Applying a Response to Intervention (RTI) Model
to Teaching Literacy

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Copper Country Intermediate School District
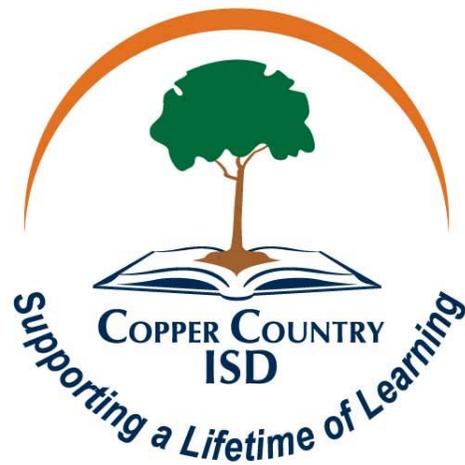
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About this Guiding Document

This document was produced as a result of a combined vision of Copper Country Intermediate School District general education and special education services staff, Title 1, school administrators and local teaching staff. An initial Literacy Committee was formed in September 2005, to provide local districts with a framework for planning how to reach students early, before they fall behind their peers, to ensure mastery of skills needed to become successful readers. The committee reviewed the current reading literature and developed this document, which was designed to serve as a guide to applying current reading research to elementary classrooms.

Our thanks to the original Literacy Committee members:

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- Carla Strome, General Education Consultant
- Gwen Stockwell, School Psychologist
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Mission Statement

As educators, we believe that early reading interventions are effective and must be systemically integrated into all reading curriculums. We share the responsibility of teaching children to become successful readers and it is our obligation to use literacy research to open our minds and improve our instructional practices.

Introduction

Reading is an essential skill. We know that good readers have better self-confidence, are more motivated to learn, demonstrate higher performance across all academic areas, are less likely to drop out of school and are more prepared for earning a living in the workplace.

> Agreement by experts in recent, comprehensive reviews of reading research is substantial: a successful teacher of reading enables children to comprehend and produce written language, generates enthusiasm and appreciation for reading and writing, and expertly teaches children how to decode, interpret, and spell new words from a foundation of linguistic awareness. Using valid and reliable assessments, the successful teacher adapts the pacing, content, and emphasis of instruction for individuals and groups. The teacher's choices are guided by knowledge of the critical skills and attitudes needed at each stage of reading development. Beginning reading skill is taught explicitly and systematically to children within an overall program of purposeful, engaging reading and writing (Moats, Language Essentials for Teachers of Reading and Spelling, Sopris West, 2003).

As educators, one of our most important jobs is to teach children to read. Using research-based methodologies is the science of teaching. Finding ways to motivate and engage children to want to read and write is where that science becomes a fine art. Teachers who practice both the science and the art of teaching students to read are able to foster resiliency and a desire to read in all learners.

This guiding document describes a literacy approach that is designed to be a blueprint for developing high literacy outcomes for all students. It serves as a school-wide prevention model and an early instructional intervention program for all students who are struggling with reading.

The Five Basic Skills of Reading:
How Children Learn to Read

Learning to read is one of the most fundamental components of education. For some students, learning to read is a fairly effortless process that occurs along with other developmental milestones. Unfortunately, for many students, learning to read is far more challenging and is one of the most difficult tasks they will have to master. Learning to read is an intricate process that is made more complex by individual learning styles and varied instructional techniques. In recent years, there has been extensive research on what skills children need to master in order to read well. The National Reading Panel (2000) identified five key skills in reading instruction that are essential for reading achievement. They are:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension.

Ensuring that children attain these skills at mastery levels is the best way to ensure optimal reading performance. The following is a brief summary of each building block, as stated in Put Reading First 2001.

Phonemic Awareness

Phonemic awareness is	* the ability to hear, identify, and manipulate individual sound (phonemes) in spoken words.
Phonemic awareness is important because	* it improves children's word reading and reading comprehension. * it helps children learn to spell.
Phonemic awareness can be developed through a number of activities, including asking children to	* identify phonemes. * categorize phonemes. * blend phonemes to form words. * segment words into phonemes. * delete or add phonemes to form new words. * substitute phonemes to make new words.
Phonemic awareness instruction is most effective	* when children are taught to manipulate phonemes by using the letters of the alphabet. * when instruction focuses on only one or two rather than several types of phoneme manipulation.

Phonics

Phonics instruction	* helps children learn the relationships between the letters of written language and the sounds of spoken language.
Phonics instruction is important because	* it leads to an understanding of the alphabetic principle—the systematic and predictable relationships between written letters and spoken sounds.
Programs of phonics instruction are effective	* **systematic**—the plan of instruction includes a carefully selected set of letter-sound relationships that are organized into a logical

when they are	sequence. * **explicit**—the programs provide teachers with precise directions for the teaching of these relationships.
Effective phonics programs provide	* ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories.
Systematic and explicit phonics instruction	* significantly improves children's word recognition, spelling, and reading comprehension. * is most effective when it begins in kindergarten or first grade.

Fluency

Fluency is	* the ability to read a text accurately and quickly.
Fluency is important because	* it frees students to understand what they read.
Reading fluency can be developed	* by modeling fluent reading. * by having students engage in repeated oral reading.
Monitoring student progress in reading fluency	* is useful in evaluating instruction and setting instructional goals. * can be motivating to students.

Vocabulary

Vocabulary refers to	* the words we must know to communicate effectively. **Oral** vocabulary refers to words that we use in speaking or recognize in listening. **Reading** vocabulary refers to words we recognize or use in print.
Vocabulary is important because	* beginning readers use their oral vocabulary to make sense of the words they see in print. * readers must know what most of the words mean before they can understand what they are reading.
Vocabulary can be developed	* **indirectly** when students engage daily in oral language, listen to adults read to them, and read extensively on their own. * **directly** when students are explicitly taught both individual words and word learning strategies.

Comprehension

Text comprehension is important because	* comprehension is the reason for reading.
Text comprehension is	* purposeful. * active.
Text comprehension can be developed	* by teaching comprehension strategies.
Text comprehension strategies can be taught	* through explicit instruction. * through cooperative learning. * by helping readers use strategies flexibly and in combination.

For more information on each building block and ideas on how to teach each critical skill, see Put Reading First: The Research Building Blocks for Teaching Children to Read (Kindergarten through Grade 3). To download this document, go to the National Institute for Literacy website at www.nifl.gov.

Overview of School-Wide Literacy System (Three Tiers)

An effective school-wide literacy system includes three components: curriculum, instruction, and assessment.

Curriculum **Assessment**

Student
Success=
Reading at
Grade Level
by Grade 3

Instruction
&
Resources
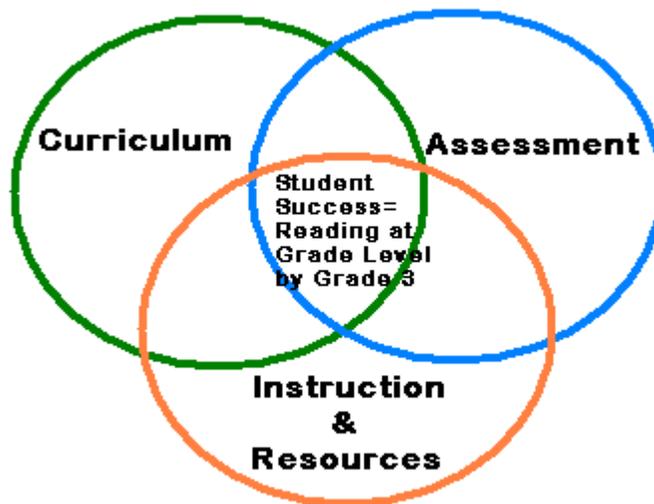
We depend on all three components to provide the right balance in achieving high literacy outcomes. Some students may need more support than others to become effective readers. Within our ISD we use a three-tier model to provide different levels of support based on student need.

- Tier I – Benchmark - Universal / core instruction for 100% of kids
- Tier II – Strategic – Interventions and instruction for students requiring a moderate level of extra support to reach literacy goals, such as a smaller group size or more repetition.
- Tier III – Intensive – A more "intensive" level of support, such as more time, smaller group size, and a structured curriculum for students needing even more support to reach literacy goals.

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL SUPPORT

Specific Intervention Programs
Includes adaptations to core
instruction for each student
90 minutes core + 60 minutes
TIER 3 - Intensive

~5%

Supplemental Reading
Instruction for At-Risk
Students
Supports core instruction
90 minutes core + 30 minutes
TIER 2 - Strategic

~15%

Core Classroom Instruction
For All Students
90 minutes
TIER 1 - Benchmark

Enables ~80% of Students
to reach benchmark on
standardized assessments.

For each grade level, a process must be followed to maximize efficiency and effectiveness and achieve balance using the above components. This process could be supported by your school's Student Assistance Teams (SAT) or school improvement teams, or MiBLSi (Michigan's Integrated Behavior and Learning Support Initiative).

This section will cover the three tiers and the components of the school-wide literacy system in further detail.

Tier I BENCHMARK: Curriculum, Instruction, and Assessment.

The **curriculum**, or core reading program, is the base program that every student receives in their classroom. A core reading program should enable 80% or more of students to attain school-wide reading goals—80% of students at "Benchmark" on DIBELS (Dynamic Indicators of Basic Early Literacy Skills) screening each fall, winter, and spring (Good,   R. H., Gruba, J., and Kaminski, R. A., 2001). High-quality curriculum must include explicit instruction on the five basic skills of reading. It includes the school's basal series, Michigan Curriculum Framework standards and benchmarks, Grade-Level Content Expectations, and district curriculum.

Districts with fewer than 80% of students scoring at "Benchmark" range need to examine the effectiveness of their core program. This can be done using the "Consumer's Guide to Evaluating Core Reading Programs" and/or the "Planning and Evaluation Tool for Effective School-wide Reading Programs – Revised (PET-R)." These documents are available at www.oregonreadingfirst.uoregon.edu. This is a building-level or school improvement issue. At a minimum, a core program should address the critical instructional components needed at each grade level, have a scope and sequence, provide for a high number of responses from students, and include a cumulative review of skills obtained. For Comprehensive Core Reading Program reviews by the Florida Center for Reading Research see Appendix D.

Ideally, the core reading program is implemented for 90+ uninterrupted minutes per day in the classroom. In addition to careful selection of a core reading program, the program must be delivered expertly.

Instruction is how the curriculum is delivered. Much study and research has been done related to teaching/learning strategies and methods that result in optimal student achievement. Appendix C, Guidelines for Effective Intervention and Organizing Personnel for Intervention, shares research-based instructional practices that have been proven to make a difference for students related to reading and learning in general.

