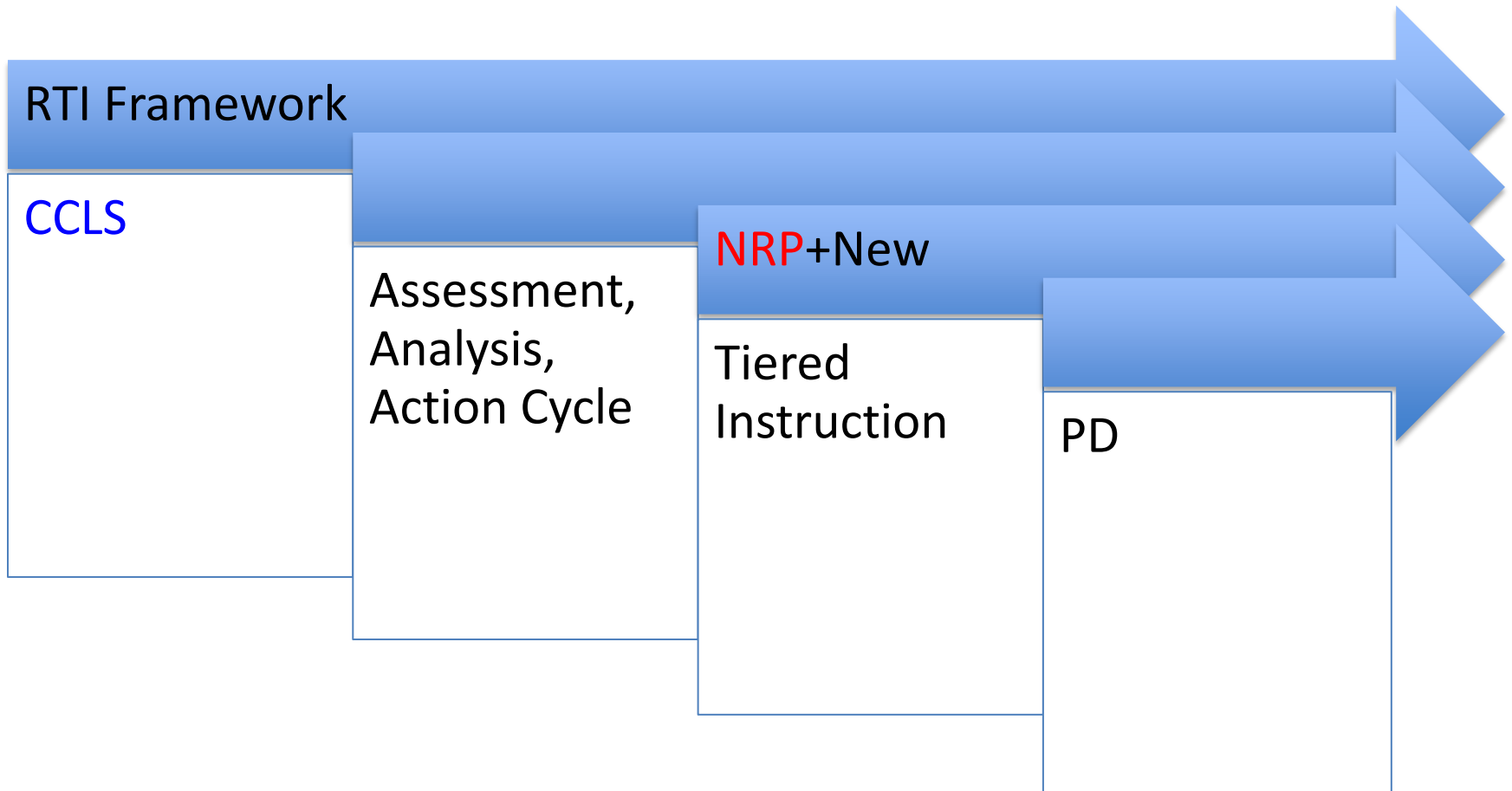


**Using Your RTI Model to
Differentiate and Support ELA Common Core
Learning Standards**

**Kay Stahl, Ed. D.
2013 NYS RTI-TAC Workshop Series
New Rochelle, November 20, 2013
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How Do They Relate to Each Other?



History Connects Policy

- CCLS = WHAT (Large Grain)
- NRP + 13 years of new reading research = HOW
- RTI* = Infrastructure & Applying Small Grain Details

(*Multi-tiered System of Supports)

*Nat'l Center for LD

Let' s Review What We Know

- The instructional practices found effective in the **NRP** are the HOW to teach the content (WHAT) found in **CCLS**. **RTI** provides the infrastructure/framework.
- NRP? I'm more worried about CCLS, APPR & RTI in 2013.
- Slow down, baseline research findings from NRP make a good starting point, especially when newer research findings about **HOW** to teach reading are added.
- Our goal is to evolve and refine, not constantly throw out old and replace with new.

It's A Big Job: Collaboration Starts at the Top

- Vision & Leadership
- Boundaries
- Building infrastructures
- Resource Allocation
- Scheduling...SCHEDULING
- Sets tone of collaboration, not silos
- Navigator
- Enforcer

Working Together to Insure Student Success

- The principal is the key determinant in school success trajectory.
- The teachers, not programs, are the keys in determining student success.
- Use external human resources to provide an objective lens, provide expertise, and jump start PD.

Insuring Student Success

- Literacy Coaches Play a Key Role.
 - LITERACY EXPERTISE
 - Knowledge of classroom practices, teachers, and children
 - Provide school and grade level PD
 - Provide follow-up classroom coaching and sustenance
 - Monitor data to inform PD
 - Initiate specialized PD

Assessment Audit

(Stahl & McKenna, 2013; Also www.nysrti.org)

- This is a crucial process. When was your audit updated?
- Do new faculty know all of the pieces of your schoolwide assessment system?
- How are you avoiding “drift?”
- How have you aligned your informal/formative assessments and your decision tree to CCLS?

