lives, there are several points of decision that must be considered:

- **What do the assessment results tell me about each of my students?** I need to be prepared to analyze the data from several measures of screening and progress monitoring at certain times during the school year.
- **Which target skill(s) can I identify to thwart future reading difficulties?** My reading instruction needs to be proactive and have instructional density in order to defy the predictability of my students’ future failure.
- **Which of my students need to work together as a group at this time?** I can go through the screening process using the screening data to decide who has the most similar instructional needs to receive differentiated instruction as a small group.
Points of Decision

• How much time is required per group?

• What resources are available to me for precise use with each reading component?

• What additional resources do I need?

• How do I support small group instruction if my CCRP predominately uses whole group instruction?

• **How much time is required per group?** I will need to carefully schedule my time for whole group and differentiated instruction during the reading block so that I can:

  – budget a specific time for each small group
  – decide which small group will require the most time for differentiated instruction and intervention because they have the most intense instructional needs.

• **What resources are available to me for precise use with each reading component?** I need to take inventory of all curricular materials at my school and become familiar with their instructional routines/activities so that I can align them with the appropriate reading component:

  – comprehensive core reading program
  – supplementary reading programs
  – intervention programs

• **What additional resources do I need?** As I align my curricular routines/activities with each of the reading components, I will begin to see what additional resources are needed.

• **How do I support small group instruction if my CCRP predominately uses whole group instruction?** I will need to prioritize the routines & activities in the CCRP so that in small group I can use some of the same priority routines/activities that are introduced in whole group to scaffold students toward independence and mastery. I will also need to become familiar with the supplementary and intervention curricular materials to deliver targeted, precise instruction with the small groups of struggling students.
• **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**?

  * **How do I organize the classroom during the reading block in order to manage differentiated instruction?** I will need to:*
    - carefully plan the details for all of my classroom procedures to support the classroom rules so that disciplinary distractions are kept to a minimum during the reading block.
    - use a schedule framework to plan the use of my instructional time during the reading block so that all students in the class will have consistent delivery of my quality services in both whole group and small group every day.
    - analyze the data regularly to keep an eye on student progress and struggles over time so that I will know:
      * which reading components should be targeted for differentiated instruction and intervention per student
      * how much time I can budget during and beyond the reading block for small group instruction to meet the needs of my struggling students
      * what activities need to be added to the student centers for additional practice so that my students can master the necessary skills.
Contact Information

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