Effective instructional practices also focus on teaching skills in a specific order and within specific time periods. Years of data on reading instruction show there is a specific sequence to how kids learn to read and specific building blocks to reading (see Report of the National Reading Panel, www.nifl.gov, and Oregon Reading First, http://oregonreadingfirst.uoregon.edu). This skill sequence, as outlined in Put Reading First: The Research Building Blocks for Teaching Children to Read, identifies the sequential instructional priorities. For example, students need to master phonemic awareness before moving on to the alphabetic principle and so on, in order to be on track for reading at grade level in the later years. The instructional priorities allow us to form a relay team of teachers from grade to grade, step-by-step, each focusing on the literacy outcomes for their grade.

In order to ensure that students have mastered the instructional priorities, assessment is essential. In this way, assessment should drive instruction. We use the DIBELS assessment system, which is designed to measure the basic building blocks. DIBELS are brief indicators of these basic skills which allow us to intervene with students who are not making sufficient progress toward the literacy outcome. The DIBELS measures also give us a target, based on extensive research, of where students need to be in order to be on track to becoming a grade-level reader. The DIBELS screenings, which are administered to all students in the fall, winter, and spring, are referred to as the "benchmark" assessments. DIBELS Progress Monitoring refers to alternate measures,

administered more frequently, which are used to determine if students who were identified as "strategic" or "at risk" on the benchmark screenings are making adequate progress to meet their goal on the next outcome measure. Students who don't meet the benchmark or outcome goal for each priority area are at risk for reading failure. In fact, if a child is a poor reader at the end of first grade, there is a high probability that child will remain a poor reader at the end of fourth grade (Juel, 1988) **unless** we intervene and make a change in instruction for that child. Time is absolutely of the essence! Schools and teachers have a joint obligation, a responsibility, to implement research-based practices to identify and help students early.

A matrix of instructional priorities, by grade and DIBELS measures used to assess specific skills, follows:

Grade	Instructional Priority	DIBELS Measure
Kindergarten	Phonemic Awareness Alphabetic Principle	Initial Sound Fluency Phoneme Segmentation Fluency Nonsense Word Fluency [Letter Naming]
First	Alphabetic Principle Fluency Vocabulary Comprehension	Nonsense Word Fluency Oral Reading Fluency Word Use Fluency Retell Fluency
Second	Alphabetic Principle Fluency Vocabulary Comprehension	Nonsense Word Fluency Oral Reading Fluency Word Use Fluency Retell Fluency
Third	Fluency Vocabulary Comprehension	Oral Reading Fluency Word Use Fluency Retell Fluency

Tier II STRATEGIC: Curriculum, Instruction, and Assessment

Supplemental intervention strategies and programs, smaller group size, and extra time are designed to remediate specific reading skill deficits for the Tier II group. Typically, students are chosen for additional instruction based on assessment scores (e.g. "strategic" range on DIBELS) and teacher knowledge. Based on the DIBELS report, teachers are in a position to determine which students are weak in attaining a critical skill. (Teachers should always remember that benchmark scores are a screening-level assessment; questionable results must be confirmed by teacher observation and use of an alternate DIBELS form. If necessary, additional diagnostic assessments, such as MLPP, should be used to pinpoint skill deficits.)

In addition to receiving all 90+ minutes of core reading instruction, students in the "Strategic" range must have approximately 30 additional minutes of instruction with supplemental reading intervention strategies that are effective for specific deficit areas. Factors to consider include: selecting interventions that meet the specific skill deficiency, choosing a high-quality research-based intervention,

assuring expert delivery of the intervention, group size, and frequency of intervention (see Appendix B, Alterable Variables Chart). Progress monitoring using DIBELS will indicate effectiveness and the need to alter these variables.

For example, a Grade 1 teacher may have a group of 8 students with nonsense word fluency scores in the strategic range, which indicates these students are not on track to master the alphabetic principle. A supplemental intervention strategy that targets phonics skills for those students, such as using word cards to identify/review familiar and unfamiliar CVC words, would be used by the teacher and students for an additional 15 minutes of instruction each day and a word-building activity with letter tiles would make up the remaining 15 minutes of supplemental instruction. This is the type of intervention that may result from a grade-level meeting or an SAT meeting.

Tier III INTENSIVE: Curriculum, Instruction, and Assessment

Supplemental intervention **programs and strategies** differ from Tier II in intensity, frequency, and group size. Students who have had unsatisfactory progress with Tier II interventions and/or are significantly behind their peers on a critical literacy skill, fall in this "Intensive" care zone. Supplemental intervention programs are research-based, have a specific scope and sequence, include high rates of response from students, and include cumulative review. Supplemental intervention programs are taught 4-5 times a week in a small group of 3-4 students resulting in 2 additional 30-minute blocks on top of the daily 90 minutes of instruction.

These programs should be taught by trained interventionists, such as a reading specialist, special education teacher, Title I teacher, or any professional who has been specifically trained for the program being used. DIBELS Progress Monitoring is used to collect data 2-4 times monthly regarding student progress and indicates the need for modification to the program.

Students continue to receive instruction (90+ minutes per day) through the core reading program. The level of instruction may be modified by the grade level teachers or the SAT.

For a comprehensive listing of supplemental programs rated by the Florida Center for Reading Research, see Appendices E through H.

Finally, Tier III involves a planned process at a building level as schools determine how to use resources to meet the unique needs of students at the "strategic" and "intensive" levels. At the student level, the focus is on increasing student skills through a problem-solving, team approach.

KINDERGARTEN

Based on a review of the research, we know that some things are more important than others. By the same token, the timing of when particular skills are taught is important. For this reason, we include the following curriculum maps, created by Drs. Deb Simmons and Ed Kameenui, which show during which month of the school year we must teach these priority skills (Simmons and Kameenui, 1999). The maps take apart each instructional priority and assign specific tasks to the months of the school year (1=September, 2=October, etc).

Mapping of Instruction to Achieve Instructional Priorities
Kindergarten

Instructional Priority: **Phonemic Awareness**	1	2	3	4	5	6	7	8	9
Focus 1: Sound and Word Discrimination									
1a: Tells whether words and sounds are the same or different	X	X							
1b: Identifies which word is different		X	X						
1c: Identifies different speech sound			X	X					
Focus 2: Rhyming b									
2a: Identifies whether words rhyme	X								
2b: Produces a word that rhymes		X	X						
Focus 3: Blending									
3a: Orally blends syllables or onset-rimes			X	X					
3b: Orally blends separate phonemes					X	X	X		
Focus 4: Segmentation									
4a: Claps words in sentences	X								
4b: Claps syllables in words		X	X						
4c: Says syllables				X	X				
* 4d: Identifies first sound in 1-syllable words		X	X	X	25				
* 4e: Segments individual sounds in words					X	X	X	X	35[a]

* High priority skill
a. Sounds per minute
b. Optimal time for rhyme instruction not established

Mapping of Instruction to Achieve Instructional Priorities
Kindergarten

Instructional Priority: **Alphabetic Principle**	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Correspondence									
1a: Identifies letter matched to a sound	X	X	X	X	X	X			
*1b: Says the most common sound associated with individual letters			X	X	X	X	X	X	X
Focus 2: Decoding (Sounding Out Words)									
*2a: Blends letter sounds in 1-syllable words									20[a]
Focus 3: Sight-Word Reading									
3a: Recognizes some words by sight						X	X	X	X

* High priority skill
a. Sounds per minute

Mapping of Instruction to Achieve Instructional Priorities
Kindergarten

Instructional Priority: **Vocabulary**	1	2	3	4	5	6	7	8	9
Focus 1: Concept Naming and Use									
*1a: Names pictures of common concepts	X	X	X	X	X	X	X	X	X
*1b: Uses words to describe location, size, color, and shape	X	X	X	X	X	X	X	X	X
1c: Uses names and labels of basic concepts	X	X	X	X	X	X	X	X	X
Focus 2: Categorization									
2a: Identifies and sorts pictures of common words into basic categories	X	X	X	X	X	X	X	X	X
Focus 3: Vocabulary Development and Use									
*3a: Learns new vocabulary through stories and instruction	X	X	X	X	X	X	X	X	X
3b: Listens to new vocabulary in multiple contexts to understand its use	X	X	X	X	X	X	X	X	X
3c: Uses newly learned vocabulary on multiple occasions to reinforce meaning	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities
Kindergarten

Instructional Priority: **Comprehension**	1	2	3	4	5	6	7	8	9
Focus 1: Predicting									
1a: Uses pictures and information about the story to predict what will happen next				X	X				
Focus 2: Identifying Information From Stories									
*2a: Answers who[1], where[2], and what[3] questions after listening to a sentence or short paragraph	1,3	1,3	1-3	1-3					
2b: Responds to stories by answering and asking questions, discussing ideas, and relating events to personal experiences	X	X	X	X	X	X	X	X	X
Focus 3: Retelling and Summarizing									
*3a: Retells a familiar story with a book				X	X				
3b: Retells a familiar story without a book including beginning, middle, and end						X	X		
3c: Retells a story and includes characters, settings and important events							X	X	
3d: Identifies the correct sequence of events in a story read orally by someone else								X	X
Focus 4: Making Connections									
4a: Connects events, characters, and actions in the story to specific life experiences	X	X	X	X	X	X	X	X	X

* High priority skill

All classroom teachers will receive a DIBELS report in the fall, winter, and spring with assessment information on their students. This report provides a prediction of each student's risk for being on track on the next assessment. The DIBELS assessments for Kindergarten are:

- Initial Sound Fluency (fall, winter)
- Letter Naming Fluency (fall, winter, and spring),
- Phoneme Segmentation Fluency (winter, spring),
- Nonsense Word Fluency (winter, spring).

For each building block, there are benchmark goals for fall, winter, and spring. The following chart indicates the score ranges for each DIBELS measure and includes status data pertaining to both current and future benchmarks:

Kindergarten DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Initial Sounds Fluency	ISF < 4 4 ≤ ISF < 8 ISF ≥ 8	At Risk Some Risk Low Risk	ISF < 10 10 ≤ ISF < 25 ISF ≥ 25	Deficit Emerging Established		
Letter Naming Fluency	LNF < 2 2 ≤ LNF < 8 LNF ≥ 8	At Risk Some Risk Low Risk	LNF < 15 15 ≤ LNF < 27 LNF ≥ 27	At Risk Some Risk Low Risk	LNF < 29 29 ≤ LNF < 40 LNF ≥ 40	At Risk Some Risk Low Risk
Phonemic Segmentation Fluency			PSF < 7 7 ≤ PSF < 18 PSF ≥ 18	At Risk Some Risk Low Risk	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established
Nonsense Word Fluency			NWF < 5 5 ≤ NWF < 13 NWF ≥ 13	At Risk Some Risk Low Risk	NWF < 15 15 ≤ NWF < 25 NWF ≥ 25	At Risk Some Risk Low Risk

Source: www.dibels.org

Tier I: Students At or Above Benchmark
Instruction

Continue to teach as before using the Core Reading Program for 90+ minutes a day (regular reading series).