Formulate and Formalize Assessment System

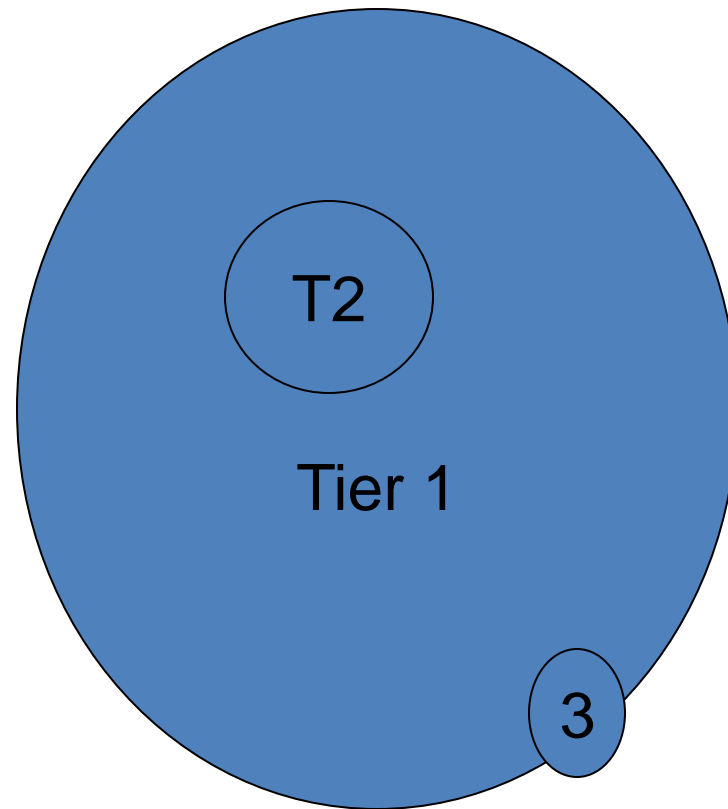
- Training yearly and boosters 3X/year
- Clearly defined role delineation
- Formation of decision trees
- Scheduled data meetings
- Alignment with CCSS

Construct a Decision Tree

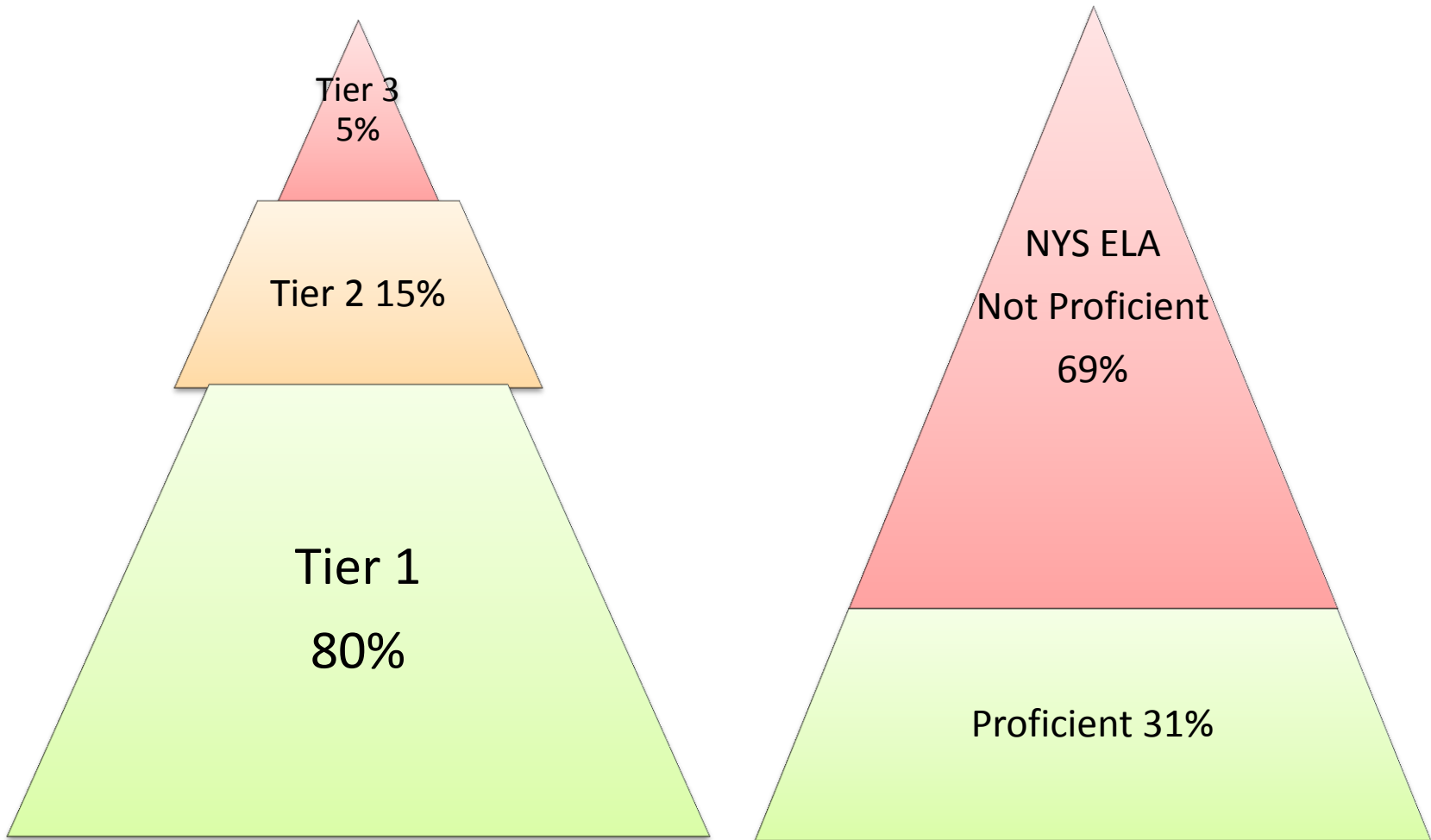
- Determine tests and cut-off scores that will inform placement in each tier.
- Base decisions on data and services available in your school. Update yearly.
- Use data meetings at BOY, MOY, EOY with all involved teachers to discuss decisions.
- Use PD to expand and improve services.

Define the parameters of a research-based tiered model

- **Tier 1 (80%)**
 - General Education
 - All students
- **Tier 2 (15%)**
 - Additional support
 - *Standard Protocol
- **Tier 3 (5%)**
 - Problem solving model



Applying a Tiered Model



Resource Allocation

- Tier 2 groups must be small: maximum 6-8 **homogeneously** grouped-should be 4-6
- Must have instruction a minimum of 3X a week
- K-1 don't need 45 minutes/30 minutes is better
- Grade 2-5 need 45 minutes
- Effective use of co-teaching models?

We Must Begin With Standards & Tier 1

- The 6 Shifts describe the non-negotiables in Tier 1 instruction.
- Before we differentiate, we need to guarantee a healthy Tier 1 classroom (120 min.) that is built around the non-negotiables of CCLS.
- Tier 1 is the starting point, but everyone needs to be on board, knowledgeable about the standards and to be part of the SHIFT. If you aren't shifting, the resistance is making everyone's job more difficult.

Self-inventory

Balance of Informational & Literary

- Time Allocation? 50/50? Honest?
- Units of study? (Reading Sustenance, Picking the Right Book, Small Moments or disciplinary themes: The Body, Plant Life, Weather Systems, Tall Tales)
- Was September devoted to writing personal narratives (the instructional equivalent of how I spent my summer vacation)?

Self-inventory

- Knowledge in the Disciplines
 - Is reading the curriculum bully?
 - Are reading and writing being used as your paradigm for cognition?
 - Are reading, writing and language being taught as a means to mediate thought and conceptual development?
 - Is language (R, W, Spk) being taught in authentic ways or in isolation? See each Test Manual List of Text Types.

Early Grades: Tools Emphasis

Academic Disciplines.....

Language Tools

| | Science | Social Studies | Literature |
|----------|---------|-------------------|------------|
| Reading | | | |
| Writing | | | |
| Language | | | |

Pearson, 2009

Later grades: Disciplines Emphasis

Academic Disciplines.....

Language Tools

| | Science | Social Studies | Literature |
|----------|---------|-------------------|------------|
| Reading | | | |
| Writing | | | |
| Language | | | |

Pearson, 2009

Check the appropriate box

(Pearson,2009)

| Cognitive Activity | Literacy Block | Science Block | Both |
|-------------------------------------|----------------|---------------|------|
| Summarizing | | | |
| Searching for information in a text | | | |
| Communicating findings | | | |
| Engaging in discourse | | | |
| Posing questions | | | |
| Making explanations from evidence | | | |
| Writing reflections | | | |
| Making/reviewing predictions | | | |
| Drawing inferences/conclusions | | | |

Text Complexity

- Children must be hearing and READING complex text.
- Use gradient F&P levels from k to mid-2 (Lv K), then shift to Lexiles (finer comprehension gradient).
- All kids, even Spec. Ed., must be exposed to and supported in reading complex texts.

ELA Scale for Band Level Difficulty Range

| Common Core Band | ATOS | F& K | F & P | Lexile |
|------------------|-----------|------------|---------------------|----------|
| | | | | |
| 2nd–3rd | 2.75–5.14 | 1.98–5.34 | L-S (mid2-late 4) | 420–820 |
| 4th–5th | 4.97–7.03 | 4.51–7.73 | S-Y (late 4-late 6) | 740–1010 |
| 6th–8th | 7.00–9.98 | 6.51–10.34 | W-Z (early 6-mid 7) | 925–1185 |

Instructional Components for A Healthy Text Complexity Diet

| | Text Type | Primary Purpose |
|-------------------------|---|---|
| Teacher Read-Aloud (WC) | Complex Text | Comprehension Vocabulary |
| Shared Reading (WC) | Grade level text/complex (supported) | Comprehension Vocabulary Fluency |
| guided reading (STLG) | Instructional level text | Orchestration of the reading process, decoding, fluency |
| Independent (I/SSLG) | Easy or pre-taught <small>K. Stahl, 2013</small> | Fluency Engagement |

Self-inventory

- How much time is allocated for read-alouds of complex text (top of lexile staircase)? (ra)
- How much time is allocated for **supported** reading of stretch texts? (sr)
- How much time is allocated for children being held accountable for reading connected text at instructional level with small group teacher support? (gr)

What might a schedule look like?

| | Time | Grouping | Text |
|--------------------------|------------|----------------------------|------------------|
| T Read Aloud | 15-30 min. | WC Mixed | Complex Text |
| Shared Reading & Writing | 45 Min. | WC Mixed | Complex Text |
| Small group-independent | 60 min | Small group-Differentiated | Inst. Level Text |
| Word Study-Spell/phonics | 15-30 min | Differentiated | Ability level |

Common Programs: Guidance and Materials

| | RA/SW | SR/IW | Gr/gw | IndR&W | Word Study |
|-----------|-------|-------|-------|--------|------------|
| Basal | ✓ w | ✓ w | ✓ w | | ✓ |
| TC R/W WS | ✓ | | | ✓ w | |
| GR | | | ✓ w | | |
| Core Kn | ✓ w | | | w | ✓ |
| Exped | ✓ | ✓ | | ✓ w | |
| Cafe | ✓ | | ✓ | ✓ | |

Text-based Answers

- Newest catch-phrase, “text evidence”
- Bring to forefront: causal connection of plot episodes, character’s mental shifts and motivations over time, ANCHOR standards
- Reading and writing
- Discipline generic + discipline specific (what counts as evidence is disc. specific)

Self-inventory

- What are the classroom formats that facilitate children learning what counts as evidence and how to represent it in the discipline's discourse? (Narrative about your experience doesn't count as scientific evidence-e.g. KWL or story map as rep. of compelling literary themes or even causal connections, really?).
- Consider curriculum, written and oral representational opportunities.

An Example

The Other Side (Woodson)

Lexile 300, F&P M

Grade 2

Book Theme: Segregation

PRE-CCLS: Read-aloud

- Teacher Theme: Playing with someone different from you
- How did the characters feel?
- Have you ever made friends with someone different than you?
- How can you include someone who is different?

Post-CCLS: Shared reading

- Theme: Segregation/Social Justice
 - Setting-How does it influence the events of the story?
 - Why is character sitting on fence?
 - Discuss fence as symbol for racial boundaries.
 - What does it mean to push boundaries/rules?
 - Compare the girls' and their mothers' ways of dealing with boundaries.
 - Follow-up: Village Voice article on segregated schools in NYC today.

Writing in Response to Text

- Most of the writing that adults do is purposeful, not personal
- Rarely write narratives, yet they often dominate school writing programs
- I am unaware of any research supporting a 50/50 R/W balance, yet I often see 50 minute RW/50 minute WW blocks--UNRELATED

Writing in Response to Text

- It is good learning theory to contextualize writing experiences.
- Use the state rubrics.
- Explanatory/Inform-30%
- Opinion/Persuade-35%
- Narrative/Convey Experience-35%

Self-inventory

- Is there faculty resentment that CCLS privileges writing in response to text as opposed to creative writing and personal writing?
- Is there attachment to a WW model that doesn't teach writing craft in authentic contexts for disciplinary, academic purposes?

Self-inventory

| Shared (Whole class/Individual) | Teacher models writing. Holds the pen. Students may dictate. Language-Experience Approach |
|--|---|
| Interactive (Whole Class) | Teachers and students share the pen. |
| Guided Writing (small group, need based) | Students write individual products, teacher guides, specific skill lessons |
| Individual | Writing workshop, conferences, individual products |

Academic Vocabulary

- “Build transferable vocabulary they need to access complex texts” (CCLS, Shift 6)
- Includes, but not limited to Coxhead (2000)
- Implies Tier 2 words (Beck & McKeown)
- Integration of Coxhead (2000) list functionally within instruction, not as isolated word list to check off/memorize (Nagy & Townshend, 2012, Words as Tools, RRQ)

Self-inventory

- Is vocabulary instruction meaningfully situated within instructional units or isolated and unrelated?
- Have grade level teams compiled lists of targeted disciplinary vocabulary for each integrated unit?
- Have grade level teams developed empirically-based, sensitive assessments to measure and document vocabulary growth within a disciplinary unit?