Tier II: Students in Strategic Range
Instruction

It is important to review test results for individual students in this range and to verify the student's score.

- Continue to teach using the Core Reading Program for 90+ minutes a day (regular reading series).
- In addition, schedule 30 minutes of daily small-group instruction in the deficit area(s).
  - For very young children, it may be most effective and efficient to schedule the additional 30 minutes of instruction in a flexible manner. For example, a small group might work with the teacher for 15 minutes at the beginning of the day to do phonological awareness games; they also might do a beginning sound activity for 5 minutes as students are lining up and for another 10 minutes before lunch.

Progress Monitoring

Progress monitoring needs to occur twice monthly. When at least 3 data points have been collected, determine whether the student is on track to meet the next benchmark (i.e. data collected every two weeks over a six week period). If so, use professional discretion to determine whether the student should continue the intervention. If the student is not on track to achieve benchmark, examine the following:

Integrity of Intervention - Is it taught the way it was designed to be taught?
Intensity - Does the student need more minutes per day or days per week of instruction?
Group Size - What is the most effective group size for this child (typically 4-6 students)?
Content - Does the content of the intervention need to be adjusted or changed?

The DIBELS assessments for Kindergarten are Initial Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency. It is important to select interventions that match student deficit areas (see Appendices E through H). However, it is the BIG IDEA (building block) that drives instruction, not just the DIBELS measure. A student with a low score in phoneme segmentation should receive broad instruction on phonological awareness skills, including but not limited to segmenting words into phonemes (Good and Kaminski, 2002).

Tier III: Students in Intensive Range
Instruction

It is important to review and verify DIBELS results for individual students in this range.

- Continue to teach using the Core Reading Program for 90+ minutes a day (regular reading series).
- In addition, schedule two 30-minute blocks of small-group instruction daily in the deficit area(s). Well-trained staff will provide the additional 60 minutes using an explicit, systematic intervention program that is targeted to address the student's deficient building block area(s). (See Appendices E through H for a listing of reviewed programs organized by building blocks or visit http://oregonreadingfirst.uoregon.edu/).

The program must teach the entire BIG IDEA or building block that was indicated as deficit on the DIBELS screening. Again, a student with a low score in phoneme segmentation should receive broad instruction on phonological awareness skills, including but not limited to segmenting words into phonemes (Good and Kaminski, 2002).

Progress Monitoring

Progress monitoring needs to occur weekly. When at least 3 data points have been collected, determine whether the student is making significant progress toward at least Strategic Level skills within one semester (i.e. data collected once a week for three weeks). With 60 additional minutes of instruction specifically targeted at addressing the deficient building block, progress should definitely be occurring. If it is not, the grade-level/SAT needs to strongly examine:

Integrity of Intervention - Is it taught the way it was designed to be taught?
Intensity - Does the student need more minutes per day or days per week of instruction?
Group Size - What is the most effective group size for this child (typically 1-3 students)?
Content - Does the content of the intervention need to be adjusted or changed?

Progress Monitoring and reevaluation of growth rate needs to be ongoing at this Intensive Range.

FIRST GRADE

Based on a review of the research, we know that some things are more important than others. By the same token, the timing of when particular skills are taught is important. For this reason, we include the following curriculum maps, created by Drs. Deb Simmons and Ed Kameenui, which show during which month of the school year we must teach these priority skills (Simmons and Kameenui, 1999). The maps take apart each instructional priority and assign specific tasks to the months of the school year.

Mapping of Instruction to Achieve Instructional Priorities
First Grade

Instructional Priority: **Phonemic Awareness**	1	2	3	4	5	6	7	8	9
Focus 1: Sound Isolation [a]									
1a: Identifies initial sound in 1-syllable words	X	X							
1b: Identifies final sound in 1-syllable words	X	X	X						
1c: Identifies medial sound in 1-sylalble words		X	X	X					
Focus 2: Sound Blending									
*2a: Blends 3-4 phonemes into a whole word	X	X	X	X	X				
Focus 3: Sound Segmentation									
*3a: Segments 3- and 4-phoneme, 1-syllable words	35[b]								

* High priority skill
a. Skills in this category should be established by mid-year.
b. Number of phoneme segments per minute

Mapping of Instruction to Achieve Instructional Priorities
First Grade

Instructional Priority: **Alphabetic Principle**	1	2	3	4	5	6	7	8	9
Focus 1: Letter & Letter Combinations									
1a: Produces L-S correspondences (1/sec)	X	X	X						
1b: Produces sounds to common letter combinations			X	X	X	X			
Focus 2: Decoding (Sounding Out)									
2a: Decodes words with consonant blends		X	X	X					
2b: Decodes words with letter combinations			X	X	X	X	X		
2c: Reads regular 1-syllable words fluently						X	X	X	X
2d: Reads words with common word parts				X	X	X	X		
Focus 3: Sight-Word Reading									
3a: Reads common sight words automatically	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
4a: Read accurately (1 error in 20 words)			X	X	X	X	X	X	X
4b: Reads fluently (1 word per 2-3 sec mid year; 1 word per sec end of year)	X	X	X	X	X	X	X	X	40-60
4c: Phrasing attending to ending punctuation						X	X	X	X
4d: Reads and rereads to increase familiarity						X	X	X	X
4e: Rereads and self-corrects while reading		X	X	X	X				

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities
First Grade

Instructional Priority: **Vocabulary**	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Sorts grade-appropriate words with or without pictures into categories	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words introduced in stories and informational passages	X	X	X	X	X	X	X	X	X
2b: Increases knowledge of word meanings and uses new vocabulary in speaking and writing	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities
First Grade

Instructional Priority: **Comprehension**	1	2	3	4	5	6	7	8	9
Focus 1: Identifying Information From Stories									
* 1a: Answers who[1], what[2], when[3], where[4], and how[5] questions after listening to or reading paragraph(s)	1,2	1,2	3,4	3,4	3,4	5	5	I[f]	I[f]
* 1b: Tells the main idea of a simple story or topic of an informational passage	1	1	1	1,2	1,2				
* 1c: Identifies and answers questions about characters[C], settings[S], and events[E]	C	C,S	C,S	C, S,E					
Focus 2: Making inferences									
2a: Makes and verifies predictions based on information from the story				X	X	X			
2b: Draws conslusions about information or stories read						X	X	X	
Focus 3: Retelling and Summarizing									
* 3a: Retells the main idea of simple stories		X	X	X					
3b: Retells a story and includes characters, settings and important events			X	X	X	X	X	X	X
3c: Retells correct sequence of events in a story or a chronological passage					X	X	X	X	X
3d: Summarizes main ideas learned about a topic from an informational passage							X	X	X
Focus 4: Monitoring Comprehension									
4a: Stops while reading to assess understanding and clarify	X	X	X	X	X	X	X	X	X
Focus 5: Making Connections									
5a: Connects events, characters, and actions in the story to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X

* High priority skill
f. Integrated

All classroom teachers will receive a DIBELS report in the fall, winter, and spring containing assessment information for their students. This report provides a prediction of each student's risk for being on track on the next assessment. The DIBELS screening assessments for Grade 1 are:

- Letter Naming Fluency (fall);
- Phoneme Segmentation Fluency (fall, winter, and spring);
- Nonsense Word Fluency (fall, winter, and spring); and
- Oral Reading Fluency (winter, and spring).

For each building block, there are benchmark goals for fall, winter, and spring. The following chart indicates the score ranges for each DIBELS measure and includes status data pertaining to both current and future benchmarks:

First Grade DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Letter Naming Fluency	LNF < 25 25 ≤ LNF < 37 LNF ≥ 37	At Risk Some Risk Low Risk				
Phonemic Segmentation Fluency	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established
Nonsense Word Fluency	NWF < 13 13 ≤ NWF < 24 NWF ≥ 24	At Risk Some Risk Low Risk	NWF < 30 30 ≤ NWF < 50 NWF ≥ 50	Deficit Emerging Established	NWF < 30 30 ≤ NWF < 50 NWF ≥ 50	Deficit Emerging Established
Oral Reading Fluency			ORF < 8 8 ≤ ORF < 20 ORF ≥ 20	At Risk Some Risk Low Risk	ORF < 20 20 ≤ ORF < 40 ORF ≥ 40	At Risk Some Risk Low Risk

Source: www.dibels.org

Tier I: Students At or Above Benchmark
Instruction

Continue to teach as before using the Core Reading Program for 90+ minutes a day (regular reading series).

Tier II: Students in Strategic Range
Instruction

It is important to review and verify test results for individual students in this range.

- Continue to teach using the Core Reading Program for 90+ minutes a day (regular reading series).
- In addition, schedule 30 minutes of daily small group instruction in the deficit area(s).
  - The additional 30 minutes of instruction is flexible; for example, one recommendation might be to have students engage in a phonics activity for 15 minutes each day as students are first arriving at school and for 15 minutes before lunch.

Careful analysis of error patterns for students not at benchmark is helpful for teachers as they group students for intervention and as they decide which

program will be most helpful. For example, students who are accurate but slow on NWF and ORF will benefit from different instruction than students who have frequent errors for vowel sounds.

Progress Monitoring

Progress monitoring needs to occur twice monthly. When at least 3 data points have been collected, determine whether the student is on track to meet the next benchmark (i.e. data collected every two weeks over a six week period). If so, use professional discretion to determine whether the student should continue the intervention. If the student is not on track to achieve benchmark, examine the following:

Integrity of Intervention - Is it taught the way it was designed to be taught?
Intensity - Does the student need more minutes per day or days per week of instruction?
Group Size - What is the most effective group size for this child (typically 4-6 students)?
Content - Does the content of the intervention need to be adjusted or changed?

It is important to select interventions that match student deficit areas (see Appendices E through H). However, it is the BIG IDEA (building block) that drives instruction, not just the DIBELS measure (Good and Kaminski, 2002). A student with a low score in alphabetic principle should receive broad instruction for learning that words are made up of sounds, which are represented by letters, and for learning the specific letter-sound correspondences for reading and spelling words, not just practice in reading nonsense words.

Tier III: Students in Intensive Range
Instruction

It is important to review and verify test results for individual students in this range.

- Continue to teach using the Core Reading Program for 90+ minutes a day (regular reading series).
- In addition, schedule two 30-minute blocks of daily small-group instruction in the deficit area(s). Well-trained staff will provide the additional 60 minutes using an explicit, systematic intervention program that is targeted at addressing the student's deficient building block area(s). See Appendices E through H for a listing of reviewed programs organized by building blocks or visit http://oregonreadingfirst.uoregon.edu/.