Self-inventory

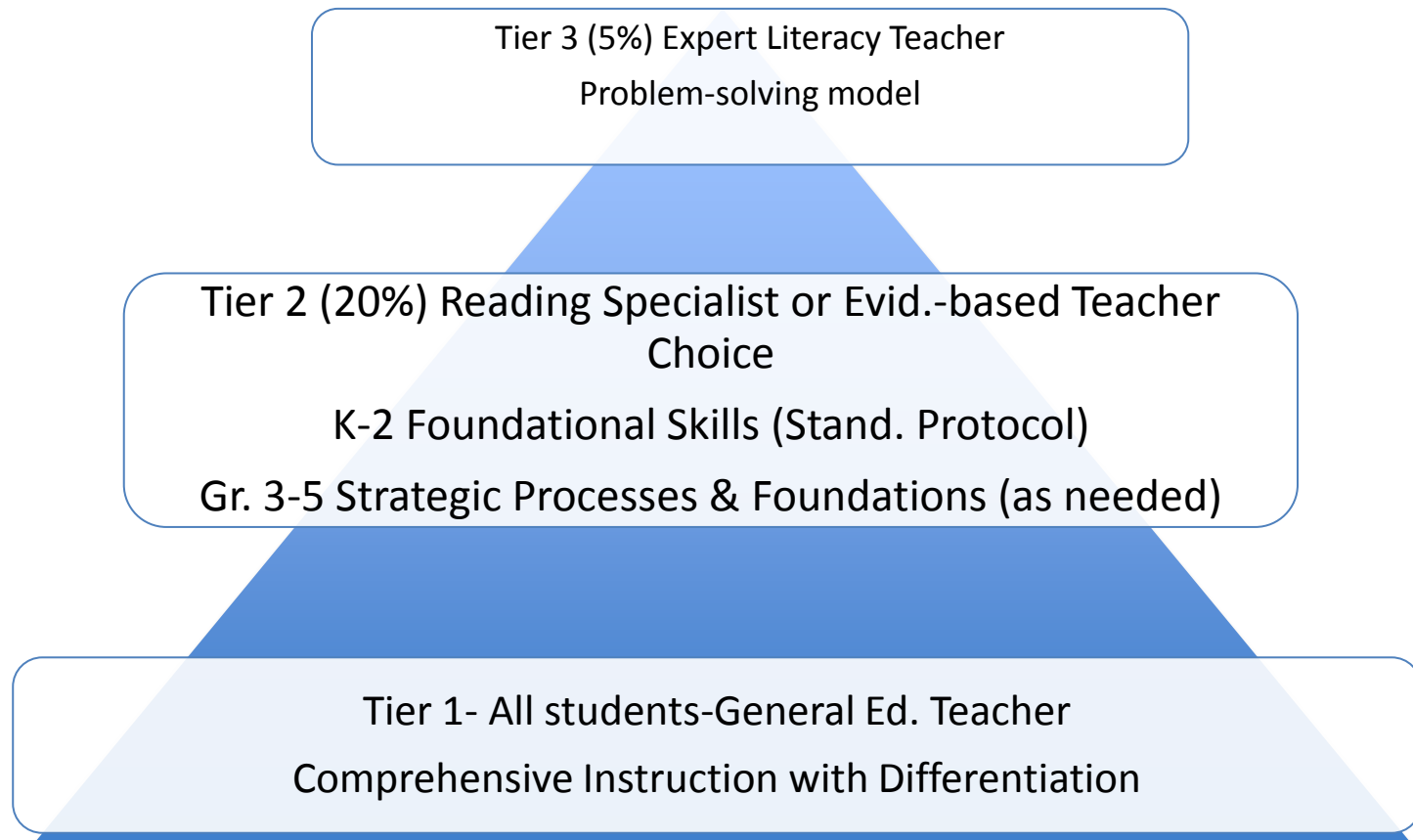
- How are instruction, multiple exposures and assessment of Tier 2 vocabulary happening?
- How are generative practices incorporated in systematic, developmentally appropriate ways (morphology/affixes/derivatives) as extension of phonics/word study?

That constitutes-what needs to be done



- The devil is in the details of how to do it effectively in a way that increases the likelihood of success.

Research-based instruction across all tiers = HOW



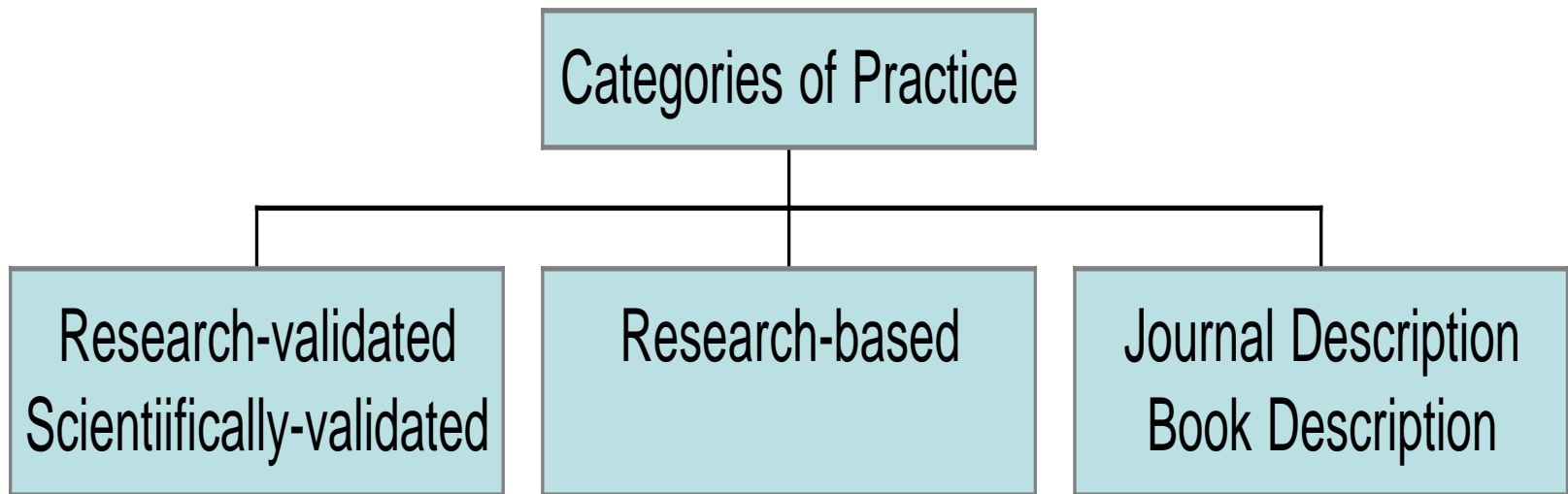
HOW can we do it effectively across the 3 Tiers & Sp. Ed?

- Research-tested instructional techniques (**NRP PLUS NEW**)
- Student time on productive tasks
- Lean and mean diagnosis & progress monitoring
- Effective use of staff

Using Research: **HOW**

- It is imperative to revisit the findings of the **NRP (2000)** and recent research, especially meta-analyses
- We know a lot about what's effective and what is NOT effective literacy instructional practice . Let's not forget about it.