Progress Monitoring

Progress monitoring needs to occur weekly. When at least 3 data points have been collected, determine whether the student is making significant progress toward at least Strategic Level skills within one semester (i.e. data collected once a week for three weeks). With 60 additional minutes of instruction specifically targeted at addressing the deficient building block, progress should definitely be occurring. If it is not, the grade-level/SAT needs to strongly examine:

Integrity of Intervention - Is it taught the way it was designed to be taught?
Intensity - Does the student need more minutes per day or days per week of instruction?
Group Size - What is the most effective group size for this child (typically 1-3 students)?
Content - Does the content of the intervention need to be adjusted or changed?

Progress Monitoring and reevaluation of growth rate needs to be ongoing at this Intensive Range.

SECOND GRADE

Based on a review of the research, we know that some things are more important than others. By the same token, the timing of when particular skills are taught is important. For this reason, we include the following curriculum maps, created by Drs. Deb Simmons and Ed Kameenui, which show during which month of the school year we must teach these priority skills (Simmons and Kameenui, 1999). The maps take apart each instructional priority and assign specific tasks to the months of the school year.

Mapping of Instruction to Achieve Instructional Priorities
Second Grade

Instructional Priority: **Alphabetic Principle**	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Knowledge									
*1a: Produces dipthongs and digraphs	X	X							
Focus 2: Decoding and Word Recognition									
*2a: Uses advanced phonic elements to recognize words	X	X	X	X					
2b: Reads compound words, contractions, possessives, inflectional endings			X	X	X	X			
*2c: Reads multisyllabic words					X	X	X		
Focus 3: Sight-Word Reading									
*3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
*4a: Reads 90-100 wpm	40-60	X	X	X	X	X	X	X	90-100
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10[a]	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

* High priority skill
a. Minutes of practice per day

Mapping of Instruction to Achieve Instructional Priorities
Second Grade

Instructional Priority: **Vocabulary**	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes words into sets and groups	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and texts	X	X	X	X	X	X	X	X	X
2b: Understands and explains common antonyms and synonyms	X	X	X	X	X	X	X	X	X
* 2c: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2d: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2e: Examines word usage and effectiveness to expand descriptive vocabulary	X	X	X	X	X	X	X	X	X
2f: Makes inferences about the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2g: Uses word structure to learn meaning	X	X	X	X	X	X	X	X	X
2h: Identifes simple multiple-meaning words	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities
Second Grade

Instructional Priority: **Comprehension**	1	2	3	4	5	6	7	8	9
Focus 1: Comprehending Stories									
*1a: Answers questions about main characters,^{MC} settings,^{S} and events ^{E}	MC	MC	MC S	MC S	MC S,E	MC S,E			
1b: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X	X			
1c: Makes and confirms predictions based on information from the story							X	X	X
*1d: Answers *what-if, why,* and *how* questions				X	X	X			
*1e: Distinguishes main idea/details^{MD}; fact/opinion^{FO}; cause/effect^{CE}		MD	MD	FO	FO	CE	CE		
Focus 2: Comprehending Informational Text									
2a: Uses text structure to aid understanding				X	X	X			
2b: Uses information from simple tables, maps, and charts to learn about a topic					X	X	X		
2c: Uses titles, table of contents, and chapter headings to locate information						X	X	X	
Focus 3: Comprehension Monitoring									
3a: Reads for understanding	X	X	X	X	X	X	X	X	X
3b: Interacts with stories^S and informational ^{I} text to clarify and extend comprehension	S	S	S	S,I	S,I	S,I			
Focus 4: Retelling, Summarizing, Synthesizing									
*4a: Retells explicit^E and implicit ^{I} main ideas		E	E	E	I	I	I		
*4b: Identifies the correct sequence of events	X	X	X						
*4c: Draws conclusions based on content			X	X	X				
4d: Identifies/discusses theme of text					X	X	X		
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections					X	X	X	X	X

* High priority skill

All classroom teachers will receive a DIBELS report in the fall, winter, and spring with assessment information on their students. This report provides a prediction of each student's risk for being on track on the next assessment. In Grade 2, the primary DIBELS screening assessment is:

- Oral Reading Fluency in the fall (44 correct words per minute = low risk), winter (68 correct words per minute = low risk), and spring (90 correct words per minute = low risk).
- Also in the fall is the Nonsense Word Fluency screening which serves to catch kids who are deficient in alphabetic principle and phonics skills.

For each building block, there are benchmark goals for fall, winter, and spring. The following chart indicates the score ranges for each DIBELS measure and includes status data pertaining to both current and future benchmarks:

Second Grade DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Oral Reading Fluency	ORF < 26	At Risk	ORF < 52	At Risk	ORF < 70	At Risk
	26 ≤ ORF < 44	Some Risk	52 ≤ ORF < 68	Some Risk	70 ≤ ORF < 90	Some Risk
	ORF ≥ 44	Low Risk	ORF ≥ 68	Low Risk	ORF ≥ 90	Low Risk

Source: www.dibels.org

Tier I: Students At or Above Benchmark
Instruction

Continue to teach as before using the Core Reading Program for 90+ minutes a day (regular reading series).

Tier II: Students in Strategic Range
Instruction

It is important to review and verify test results for individual students in this range.

- Continue to teach using the Core Reading Program for 90+ minutes a day (regular reading series). In addition, schedule 30 minutes of daily, small group instruction in the deficit area(s).
  - The additional 30 minutes of instruction is flexible. For example, a re-reading activity for fluency building as students arrive at school and another just before lunch, etc., may be the most efficient and effective.

Analysis of error patterns for students not at benchmark allows teachers to group students for instruction. Students who are slow but accurate readers benefit from different intervention than students who have difficulty decoding multiple-syllable words or from those who misread many high-frequency words. In the fall, students not proficient on the Nonsense Word Fluency measure need further instruction in alphabetic principle/phonics.

Progress Monitoring

Progress monitoring needs to occur twice monthly. When at least 3 data points have been collected, determine whether the student is on track to meet the next benchmark (i.e. data collected every two weeks over a six week period). If so, use professional discretion to determine whether the student should continue the intervention. If the student is not on track to achieve the benchmark, examine the following:

Integrity of Intervention - Is it taught the way it was designed to be taught?
Intensity - Does the student need more minutes per day or days per week of instruction?
Group Size - What is the most effective group size for this child (typically 4-6 students)?
Content - Does the content of the intervention need to be adjusted or changed?

It is important to choose a research-based fluency-building strategy. Independent silent reading (i.e. Accelerated Reader) has not been proven to be effective in building fluency; whereas practice in oral reading with peer or adult feedback (i.e. PALS) or repeated reading strategies (i.e. Read Naturally) have been proven to build fluency. Please refer to Appendices E through H for a list of interventions categorized by building-block area.

Tier III: Students in Intensive Range
Instruction

It is important to review and verify test results for individual students in this range.

- Continue to teach using the Core Reading Program for90+ minutes a day (regular reading series).
- In addition, schedule two 30-minute blocks of daily small-group instruction in the deficit area(s). Well-trained staff will provide the additional 60 minutes using an explicit, systematic intervention program that is targeted at addressing the student's deficient building block area(s). See Appendices E through H for a listing of reviewed programs organized by building blocks or visit http://oregonreadingfirst.uoregon.edu/.

Daily fluency practice is critical to success. At this level, students may also need ongoing direct instruction in alphabetic principle/phonics. Again, a student with a low score in alphabetic principle should receive broad instruction (learning that words are made up of sounds which are represented by letters and the specific letter-sound correspondences for reading and spelling words) not just practice in reading nonsense words.

Progress Monitoring

Progress monitoring needs to occur weekly. When at least 3 data points have been collected, determine whether the student is making significant progress toward at least Strategic Level skills within one semester (i.e. data collected once a week for three weeks). With 60 additional minutes of instruction specifically targeted at addressing the deficient building block, progress should definitely be occurring. If it is not, the grade-level/SAT needs to strongly examine:

Integrity of Intervention - Is it taught the way it was designed to be taught?
Intensity - Does the student need more minutes per day or days per week of instruction?
Group Size - What is the most effective group size for this child (typically 1-3 students)?
Content - Does the content of the intervention need to be adjusted or changed?

Progress monitoring and reevaluation of growth rate needs to be ongoing at this Intensive Range.

THIRD GRADE

Based on a review of the research, we know that some things are more important than others. By the same token, the timing of when particular skills are taught is important. For this reason, we include the following curriculum maps, created by Drs. Deb Simmons and Ed Kameenui, which show during which month of the school year we must teach these priority skills (Simmons and Kameenui, 1999). The maps take apart each instructional priority and assign specific tasks to the months of the school year.

Mapping of Instruction to Achieve Instructional Priorities
Third Grade

Instructional Priority: **Alphabetic Principle**	1	2	3	4	5	6	7	8	9
Focus 1: Decoding and Word Recognition									
*1a: Produces common word parts	X	X							
*1b: Reads regular multisyllabic words		X	X	X	X				
1c: Reads compound words, contractions, possessives, inflectional endings		X	X	X	X	X			
1d: Uses word meaning and order in the sentence to confirm decoding efforts		X	X	X					
1e: Uses word structure knowledge to recognize multisyllabic words		X	X	X					
Focus 2: Sight-Word Reading									
2a: Increases sight words read fluently	X	X	X	X	X	X	X	X	X
Focus 3: Reading Connected Text									
*3a: Reads 120 wpm	90	94	98	102	106	110	112	116	120
3b: Reads with phrasing, expression, and inflection	X	X	X						
*3c: Increases independent reading	5	10	10	15	15	20	20	25	30 minutes per day

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities
Third Grade

Instructional Priority: **Vocabulary**	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes increasingly complex words into sets and groups	X	X	X	X	X	X	X	X	X
1b: Categorizes words hierarchically	X	X	X	X	X	X	X	X	X
1c: Draws and uses semantic maps and organizers to convey word relationtions	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
2a: Learns and uses unfamiliar words that are introduced in stories and passages	X	X	X	X	X	X	X	X	X
2b: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2c: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2d: Uses more descriptive vocabulary	X	X	X	X	X	X	X	X	X
2e: Determines the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2f: Uses dictionary to determine word meaning	X	X	X	X	X	X	X	X	X
2g: Uses knowledge of prefixes and suffixes to determine word meaning	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities
Third Grade