Be mindful of chosen practices and materials



Make Use of Research Clearinghouses

- But be critical consumers...know who is presenting the information to you and be well aware of their political, philosophical and audience biases.
- For example...is this distributed by a govt. agency, a for-profit product/company, a special interest group?
- This applies to NYEngage.

Widely Practiced, No Research Base

- KWL
 - Picture Walk beyond level G
 - Traditional “main idea” Instruction
 - 50/50 reading/writing
- ★ Apply at your own peril (and your students’ peril).



Info About “Programs”

- What Works Clearinghouse
<http://ies.ed.gov/ncee/wwc/>
- Florida Center for Reading Research
<http://www.fcrr.org/index.shtml>
- Best Evidence Encyclopedia
<http://www.bestevidence.org/>

Essential Instructional Contexts In Tier 1

| Scaffolding <small>*Theme-based</small> | Text Type | Primary Purpose |
|--|---|--|
| Teacher Read-Aloud (WC) | Complex Text | Comprehension Vocabulary |
| Shared Reading & Writing (WC) | Grade level text (supported) | Comprehension Vocabulary Fluency |
| guided reading (STLG) | Instructional level text | Orchestration of the reading process, decoding, fluency |
| Independent (I/SSLG) | Easy or pre-taught <small>K. Stahl, 2013</small> | Fluency Engagement |

But I have a program...

- This structure can be used with any reading program.
- It can be used to teach the NYS modules.
- It can be adapted to any grade level in K-5.
- It facilitates the type of themed unit study being encouraged in CCSS.

“View them as Vignettes, Not Scripts”

(Guidance EngageNY)

“Demand for these optional and supplementary curricular materials has been skyrocketing.”

“...the curricular materials are optional...”

“adopt individual lessons or whole modules”

Commissioner King –Newsletter Oct. 16, 2013

Common Programs: Resources Provided

| | RA/SW | SR/IW | Gr/gw | IndR&W | Word Study |
|-----------|-------|-------|-------|--------|------------|
| Basal | ✓ w | ✓ w | ✓ w | | ✓ |
| TC R/W WS | ✓ | | | ✓ w | |
| GR | | | ✓ w | | |
| Core Kn | ✓ w | | | w | ✓ |
| Exped | ✓ | ✓ | | ✓ w | |
| Cafe | ✓ | | ✓ | ✓ | |

Theme

Matthew Effects (Stanovich, 1986)

- Children with reading problems read less text and less challenging text than proficient readers.
- The result is that the gap between children with reading problems and proficient readers grows wider each year.

Text: Turn Up The Volume

- Complex text provides the opportunity for comprehension strategy instruction, high level discussion, vocabulary development, research projects.
- Grade level texts expose struggling readers to more words and richer vocabulary than little books.
- Use the ZPD as a guide.

What do I need to know about “complexity bands?”

- Instructional levels are based on the amount of instruction provided.
- O'Connor et al.(2002) determined that struggling readers in 3-5 performed equally well on general reading posttest regardless of whether grade level or instructional level materials had been used in intervention.
- Research indicates that complex text has a positive affect on fluency (including prosody) and comprehension. (Kintsch, 1998; Schwanenflugel et al., 2008; K. Stahl, 2009).
- Monitor how difficult texts are taught- strive for accessibility not spoon-feeding.
- Remember the function!

Complexity Bands

Lack of shared reading of complex texts has 2 manifestations in AYP:

- Struggling readers can't read grade level texts.
- Proficient readers don't make accelerated growth- not enough yearly movement in level 3s and 4s.

The Biggie: No Round Robin Reading

Unrehearsed
sight reading,
with turn-taking
(Rasinski, 2006)



No Round Robin Reading

- No popcorn reading
- No popsicle stick reading
- No catch the ball reading
- No guerrilla reading

(That means in content area texts, too!)

Holistic Differentiation

Approaches for Making Difficult Text Accessible

- Echo Reading
- Paired Reading
- Partner Reading
- Choral Reading
- Repeated Reading (Speeches, Poetry)
- Other forms of assisted reading
- Fluency-oriented Reading Instruction

Text Level Estimates-CCLS Aligned

| Grade | F&P GR Expectation | Read Aloud | Shared Reading |
|-------|-----------------------|--------------------|--------------------|
| K | A-D | H-J | |
| 1 | E-J | L-M | G-K |
| 2 | J-M | N-P Lex 400-600 | L-M Lex 200-500 |

Text Level Estimates

| Grade CCSS Exp | F&P GR Expectation | Read Aloud | Shared Reading |
|-------------------|-----------------------|--------------------|-------------------|
| 3 Lx 820 | M-P Lx 650-700 | Q-S Lx 700-825 | N-R Lx 500-775 |
| 4 Lx 1010 | P-S Lx 800-825 | S-U Lx 800-925 | Q-T Lx 700-875 |
| 5 Lx 1010 | S-V Lx 950-975 | U-W Lx 900-1000 | S-V Lx 825-975 |

What should instruction look like in K-2?

| | Research Valid Techniques | Text | Function |
|--|---|---|--|
| Teacher Read-aloud | Text Talk-soph. picture books WC & SG Disc | Complex-hardest | High level comp Vocabulary |
| Shared Reading & Text-based Writing | FORI-common text around literary or disc. theme | Complex-grade level literary and info texts | Literary & Info CCLS Standards in R & W |
| guided reading & Differentiated small groups | Guided Reading; DRTA | Instructional level text; differentiation | Orchestrating reading process; skill development |
| Independent work is part of small group time | | | |

Fluency-Oriented Reading Instruction

(S. Stahl & Heubach, 2005; Schwanenflugel et al.)

- For use during Shared Reading of instructional level or challenging texts
- Day 1-Prereading activities, teacher read-aloud of the text
- Day 2-Echo reading, home reading
- Day 3-Choral reading, partner reading
- Day 4-Partner reading, home reading
- Day 5-Extension

Original FORI with Differentiation

1. Prereading, teacher read-aloud
2. Partner reading
3. Extension
4. Extension
5. Extension

1. Prereading, teacher read-aloud
2. Echo read
3. Partner read
4. Partner read
5. Extension

What should instruction look like in 3-5?

| | Research Valid Techniques | Text | Function |
|--|---|---|---|
| Teacher Read-aloud | Think-alouds, Questioning The Author | Complex-hardest Sensitive topics | High level comp Vocabulary |
| Shared Reading & Text-based Writing | Common text around lit. or disc. theme | Complex-grade level literary and info texts | Literary & Info CCLS Standards in R & W |
| guided reading & Differentiated small groups | Comprehension work; book clubs; research projects | Instructional level text; differentiation | Literary & Info CCLS Standards in R & W |
| Independent work is part of small group time | | | |

Shared Reading Structures in Gr. 3-5

- FORI, Wide FORI
- 3-ring circus
- Story Impressions
- Jigsaw
- Radio reading
- Reciprocal Teaching

Embedded Differentiation in Themed Units

- Research projects
- Jigsaw
- Student-selected book clubs
- I-Chart
- Story Impressions
- Conversation groups

Shared Reading Take-Aways

- Heterogeneous grouping!
- Content in themed units provides conceptual and vocabulary scaffold.
- Volume of words fosters automaticity and cognitive consolidation of word rec. (Kuhn, Schwanenflugel, Meisinger, 2010).
- Vehicle for comp. and voc. instruction.
- Texts serve as conceptual and stylistic anchors.
- Writing springboard.