Instructional Priority: **Comprehension**	1	2	3	4	5	6	7	8	9
Focus 1: Comprehending Stories									
* 1a: Answers literal ^{L}, inferential ^{I}, and evaluative ^{E} questions	L	L	I	I	E	E			
1b: Makes, confirms, and modifies predictions based on text information		X	X						
* 1c: Answers questions about main characters ^{MC}; setting ^{S}, theme ^{T}, and plot ^{P}	MC S	MC S	MC S,P	MC S,P	MC S,P,T	X	X	X	X
1d: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X				
* 1e: Distinguishes main idea/details ^{MD}; fact/opinion ^{FO}; cause/effect ^{CE}	MD	MD	FO	FO	CE	CE	X	X	X
Focus 2: Comprehending Informational Text									
* 2a: Uses structure of informational text to aid understanding			X	X	X				
* 2b: Uses information in tables, graphs diagrams, maps, and charts						X	X	X	
2c: Follows multiple-step written instructions	X	X	X	X	X	X	X	X	X
Focus 3: Comprehension Monitoring									
3a: Checks and adjusts for understanding while reading	X	X	X	X	X	X	X	X	X
3b: Interacts with stories and text to clarify and extend comprehension	X	X	X	X	X	X	X	X	X
Focus 4: Retelling, Summarizing, Synthesizing									
* 4a: Retells the main ideas of stories or informational text	X	X	X	X	X	X	X	X	X
4b: Recalls the correct sequence of events in a story ^{S} or informational passage ^{I}	S	S	I	I	X	X	X	X	X
4c: Draws conclusions ^{C} and generalizations ^{G}	C	C	C	G	G	G			
4d: Identifies important themes from readings and examines from multiple points of view	X	X	X	X	X	X	X	X	X
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections	X	X	X	X	X	X	X	X	X

* High priority skill

All classroom teachers will receive a DIBELS report in the fall, winter, and spring with assessment information on their students. This report provides a prediction

of each student's risk for being on track on the next assessment. In Grade 3, the DIBELS screening assessment is:

- Oral Reading Fluency in the fall (77 correct words per minute = low risk), winter (92 correct words per minute = low risk), and spring (110 correct words per minute = low risk).

For each building block, there are benchmark goals for fall, winter, and spring. The following chart indicates the score ranges for each DIBELS measure and includes status data pertaining to both current and future benchmarks:

Third Grade DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Oral Reading Fluency	ORF < 53	At Risk	ORF < 67	At Risk	ORF < 80	At Risk
	53 ≤ ORF < 77	Some Risk	67 ≤ ORF < 92	Some Risk	80 ≤ ORF < 110	Some Risk
	ORF ≥ 77	Low Risk	ORF ≥ 92	Low Risk	ORF ≥ 110	Low Risk

Source: www.dibels.org

Tier I: Students At or Above Benchmark
Instruction

- Continue to teach as before using the Core Reading Program for 90+ minutes a day (regular reading series).

Tier II: Students in Strategic Range
Instruction

It is important to review and verify test results for individual students in this range.

- Continue to teach using the Core Reading Program for 90+ minutes a day (regular reading series). All students can benefit from most lessons in vocabulary and comprehension. Recent research-based reading series offer valid suggestions for differentiating instruction in order to teach students with a broad range of reading skill levels in any given class. During this 90-minute block, a portion of time is spent in reading instruction at each student's instructional reading level. This means that some students might be using a lower grade-level book from the reading series. At other times, Tier II and III students would participate in regular grade-level class activities.
- In addition, schedule 30 minutes of daily small-group instruction in the deficit area(s). The additional 30 minutes of instruction is flexible. For example, a re-reading activity for fluency building as students arrive at

school and another just before lunch, etc., may be the most efficient and effective.

Careful analysis of the error patterns of students not at benchmark is helpful as teachers choose interventions and group students. A slow but accurate reader has different needs than one who struggles to decode multi-syllable words or from one who reads quickly but misses word endings and high frequency words.

Progress Monitoring

Progress monitoring needs to occur twice monthly. When at least 3 data points have been collected, determine whether the student is on track to meet the next benchmark (i.e. data collected every two weeks over a six week period). If so, use professional discretion to determine whether the student should continue the intervention. If the student is not on track to achieve benchmark, examine the following:

Integrity of Intervention - Is it taught the way it was designed to be taught?
Intensity - Does the student need more minutes per day or days per week of instruction?
Group Size - What is the most effective group size for this child (typically 4-6 students)?
Content - Does the content of the intervention need to be adjusted or changed?

It is important to choose a research-based fluency-building strategy. Independent silent reading (i.e. Accelerated Reader) has not been proven to be effective in building fluency; whereas, practice in oral reading with peer or adult feedback (i.e. partner reading) or repeated reading strategies (i.e. Read Naturally) have been proven to build fluency. Please refer to Appendices E through H for a list of interventions categorized by building-block area.

Tier III: Students in Intensive Range
Instruction

It is important to review and verify test results for individual students in this range.

- Continue to teach using the Core Reading Program for 90+ minutes a day (regular reading series).
- In addition, schedule two 30-minute blocks of daily small-group instruction in the deficit area(s). Well-trained staff will provide the additional 60 minutes using an explicit, systematic intervention program that is targeted at addressing the student's deficient building block area(s). See Appendices E through H for a listing of reviewed programs organized by building blocks or visit http://oregonreadingfirst.uoregon.edu/.

Daily fluency practice is critical to success. At this level, students may also need ongoing direct instruction in alphabetic principle/phonics, especially in decoding words with multiple syllables.

Progress Monitoring

Progress monitoring needs to occur weekly. When at least 3 data points have been collected, determine whether the student is making significant progress toward at least Strategic Level skills within one semester (i.e. Data collected once a week for three weeks). With 60 additional minutes of instruction specifically targeted at addressing the deficient building block, progress should definitely be occurring. If it is not, the grade-level/SAT needs to strongly examine:

Integrity of Intervention - Is it taught the way it was designed to be taught?
Intensity - Does the student need more minutes per day or days per week of instruction?
Group Size - What is the most effective group size for this child (typically 1-3 students)?
Content - Does the content of the intervention need to be adjusted or changed?

Progress monitoring and reevaluation of growth rate needs to be ongoing at this Intensive Range.

Summary

Reading is the foundation for all future learning. It predisposes one's future. Educators who have devoted themselves to helping children learn do not have the luxury of shying away from their obligation to teach **_all_** children to read well. Teaching reading is hard work; it is very complex, and what works for one student may not always work for another.

What is offered here is a research-based approach to school-wide reading instruction, which gives teachers the opportunity to take advantage of the expertise of reading specialists. Ongoing collaboration, continuous professional development and staying up to date with current literacy research, helps to ensure school success in meeting the needs of young learners. It is critical to have a plan that incorporates these components and includes accountability to ensure that the plan is followed.

Appendix A
An Example of the Elementary 90 Minute Reading Block

Instruction	Range of Time	Class Configuration						Examples of Teacher-Led Activities
Initial 90+ minutes daily	25-60 minutes	Whole Group						Work with Core Comprehensive Reading Program (CCRP)
								Phonemic Awareness: • Segmenting sounds • Blending sounds Phonics & Fluency: • Sound-letter relationships • Blending & decodables • Dictation and spelling Vocabulary & Comprehension: • Robust Vocabulary Instruction • Pre-reading strategies • During reading strategies • Post reading strategies
	TOTAL TIME: 45-60 minutes	Small Groups (Group 1-5**)						Group 1: segment sounds with Elkonin boxes
		15-20 minutes*	M	T	W	Th	F	Group 2: word building with letters & pocket charts
		Session 1	1	4	2	5	3	Group 3: review complex blending strategies
		Session 2	2	5	3	1	4	Group 4: reread the decodable book
		Session 3	3	1	4	2	5	Group 5: choral reading of a new poem
Immediate Intensive Intervention	20 minutes		M	T	W	Th	F	Work with Supplementary Reading Programs (SRPs)
		3X per week	1		1		1	Group 1 also need iii, which requires work on the following skills in addition to work with Elkonin boxes • Phonemic segmentation with mirrors • Common syllable patterns with spelling • Reading a decodable book at instructional level

*This sample class has five small flexible groups that are formed based upon ongoing assessment results. The teacher meets with three groups daily during sessions 1, 2, and 3. While not working with the teacher, students will be working in small groups at literacy centers.

**Small group size can vary, but the immediate, intensive intervention group should be no larger than 3-5 students.

Appendix B

Alternate Variables Chart

Alterable Components	Specific Adjustments				
Opportunities to Learn (Time/ Concentration of Instruction)	Increase attendance	Provide instruction daily	Increase opportunities to respond	Vary schedule of easy/hard tasks/skills	Add another instruction-al period (double dose)
Program Efficacy	Preteach components of core program	Use extensions of the core program	Supplement core with appropriate materials	Replace current core program	Implement specially designed program
Program Implementation	Model lesson delivery	Monitor implement-ation frequently	Provide coaching and ongoing support	Provide additional staff development	Vary program/ lesson schedule
Grouping for Instruction	Check group placement	Reduce group size	Increase teacher-led instruction	Provide individual instruction	Change instructor
Coordination of Instruction	Clarify instructional priorities	Establish concurrent reading periods	Provide complementary reading instruction across periods	Establish communica-tion across instructors	Meet frequently to examine progress

Appendix C

Guidelines for Effective Instruction

▪ **Conduct initial assessment to identify students who need intervention and to determine students' needs**.

Determine students' knowledge and skills related to grade-specific essential reading components: phonemic awareness, alphabet knowledge, phonics (letter-sound correspondences), word reading, fluency, and comprehension.

▪ **Form same-ability small groups**.

For Tier II, form groups of three to five students. For Tier III, form groups of three or less (depending on student needs). Carefully analyze student error patterns in the student booklets and group accordingly.

▪ **Provide daily, targeted instruction that is explicit, systematic, and provides ample practice opportunities with immediate feedback.**

Introduce a manageable amount of information in each lesson.

Focus on the reading skills that have the highest impact on learning to read (e.g., phonemic awareness, letter-sound knowledge).

Provide many modeled examples before student practice.

Follow a systematic routine. Use clear, explicit, easy-to-follow procedures.

Sequence instruction so that easier reading skills are introduced before more complex ones.

Pace instruction to match students' learning needs.

Maximize student engagement including many opportunities for students to respond.

Provide immediate and corrective feedback.

Provide ample opportunities for guided initial practice and independent practice.

Frequently monitor student understanding and mastery of instructional objectives.

Scaffold instruction and make adaptations to instruction in response to students' needs and to how quickly or slowly students are learning.

Include frequent and cumulative reviews of previously learned material.

Reteach, when necessary.

▪ **Determine the readability of texts to ensure that students are reading texts at the appropriate level of difficulty.**

Independent level: Texts in which no more than approximately 1 in 20 words is difficult for the reader (*Accuracy level: 95 – 100%).

Instructional level: Texts in which no more than approximately 1 in 10 words in difficult for the

Program	Type	Grade	PA	P	F	V	C	Notes
Scientific Learning Reading Assistant	2, 3, 5	2-12	n/a	n/a	+++	+++	+++	a, b, c, d, i, j, k
Scott Foresman Early Reading Intervention	2	K-1	+++	+++	+++	+++	n/a	a, b, c, d, g
Seeing Stars	2, 5	K-12+	+++	+++	n/a	n/a	n/a	a, b, c, d, g
SIM - Strategic Instruction Model	2, 5	4-12	n/a	++	n/a	++	+++	a, b, c, d, l
Six Minute Solution	2, 5	K-9	n/a	n/a	+++	n/a	n/a	a, b, c, d, i
Smart Tutor: Reading	2, 3	K-5	++	++	n/a	++	++	a, b
Smart Way Reading and Spelling	2, 4, 5	1-5	n/a	+++	n/a	n/a	n/a	a, b, c, d, e
Soar to Success	2, 5	3-8	n/a	+	+++	++	+++	a, c, k, l, m
Sound Partners	2, 4	1	+++	+++	+++	n/a	+	a, b, c, d, h
SRA Early Interventions in Reading Level 1	2	1-2	+++	+++	+++	n/a	+++	a, b, c, d, l
Text Talk	2	K-3	n/a	n/a	n/a	+++	n/a	a, b, c, f, j
Thinking Reader	2, 3	6-8	n/a	n/a	n/a	n/a	+++	e, k
Timed Readings	2	6-12	n/a	n/a	+	n/a	+	e
Tune in to Reading	2, 3, 5	3-12	n/a	n/a	++	n/a	n/a	a, b, d, i
Visualizing and Verbalizing	2, 5	K-12+	n/a	n/a	n/a	n/a	+++	a, b, c, d, k
Voyager Passport E, F, & G	2, 5	4-6	n/a	+	++	++	++	n
Wilson Fluency / Basic	2, 5	1-12+	n/a	n/a	+++	n/a	n/a	a, b, c, i

Key

Type of Program

1 = Comprehensive Core Reading Program
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3 = Technology-Based Program
4 = Program that may be implemented by a tutor or mentor
5 = Supplemental Intervention Reading Program or Comprehensive Intervention Reading Program for students above third grade
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7 = Professional Development Program

Reading Component (PA = Phonemic Awareness, P = Phonics, F = Fluency, V = Vocabulary, C = Comprehension)

+ = few aspects of this component taught and/or practiced
++ = most aspects of this component taught and/or practiced
+++ = all aspects of this component taught and/or practiced
n/a = Not Addressed in this program and/or not a goal of this program.

Notes

a. explicit
b. systematic
c. student materials aligned
d. ample practice opportunities provided
e. practice only
f. oral language only
g. phonemic awareness and phonics program
h. phonics program

i. fluency program
j. vocabulary program
k. comprehension program
l. extensive professional development required
m. expertise required to make informed curriculum decisions
n. extensive organization of materials required
o. school-wide implementation required
* Because this program is designed for students who are cognitively impaired and in Special Education, the FCRR Summary Table is not relevant.

Appendix F

Review of Programs That May Be Implemented By Tutors or Mentors

These materials may be appropriate for Volunteers (Tutors or Mentors) to implement. It is important to note that training and supervision are critical components for successful student outcomes.

We would encourage schools to use the table below very carefully. It is meant only as an initial indicator of the extent to which specific areas of instruction are explicitly included in programs that have been reviewed. The best strategy is always to consider the specific needs of the students with whom the program will be used, and then pick a program that will most powerfully meet those needs. For example, if many students in your school need extra support or interventions in the area of reading fluency, then the extent to which a program provides powerful instruction in that area would be an important consideration. Programs that provide coverage across all possible areas of reading development may be an excellent choice for students who need extra, or more explicit instruction in all areas of reading development, but a comprehensive program may not provide as powerful instruction in a single important area (i.e. phonics, vocabulary, fluency, or reading comprehension) as one that is primarily focused on that area, and might be more difficult to use in providing focused instructional support in a given area. It is very important to read the FCRR Report for every program that you are considering. The reports provide specific details that we are unable to convey in the summary table.

Program	Type of Program	Grade Reviewed	Reading Component					Notes
			PA	P	F	V	C	
Barton Reading & Spelling System	2, 4	K-12+	+++	+++	+++	n/a	n/a	a, b, c, d, h
Building Vocabulary Skills	2, 4, 5	K-6	n/a	n/a	n/a	+++	n/a	a, b, c, d, j
Corrective Reading	1, 2, 4, 5	3-12	+++	+++	+++	+++	+++	a, b, c, d
Failure Free Reading	2, 3, 4, 5	1-12	n/a	n/a	++	++	+	c, d
First Grade Peer-Assisted Literacy Strategies	2, 4	1	+++	+++	+++	+	++	a, b, c, d
Funnix Reading Programs	2, 3, 4	K-2	+++	+++	+++	++	+	a, b, c, d
Headsprout Early Reading	2, 3, 4	K-2	++	+++	+++	+++	+++	a, b, c, d
HOSTS	2, 3, 4, 5	K-12	++	+++	++	++	++	l, n
Kaplan SpellRead	2, 4, 5	K-12+	+++	+++	+++	++	+++	a, b, c, d, l
KidBiz3000 and TeenBiz3000	2, 3, 4	2-12	n/a	n/a	+	+	++	d, e
Lexia Reading	2, 3, 4, 5	K-adult	+++	+++	+++	++	++	a, b, c, d
OpenBook to Literacy	2, 3, 4	K-12+	+	++	+	+	+	a, b
Phonics for Reading	2, 4, 5	1-12+	n/a	+++	n/a	n/a	n/a	a, b, c, d, h
Phono-Graphix	2, 4, 5	K-5	+++	+++	++	n/a	n/a	a, b, c, d, g
Read Naturally	2, 3, 4, 5	1-12+	n/a	n/a	+++	n/a	n/a	a, b, c, d, i
Read, Write & Type! Learning System	2, 3, 4	1-3	+++	+++	+++	+	+	a, b, c, d, g
Reading Rescue	2, 4	1	+++	+++	+++	++	+++	d, l, m
REWARDS Intermediate and REWARDS Secondary	2, 4, 5	4-12	n/a	+++	+++	++	+	a, b, c, d, h, i
Smart Way Reading and Spelling	2, 4, 5	1-5	n/a	+++	n/a	n/a	n/a	a, b, c, d, e
Sound Partners	2, 4	1	+++	+++	+++	n/a	+	a, b, c, d, h
S.P.I.R.E. and Sounds Sensible	2, 4, 5	K-8	+++	+++	+++	++	++	a, b, c, d
Succeeding in Reading	2, 4, 5	K-12	+	+	+	+	+++	m
Voyager Passport	2, 4	K-3	++	++	+++	+++	+++	a, b, c, d

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Notes

a. explicit
b. systematic
c. student materials aligned
d. ample practice opportunities provided
e. practice only
f. oral language only
g. phonemic awareness and phonics program
h. phonics program
i. fluency program
j. vocabulary program
k. comprehension program
l. extensive professional development required
m. expertise required to make informed curriculum decisions
n. extensive organization of materials required
o. school-wide implementation required

Appendix G

Review of Technology-Based Programs

These core, supplemental, or intervention programs include the use of technology to support instruction.

We would encourage schools to use the table below very carefully. It is meant only as an initial indicator of the extent to which specific areas of instruction are explicitly included in programs that have been reviewed. The best strategy is always to consider the specific needs of the students with whom the program will be used, and then pick a program that will most powerfully meet those needs. For example, if many students in your school need extra support or interventions in the area of reading fluency, then the extent to which a program provides powerful instruction in that area would be an important consideration. Programs that provide coverage across all possible areas of reading development may be an excellent choice for students who need extra, or more explicit instruction in all areas of reading development, but a comprehensive program may not provide as powerful instruction in a single important area (i.e. phonics, vocabulary, fluency, or reading comprehension) as one that is primarily focused on that area, and might be more difficult to use in providing focused instructional support in a given area. It is very important to read the FCRR Report for every program that you are considering. The reports provide specific details that we are unable to convey in the summary table.

Program	Type of Program	Grade Reviewed	Reading Component					Notes
			PA	P	F	V	C	
Academy of Reading	2, 3, 5	3-12	++	++	++	+	+	a, b, d
Accelerated Reader	2, 3	K-12	n/a	n/a	n/a	n/a	+	d, e
Breakthrough to Literacy	2, 3	K-3	++	++	+	++	++	c, l, m, n
Classworks	2, 3, 5	K-8	+	+	n/a	+	+	m
Destination Reading	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d
Discover Intensive Phonics for Yourself	2, 3, 5	K-12+	+	+++	n/a	+	n/a	a, b, c, d, h
Earobics	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d
Failure Free Reading	2, 3, 4, 5	1-12	n/a	n/a	++	++	+	c, d
Fast Forword Language	2, 3, 5	K-12	+++	n/a	n/a	+	+	f
FOCUS Reading and Language Program	2, 3	K-3	+++	+++	+++	+++	+	a, b, c, d
Funnix Reading Programs	2, 3, 4	K-2	+++	+++	+++	++	+	a, b, c, d
Headsprout Early Reading	2, 3, 4	K-2	++	+++	+++	+++	+++	a, b, c, d
HOSTS	2, 3, 4, 5	K-12	++	+++	++	++	++	l, n
iStation	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d
KidBiz3000 and TeenBiz3000	2, 3, 4	2-12	n/a	n/a	+	+	++	d, e
Language First!	2, 3, 5	K-5	+	n/a	n/a	++	+	c, j
LeapTrack Assessment & Instruction System	2, 3, 5	K-5	++	++	+	++	++	e, n
Lexia Reading	2, 3, 4, 5	K-adult	+++	+++	+++	++	++	a, b, c, d
Lightspan Early Reading Program	2, 3	K-3	+++	+	+	++	+++	d
The Literacy Center	2, 3	K-2	+++	+++	n/a	n/a	n/a	g
My Reading Coach	2, 3, 5	2-12+	n/a	+++	+	n/a	+	b, d
OpenBook to Literacy	2, 3, 4	K-12+	+	++	+	+	+	a, b
Orchard	2, 3, 5	K-9	++	++	++	++	++	d
PLATO Early Reading Program	2, 3	K-3	+++	+	+	++	+++	d
PLATO FOCUS and Reading Language Program	2, 3	K-3	+++	+++	+++	+++	+	a, b, c, d