Lunchtime Table Talk

Using evidence from this morning's inventory of the 6 shifts and the description of shared reading models, discuss:

- What are your school's strengths?
- What is currently being refined during the 2013-2014 school year?
- Did anything this morning surprise or worry you?
- What are your school's challenges?
- Next steps?

Continuum: Constrained to Unconstrained Abilities

(Paris, 2005)

Phonemic
Awareness

Fluency

Vocabulary

Phonics

Comprehension

Constrained

Unconstrained

Why is this important?

- Constrained abilities are fairly linear and with instruction children develop mastery within a few years. They are easy to assess.
- Unconstrained abilities are multidimensional, incremental, context dependent and develop across a lifetime.

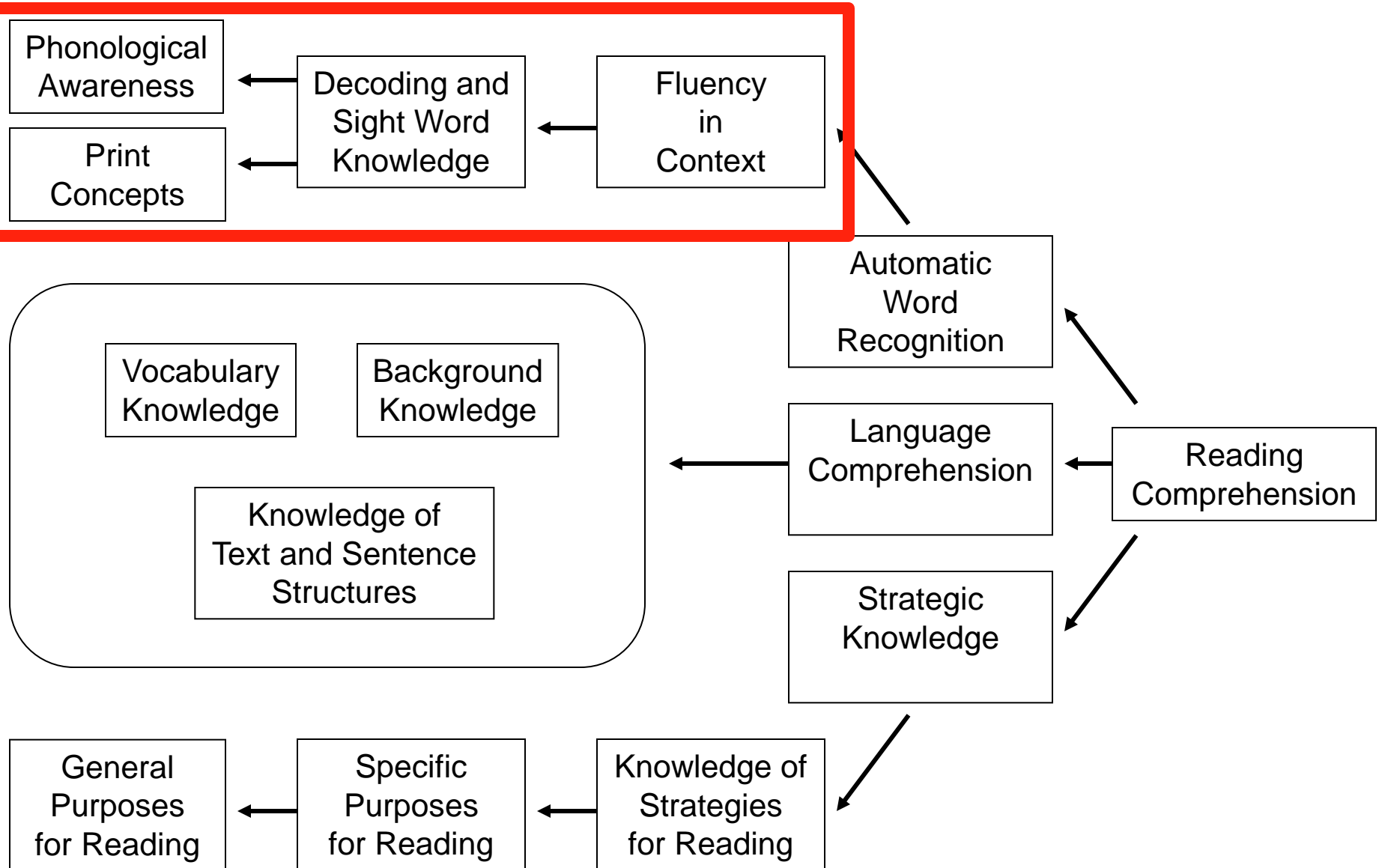
Paris, S. (2005). Reinterpreting the development of reading skills. *Reading Research Quarterly*, 40, 184-202.

Why is this important?

- Comprehension is difficult to assess because it is acquired across a lifetime and is “never all or nothing.”
- Context, purpose, genre and content (*context and text factors*) **PLUS**
- Decoding, fluency, vocabulary, prior knowledge, metacognition, working memory, and self-regulation (*reader pulse points*) interact to yield comprehension **thresholds**.

The Cognitive Model

(McKenna & Stahl, 2009)



Where does Tier 1 differentiation fit in a multi-tiered RTI framework?

- All children in Tier 1 receive some differentiation to help them move toward their next developmental benchmark.
- In Tier 2, a subset of children receive supplementary support to narrow the achievement gap.
- **SMALL, HOMOGENEOUS TIER 2 and TIER 3 groups benefit everyone.**

Where does Tier 1 differentiation fit in a multi-tiered RTI framework?

- Differentiation in Tier 1 is also the key setting for preventing the YO-YO Syndrome.
- Progress monitoring at the Tier 2 level (every other week) continues for 8-12 weeks in Tier 1 after a child is discontinued from Tier 2.
- Monitoring and adjusting classroom instruction for delicate students increases the likelihood of a successful, sustained transition.

Can there be too much differentiation in Tier 1?

- Taylor et al. (2000) found that the most effective schools and teachers had grouping practices that balanced WG (30m), SG (60m), and independent (28m) work .
- The least successful schools and teachers spent less time having kids engaged in small group learning.

Can there be too much classroom differentiation?

- Least effective teachers left their kids on their own doing independent R&W activities more than effective teachers (Taylor et al., 2002; Taylor, 2013).
- If instruction is spread too thin because of differentiation at too small a grain of difference, it is cause for concern.

What might a schedule look like?

| | Time | Grouping | Text |
|---------------------------|------------|----------------------------|------------------|
| T Read Aloud | 15-30 min. | WC Mixed | Complex Text |
| Shared Reading & Writing | 30-45 Min. | WC Mixed | Complex Text |
| Small group & independent | 60 min | Small group-Differentiated | Inst. Level Text |
| Word Study-Spell/phonics | 15-30 min | Differentiated | Ability level |

Foundational Skills (Constrained)

- Do it well.
- Everyone can learn these when they are explicitly taught, including ELLs.
- Don't let it dominate (30 minutes/day in K-2), **but do it** explicitly and systematically in primary grades. **THINK NRP.**
- Decodable books fit here, not in GR.
- Assessment is easy.

All tiers: Differentiate Decoding Instruction

- By developmental level (Bear, Invernizzi, Johnston & Templeton; NRP)
- Constrained skills require hitting an instructional target that is clearly defined.
- Think darts, not *Pin the Tail on the Donkey* or the *piñata*.



Table Talk

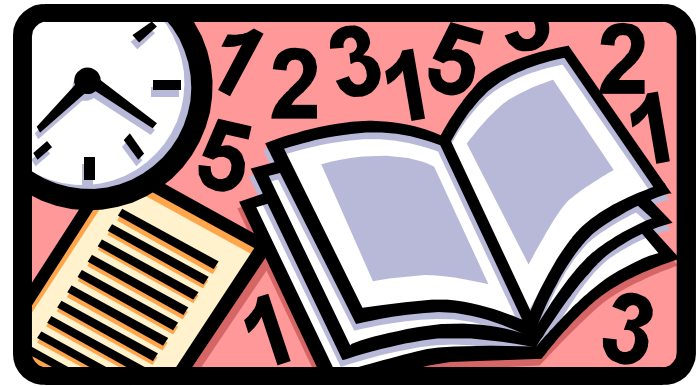
- Jot: How many daily minutes are spent in each instructional context during the typical literacy block in your setting?
- Discuss: How do grouping practices and curricula in your setting contribute to:
 - a. Fostering high level thinking?
 - b. Student engagement (Solitary & Social)?
 - c. Error feedback systems?
 - d. Time on task at top of ZPD?
 - e. Becoming an expert on a topic and communicating that expertise effectively?

Guided Reading Groups

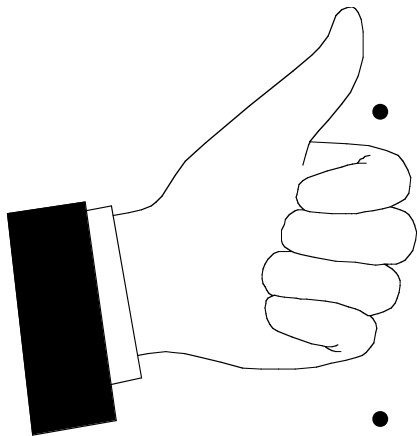
“Guided reading is a context in which a teacher supports each reader’s development of effective strategies for processing novel texts at increasingly challenging levels of difficulty” (Fountas & Pinnell, 1996, p. 2).

Gradient Texts

- The use of text that decreases in predictability as children increase their knowledge of the alphabetic system is a successful way of meeting **DECODING** challenges through Grade 2 (or Level K).

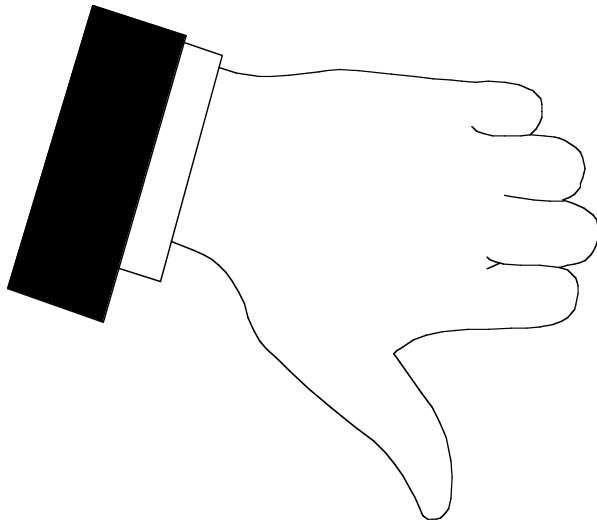


Advantages of Gradient Texts



- Provide opportunities for students to read meaningful text while learning more about the alphabetic system
 - Gradual increase in difficulty enables reading fluency to be maintained
- Allows for novice readers to orchestrate decoding and reading for meaning
- Student accountability
 - Context for coaching
 - It should not be the primary text used for comprehension instruction in K-2.

Disadvantages of Gradient Text



- Not as sensitive to comprehension challenges as Lexiles beyond Level K.
- Lack of complexity
- Missing rich vocabulary
- Lack the fodder for comprehension strategy instruction, extensions in research and critical literacy
- Can't provide a community experience

Monitor Text Levels in K-2

Form x.x Progress Monitoring Chart for Grade Levels K-2

[illegible]

Running Records in K-2 Keep Instruction on an Upward Trajectory

- Benchmark Kits 3X/year
- Regular “day 2” running records for Progress Monitoring (PM)
- Levels A-H = Accuracy trumps retelling and q/a in level determination
- PM-On/Above Level 1X/month
- PM-Below level weekly

Guided Reading in K-1

- K-1: 15 minutes/ group
- Primary goal: Integration and orchestration of isolated foundational skills into the fluent, meaningful reading of increasingly difficult texts.
- At this level, increasingly difficult means increasing dependence on visual cueing system (how words work, automatic word recognition). These are your Teaching Points.

Purposeful K-1 Stations

- Familiar rereading station (previously read books and poems-by level and shared; alone or in **partners**)
- High frequency word station (reading automatically, not writing)
- Listening station-MUST be 2-3 levels ABOVE instructional level and accompanied by activity
- Word study: Phonological awareness, Letter Identification, Phonics (decodable books, computer activities, practice activity)
- Handwriting practice

Guided Reading in Grade 2

- Level I-M: 20 minutes/group
- NO Picture Walks
- Consider the DRTA (Stahl, 2008; Stauffer, 1969), especially for informational texts
- Teaching points will relate to comprehension.
- TP-retelling, writing a 3 minute summary, generating questions.

Guided Reading in Gr. 3-5

- Format completely changes
 - 25-30 minutes/group (Level M and above)
 - Readability –Lexiles, not F&P levels
(Hiebert & Pearson, 2010; Appendix A & B)
 - May not meet daily if grade level and beyond performance
 - Comprehension focus---no reading at the table
 - Strategy application
 - Strategy differentiation
 - May take book club format
 - May take research study format

Fluency Station (Gr. 2-5)

- Repeated Reading of Familiar Texts
- Partner Reading
- Timed-Charted Reading
- Book on tape

Reading Station (Gr. 2-5)



- Choice Reading
 - Independent choice
 - Book club choice
- Assigned Reading-next section of lengthier texts for older readers

Writing Station (Gr. 2-5)

- Writing in response to text
- Research (Embedded differentiation)
- Writing skills
- Writing workshop (craft or skill) supportive of writing for the themed unit

Role of Tier 2 in Primary Grades (K-2)

- Foundational skills are the priority for Tier 2 teacher in K-2.
- Classroom teacher is responsible for all themed instruction and moving children forward in levels of increasingly difficult text.