Program	Type	Grade	PA	P	F	V	C	Notes
[Read Naturally](#)	2, 3, 4, 5	1-12+	n/a	n/a	+++	n/a	n/a	a, b, c, d, i
[Read On!](#)	2, 3, 5	9-adult	n/a	+	+	+++	++	a, b, c, d
[Read, Write & Type! Learning System](#)	2, 3, 4	1-3	+++	+++	+++	+	+	a, b, c, d, g
[Read 180 Enterprise Edition](#)	2, 3, 5	4-12		+++	+++	+++	+++	a, b, c, d, n
[ReadAbout](#)	2, 3	3-6	n/a	n/a	n.a	+++	+++	a, b, c, d, j, k
[Reading Plus](#)	2, 3, 5	K-12	n/a	n/a	+	+	+	i
[Scientific Learning Reading Assistant](#)	2, 3, 5	2-12	n/a	n/a	+++	+++	+++	a, b, c, d, i, j, k
[Smart Tutor: Reading](#)	2, 3	K-5	++	++	n/a	++	++	a, b
[SuccessMaker Enterprise](#)	2, 3, 5	K-8	+	+	+	++	+++	a, b, d, m
[Thinking Reader](#)	2, 3	6-8	n/a	n/a	n/a	n/a	+++	e, k
[Tune in to Reading](#)	2, 3, 5	3-12	n/a	n/a	++	n/a	n/a	a, b, d, i
[Waterford Early Reading System](#)	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d

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Notes

a. explicit
b. systematic
c. student materials aligned
d. ample practice opportunities provided
e. practice only
f. oral language only
g. phonemic awareness and phonics program
h. phonics program
i. fluency program
j. vocabulary program
k. comprehension program
l. extensive professional development required
m. expertise required to make informed curriculum decisions
n. extensive organization of materials required

o. school-wide implementation required

Review of Comprehensive Intervention Reading Programs and Supplemental Intervention Reading Programs for Students Above Third Grade

We would encourage schools to use the table below very carefully. It is meant only as an initial indicator of the extent to which specific areas of instruction are explicitly included in programs that have been reviewed. The best strategy is always to consider the specific needs of the students with whom the program will be used, and then pick a program that will most powerfully meet those needs. For example, if many students in your school need extra support or interventions in the area of reading fluency, then the extent to which a program provides powerful instruction in that area would be an important consideration. Programs that provide coverage across all possible areas of reading development may be an excellent choice for students who need extra, or more explicit instruction in all areas of reading development, but a comprehensive program may not provide as powerful instruction in a single important area (i.e. phonics, vocabulary, fluency, or reading comprehension) as one that is primarily focused on that area, and might be more difficult to use in providing focused instructional support in a given area. It is very important to read the FCRR Report for every program that you are considering. The reports provide specific details that we are unable to convey in the summary table.

Comprehensive Intervention Reading Programs for Students Above Third Grade

These materials can be used to guide instruction for students who are lagging behind in reading.

Program	Type of Program	Grade Reviewed	Reading Component					Notes
			PA	P	F	V	C	
Academy of Reading	2, 3, 5	3-12	++	++	++	+	+	a, b, d
Corrective Reading	1, 2, 4, 5	3-12	+++	+++	+++	+++	+++	a, b, c, d
Fast Track Reading	2, 5	4-8	+	+	+++	++	++	a, b, c
Horizons	1, 2, 5	1-3+	+++	+++	+++	+	+++	a, b, c, d
HOSTS	2, 3, 4, 5	K-12	++	+++	++	++	++	l, n
Kaleidoscope	2, 5	2-6	+++	+++	+++	++	+++	a, b, c, d
Kaplan SpellRead	2, 4, 5	K-12+	+++	+++	+++	++	+++	a, b, c, d, l
Language!	1, 2, 5	3-12	+++	+++	+++	+++	+++	a, b, c, d
LeapTrack Assessment & Instruction System	2, 3, 5	K-5	++	++	+	++	++	e, n
Lexia Reading	2, 3, 4, 5	K-adult	+++	+++	+++	++	++	a, b, c, d
Orchard	2, 3, 5	K-9	++	++	++	++	++	d
Project Read	1, 2, 5	K-12+	+++	+++	+++	+++	+++	a, b, c, d
RAVE-O	2, 5	1-5	++	++	+++	+++	++	a, b, c, d, l
REACH	2, 5	4-12	+++	+++	+++	+++	+++	a, b, c, d
Read 180 Enterprise Edition	2, 3, 5	4-12		+++	+++	+++	+++	a, b, c, d, n
The Reading Edge	2, 5	6-8	+++	+++	+++	+++	+++	a, b, c, d
Spalding Writing Road to Reading	2, 5	K-8	+	++	+	++	+++	a, b, c, d
S.P.I.R.E. and Sounds Sensible	2, 4, 5	K-8	+++	+++	+++	++	++	a, b, c, d
START-IN	2, 5	3-8	+	+	+++	+	+	m, n
Succeeding in Reading	2, 4, 5	K-12	+	+	+	+	+++	m
SuccessMaker Enterprise	2, 3, 5	K-8	+	+	+	++	+++	a, b, d, m
Wilson Reading System	2, 5	3-12	+++	+++	+++	++	+++	a, b, c, d, l

Supplemental Intervention Reading Programs for Students Above Third Grade

These materials can be used to guide instruction for students who are lagging behind in reading.

Program	Type of Program	Grade Reviewed	PA	P	F	V	C	Notes
					Reading Component			
Building Vocabulary Skills	2, 4, 5	K-6	n/a	n/a	n/a	+++	n/a	a, b, c, d, j
Classworks	2, 3, 5	K-8	+	+	n/a	+	+	m
Discover Intensive Phonics for Yourself	2, 3, 5	K-12+	+	+++	n/a	+	n/a	a, b, c, d, h
Failure Free Reading	2, 3, 4, 5	1-12	n/a	n/a	++	++	+	c, d
Fast Forword Language	2, 3, 5	K-12	+++	n/a	n/a	+	+	f
Fluency Formula	2, 5	1 to 6	n/a	n/a	++	n/a	n/a	c, d, i
Great Leaps	2, 5	K-12+	n/a	+	+++	n/a	n/a	c, d, i
Language First!	2, 3, 5	K-5	+	n/a	n/a	++	+	c, j
LiPS	2, 5	K-12+	+++	+++	n/a	n/a	n/a	a, b, c, d, g
Making Connections	2, 5	1-6	n/a	n/a	+	++	+++	a, b, c, d, k
My Reading Coach	2, 3, 5	2-12+	n/a	+++	+	n/a	+	b, d
Phonics First Foundations	2, 5	K-5	n/a	++	n/a	n/a	n/a	b, c, d, h, l, m
Phonics for Reading	2, 4, 5	1-12+	n/a	+++	n/a	n/a	n/a	a, b, c, d, h
Phono-Graphix	2, 4, 5	K-5	+++	+++	++	n/a	n/a	a, b, c, d, g
QuickReads	2, 5	K-4	n/a	+	++	++	++	a, b, c, d
Questioning the Author	2, 5	3-12	n/a	n/a	n/a	n/a	+++	d, k
Read Naturally	2, 3, 4, 5	1-12+	n/a	n/a	+++	n/a	n/a	a, b, c, d, i
Read On!	2, 3, 5	9-adult	n/a	+	+	+++	++	a, b, c, d
Read XL	2, 5	6-8	n/a	+	+	++	++	a, b, c, d
Reading Advantage	2, 5	6-12	n/a	++	++	+++	++	a, b, c, d
Reading Plus	2, 3, 5	K-12	n/a	n/a	+	+	+	i
REWARDS Intermediate and REWARDS Secondary	2, 4, 5	4-12	n/a	+++	+++	++	+	a, b, c, d, h, i
Scientific Learning Reading Assistant	2, 3, 5	2-12	n/a	n/a	+++	+++	+++	a, b, c, d, i, j, k
Seeing Stars	2, 5	K-12+	+++	+++	n/a	n/a	n/a	a, b, c, d, g
SIM - Strategic Instruction Model	2, 5	4-12	n/a	++	n/a	++	+++	a, b, c, d, l
Six Minute Solution	2, 5	K-9	n/a	n/a	+++	n/a	n/a	a, b, c, d, i
Smart Way Reading and Spelling	2, 4, 5	1-5	n/a	+++	n/a	n/a	n/a	a, b, c, d, e
Soar to Success	2, 5	3-8	n/a	+	+++	++	+++	a, c, k, l, m
Tune in to Reading	2, 3, 5	3-12	n/a	n/a	++	n/a	n/a	a, b, d, i
Visualizing and Verbalizing	2, 5	K-12+	n/a	n/a	n/a	n/a	+++	a, b, c, d, k
Voyager Passport E, F, & G	2, 5	4-6	n/a	+	++	++	++	n
Wilson Fluency / Basic	2, 5	1-12+	n/a	n/a	+++	n/a	n/a	a, b, c, i

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+++ = all aspects of this component taught and/or practiced

 n/a = Not Addressed in this program and/or not a goal of this program.

Notes
a. explicit
b. systematic
c. student materials aligned
d. ample practice opportunities provided
e. practice only
f. oral language only
g. phonemic awareness and phonics program
h. phonics program
i. fluency program
j. vocabulary program
k. comprehension program
l. extensive professional development required
m. expertise required to make informed curriculum decisions
n. extensive organization of materials required
o. school-wide implementation required
* Because this program is designed for students who are cognitively impaired and in Special Education, the FCRR Summary Table is not relevant.

Appendix I

On-Line Resources for Teaching Reading

This site has a wealth of information from academics to behavior:

http://www.interventioncentral.org/

Ideas for teaching the 5 big ideas of reading:

http://oregonreadingfirst.uoregon.edu/inst_big_five.html

http://reading.uoregon.edu/big_ideas/trial_bi_index.php

General reading sites:

http://www.gosbr.net/reading/

http://www.gse.buffalo.edu/org/readingstrategies/read_strat.html

http://www.justreadnow.com/strategies/index.htm

http://www.msu.edu/course/cep/886/

http://freereading.net/index.php?title=Main_Page

http://www.headsprout.com/   (cost involved)

http://www.readinga-z.com/   (For teachers – subscription fee for membership)

Letter Naming Fluency activities:

http://www.amphi.com/departments/technology/assess/lnf.html

This site has centers for grades K-1:

http://www.fcrr.org/Curriculum/studentCenterActivities.htm

Interventions from the same site:

http://www.fcrr.org/Interventions/index.htm

Site with good description of phonological and phonemic awareness & ideas for teaching these:

http://osepideasthatwork.org/toolkit/InstPract_put_reading_first.asp

 Earobics

http://www.earobics.com/gamegoo/gooeyhome.html

Websites for families & kids:

http://www.starfall.com/

http://www.justreadnow.com/family/index.htm

Appendix J

Frequently Asked Questions About K-3 Reading Instruction

(developed for Florida Reading First schools)

1. What is systematic instruction?
2. What is direct instruction?
3. Aren't scripted lessons for inexperienced or uncreative teachers?
4. Why is it important to have a 90 minute reading block?
5. May students go to another class for intervention during the 90 minute block?
6. How do we prioritize what to teach when the Core Reading Program offers so much?
7. What is the best use of an extra adult in the room during the 90 minute block?
8. During the 90 minute reading block, should I follow the sequence of student materials in the Core Reading Program or choose stories as they seem appropriate for our thematic units?
9. Is writing permitted and what type of writing activities can be included during the 90 minute block?
10. What do you mean by flexible small group instruction?
11. What is included in a small group reading lesson?
12. How can I keep teaching my small group when the students in centers complete their activity early and start misbehaving?
13. What is a good way to build vocabulary skills?
14. What can I do to help my students read more fluently?
15. Is it okay to use nonsense words as a timed fluency activity in a center?
16. Why should I use the DIBELS Oral Reading Fluency (ORF) measure if the students are not able to use the strategies we teach them such as picture cues?
17. Which assessments measure comprehension?
18. What do you recommend for students who continually score in the red (high risk) on the DIBELS measures?
19. What is the difference between Core, Supplemental, and Intervention instruction?
20. What materials should I use for targeted instruction for my struggling students?
21. What exactly is meant by immediate intensive intervention (iii), or 'triple i'?
22. What can we use for intervention when third grade students are not successful with the Comprehensive Core Reading Program?