Components of Tier 2 (K-2)

- Intense, targeted instruction in foundations in homogeneous groups
- High frequency words, phonics at developmental level---explicitly, systematically, **intensely**
- Reading and writing (spelling/phonics)
- Read texts, including decodable (10 min.)

Assessment is Easy

- CBM screening
- WTW Spelling Inventory (Tier 1-a must for grouping; 3X year)
- High-Frequency Word (Tier 1, PM)
- K-2 F&P (or similar) determination of text level (Kit-3x year, RR –PM schedule)

Primary Level: Tier 2

- Consider Standard Protocol
- Include ELs. Research indicates their progress in foundational skills is comparable to English Only speakers.
- Language Pathway: Most schools simply don't have the staff or expertise to have an adequate program in the comprehension pathways in the primary grades other than speech and language.

Primary Level: Tier 3

- Problem-solving model
- Individualized or max. 3 with exact same diagnostic needs
- Reading Recovery or Fake Reading Recovery (e.g. Interactive Strategies Approach, Reading Rescue,): More comprehensive approach that includes orchestration of foundational and reading connected text
- Fine-grained differentiation, daily progress monitoring
- Master teacher

Supplemental Support ESL Teacher

- Share content in first language
- Build bridges to language and comprehension using the same thematic units and content

Intermediate Grades: Determining Groups for Tier 2

GROUPING all kids who are “not proficient” in the same group doesn’t work.

NO ELA TEST ITEM
ANALYSIS!!

Intermediate Grades (Gr. 3-5): Determining Groups for Tier 2

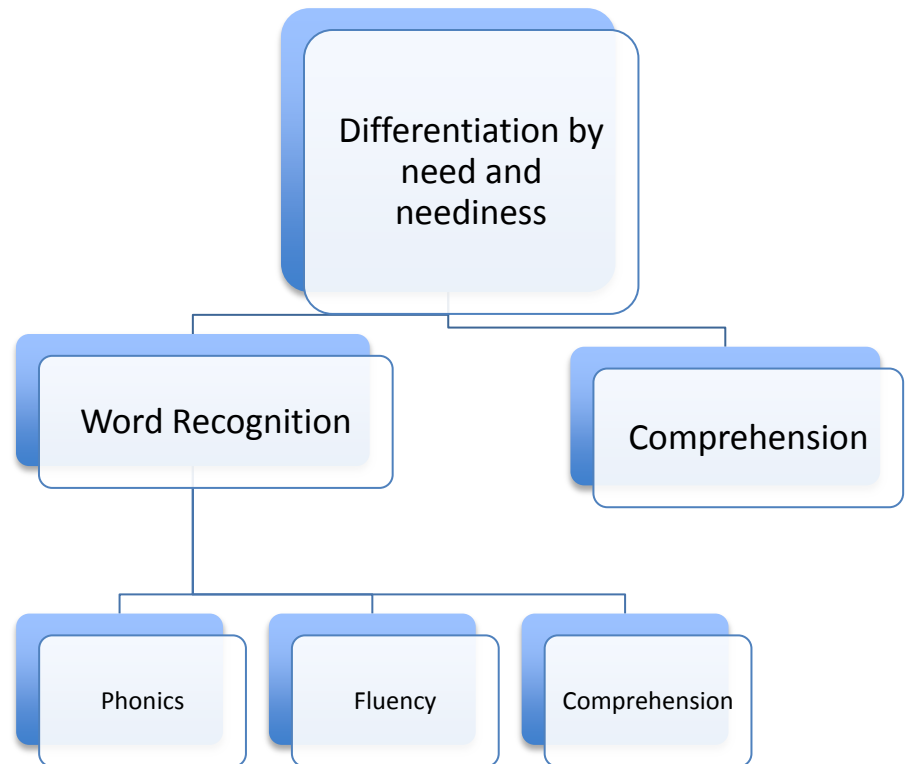
- Application of diagnostic assessments are required to determine weak pulse points that are contributing to comprehension challenges.
- Remember our pulse points? Role of Tier 2 is to raise comprehension threshold by focusing on weak pulse points.

Supplemental Support: Tier 2-3

- Focus on the intense development of **pulse points** (build skills that raise thresholds-foundational skills, self-regulation, metacognition)
- Constrained skills or focused **subskills** of **comprehension** and **writing**
- **HOMOGENEOUS GROUPS**
- Focused targets to provide intense practice.

Identifying and Grouping for Instruction

- Use triangulation of ELA, CBM ORF, WTW Elementary Spelling Inventory and IRI (retelling and questions/Lexile correlated) to identify needs and the neediest.



For Students Who Need Word Recognition Support

- Group students together who still have common foundational needs.
- 15-20 minutes of 45-minute intervention period needs to be devoted to foundational pulse points for indicated students.
- Support Tier 1 focus on comprehension strategies and written responses to text.

Supplemental Support: Tier 2

- Focusing on the comprehension strategies that support themed texts.
- Reading additional texts on the theme
- Supporting writing strategies needed for unit (inc. Graham & Harris).
- Providing repeated reading of stretch texts.

Progress Monitoring in Intermediate Grades

- Word Recognition Pathway: CBM ORF
- Comprehension Pathways (unconstrained, multifaceted, complex)

- CBM: Daze

Assessments with Construct Validity:

- Idea Units, Standardized Scoring of Story Grammar Elements in Retelling (narrative)
 - 10 minute written response to text: Combine word count and ELA Rubric

Skilled Diagnostics for Tier 3 and Special Ed.

- McKenna & Stahl (2009)- Cognitive Assessment Model
 - Automatic Word Recognition Pathway
 - Language and Prior Knowledge Pathway
 - Strategic Processing Pathway

Differentiation in PD

“I’m the RTI teacher, whatever that means.”

(Unnamed Teacher at Unnamed School, 2012)

- Is your RTI framework an evolving, organizing infrastructure?
- How is RTI framework adapting to demands of CCSL?

Professional Development: Differentiated for Specialized Instruction

- Children with reading difficulties require teachers with expert knowledge of diagnosis, interventions and materials.
- We can't rely on: teacher education, personal professional development values.
- Provide unique opportunities for growth for special ed. and literacy specialists.
- Professional conferences, book clubs, study groups

EXIT TICKET

- SELECT ONE IMMEDIATE PRIORITY FOR CLASSROOM (TEACHERS)/SCHOOL (COACHES/ADMIN) CHANGE
- SELECT ONE PRIORITY FOR 2014 SUMMER PLANNING & PD