Q. 1. What is systematic instruction?

A. Systematic instruction refers to a carefully planned sequence for instruction, similar to a builder's blueprint for a house. A blueprint is carefully thought out and designed before building materials are gathered and construction begins. The plan for systematic instruction is carefully thought out, strategic, and designed before activities and lessons are developed. Systematic instruction is clearly linked within, as well as across the five major areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities which directly reflect instruction.

Q. 2. What is direct instruction?

A. Direct instruction is an instructional approach that utilizes explicit and structured teaching routines. A teacher using direct instruction models, explains, and guides the students through extended practice of a skill or concept until mastery is achieved. The lessons are fast paced, students are academically engaged, and teachers are enthusiastically delivering instruction. Direct instruction is appropriate instruction for all learners, all five components of reading, and in all settings (whole group, small group, and one-on-one).

Q. 3. Aren't scripted lessons for inexperienced or uncreative teachers?

A. The primary purpose of scripted lessons is to provide effective explanations of new concepts, to offer

appropriate examples of the skill or concept that is being taught, to provide practice activities that directly reinforce instruction, to provide models for appropriate scaffolding and error correction, and to help with pacing. If they are well written, scripted lessons help focus instruction by providing consistent language and maintaining fidelity to the lesson's objectives. While it is true that scripted lessons may be particularly beneficial to less experienced or less knowledgeable teachers, they may also be used effectively by experienced teachers to help them sharpen and focus their instructional language and procedures.

Q. 4. Why is it important to have a 90 minute reading block?

A. Implementation of a 90 minute reading block must be combined with good teaching methods with special attention to what a student already knows, timely and specific feedback, and the active participation of the teacher in order to have a significant impact on achievement (Quartarola, 1984). It is important to remember that students vary on the amount of time needed to learn a new skill, the intensity of instruction, and amount of practice opportunities provided within the reading block. All of these aspects of reading instruction are important to student achievement (Gettinger, 1984, 1985, 1989). Therefore "time spent in learning is a more useful index of learning time and a stronger predictor of achievement than simply allocated time" (Gettinger, 1985, p. 4).

Research suggests that before simply adding more time, schools should instead, make better use of (maximize) existing time (Quartarola, 1984; Hossler et al., 1988; (Moore et al., 1990 NECTL, 1994);(Taylor et al., 2000); (Taylor et al., 2003). Because increased engaged time (on task) produces, at best moderate increases in achievement, schools must at the very least find ways to (Aronson et al., 1999):

1- Increase the proportion of time students are involved in instructional activities.

2- Be sure that adequate allocated time is devoted to instruction in those core academic subjects in which we seek improved student performance.

3- Find ways to minimize interruptions during engaged learning times so teachers can create opportunities for academic learning time.

The appropriate amount of time allocated to reading instruction in grades K-3 will vary with the needs of the majority of students. Schools that serve a high proportion of students at risk for reading difficulties (students from poverty, students with restricted language experience, etc.) will likely require a longer block of time devoted to reading instruction than schools that have small numbers of students at risk (Foorman and Torgesen, 2001). If substantial numbers of students in the early elementary grades are not able to meet grade level expectations in basic reading skills and significant numbers cannot meet grade level expectations in reading comprehension by the end of third grade, both the amount and quality of instruction may need to be increased. The 90 minute reading block is widely recommended as a "starting place" for schools that serve a high proportion of poor and minority students. This amount of time can be adjusted depending on students' reading achievement and is a minimum requirement for all elementary schools in Florida.

Q. 5. May students go to another class for intervention during the 90 minute block?

A. In order to implement some programs correctly, students are grouped homogeneously and may need to move to another classroom for their core instruction. Students with an individual educational plan (IEP) that specifies special reading interventions may receive the most appropriate level of instruction either in the regular classroom or by the ESE teacher in the special education classroom.

Q. 6. How do we prioritize what to teach when the Core Reading Program offers so much?

A. During the 90 minute reading block, your priority should be on teaching the objectives of the lesson in the sequence provided with a focus on the five major components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Content and activities that directly teach and provide mastery oriented practice of critical skills should receive the first priority for inclusion in the lesson. Part of the purpose of the professional development provided within Reading First is to provide the knowledge required to help teachers select the most relevant, or critical instructional activities from within the material offered by the core

program, depending on the needs of their students.

Q. 7. What is the best use of an extra adult in the room during the 90 minute block?

A. During the time an extra adult is in the room, organize the reading block for flexible, small groups. Rather than using this time to teach a whole group lesson, the classroom teacher works with a small group of students who are at high risk while the other adult works with a small group of students who need extra support. One suggestion is to train the extra adult (e.g., paraprofessional, volunteer) to use a detailed reading program that meets the needs of the particular group in which he/she will work.

Q. 8. During the 90 minute reading block, should I follow the sequence of student materials in the Core Reading Program or choose stories as they seem appropriate for our thematic units?

A. In an explicit and systematic reading program, the student materials are aligned with instruction and sequenced to provide application and practice of previously taught skills. Choosing stories based on thematic content is not appropriate as it may reduce the benefits of explicit, sequenced, and aligned student materials.

Q. 9. Is writing permitted and what type of writing activities can be included during the 90 minute block?

A. A writing activity that relates to one of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, or comprehension) may be included as part of the reading block. A lesson that teaches the writing process should be outside the 90 minute reading block. For example, writing activities that are explicitly designed to provide opportunities for students to use new vocabulary words in novel ways are an appropriate part of reading instruction. Many writing activities can also be used productively to help children strengthen their phonemic awareness and phonics knowledge.

Q. 10. What do you mean by flexible small group instruction?

A. Students are grouped according to shared instructional needs and abilities and regrouped as their instructional needs change. Group size, allocated instructional time, and instructional content varies among groups. Time can be adjusted so that additional instruction is provided for struggling students.

Q. 11. What is included in a small group reading lesson?

A. Small group teacher-led instruction should be a focused time spent on building skills that the students need to improve upon. This may include work in phonemic awareness, phonics, vocabulary, fluency, or comprehension. Instructional adaptations for individual children are made primarily in terms of varying amounts and intensity of instruction and practice on the five components. Teachers use the DIBELS data and other assessments to group students and identify which skills to emphasize for each group. To illustrate, spending half of the time or more on a picture walk during each small group teacher-led instruction is not an effective use of instructional time, because it would not be responsive to the varying needs of students in the different groups. It is important to work with each small group differently based on instructional need. When forming and modifying groups, teachers should also consider the students' attitude, behavior, and work ethic.

Q. 12. How can I keep teaching my small group when the students in centers complete their activity early and start misbehaving?

A. It is essential to spend time at the beginning of the school year modeling, practicing, and reviewing appropriate classroom procedures in order to establish efficient routines and to encourage positive classroom behaviors during center time. It is also necessary to keep consistent materials, in addition to the assigned activity at the centers. These consistent activities contain materials that have been previously introduced to the students. These materials are aligned with the students' instructional needs and remain available to students throughout the year. Examples of consistent materials that enable students to stay academically engaged until they move to the next center are: magnetic letters, alphabet tiles, alphabet puzzles, rubber stamp letters, dry-erase marker boards, blank mini-books, word games, word sorts, flannel boards, puppets for retelling, CD's and tapes for listening centers. These consistent materials need to be well organized and easily accessible to students.
Kindergarten and First Grade Students Center Activities and a Teacher Resource Guide (how to plan,

organize, and manage reading centers) can be found [here](#).

Q. 13. What is a good way to build vocabulary skills?

A. Teachers help young students build vocabulary by choosing understandable, interesting, and potentially useful words to discuss during or after reading books to the children. Vocabulary knowledge will be expanded and deepened when teachers clearly explain the meaning of unfamiliar words and provide discussion and activities that require students to demonstrate their knowledge of the words' meaning within multiple contexts. Teachers build vocabulary skills for older students before, during, and after reading by choosing words that are likely to be useful in understanding the text, exist in a variety of texts, and appear in normal conversations of the mature language user. In order for vocabulary learning to have an impact on reading comprehension, new words must be learned at a level of mastery that includes the ability to fluently access their meaning and to understand possible shades of meaning in different contexts. So, one key to "robust" vocabulary instruction is to engage students in activities with words that help them learn to access their meaning in many different ways. A helpful resource for building teachers' knowledge about vocabulary instruction is Bringing Words to Life by Beck, McKeown, and Kucan (Beck et al., 2002).

Q. 14. What can I do to help my students read more fluently?

A. Teachers can help their students become more fluent readers by providing a model of fluent reading and then monitoring them during repeated oral reading. Model how to read a passage at the student's independent level then have him/her reread the passage at least three times to improve fluency. Of course, this will need to be done across many different passages during the year in order to produce a generalized effect on reading fluency, and it is important for reading to be as accurate as possible during this type of reading practice. Effective repeated oral reading strategies include partner reading, choral reading, tape-assisted reading, and timed repeated readings. When the teacher is able to provide immediate feedback during a timed repeated reading, it may be appropriate to have the students read material at their instructional level. As much practice as possible of this type should be scheduled during reading instruction, particularly for students who are struggling with reading fluency. For students who are very poor readers with extremely limited sight vocabularies, it may also be helpful to provide focused practice from lists of high frequency words. Apart from these focused instructional techniques that have been shown to produce gains in reading fluency, it is also important to create as many opportunities throughout the day for students to read meaningful text at the appropriate level of difficulty. A useful reference for further guidance in the area of fluency instruction is A Focus on Fluency by Osborn, Lehr, and Hiebert http://www.prel.org/products/re_/fluency-1.htm.

Q. 15. Is it okay to use nonsense words as a timed fluency activity in a center?

A. No. To build fluency in phonemic decoding skills, it would be much better to use regular real words that the student is not already able to recognize "by sight" or at a single glance. This type of practice will increase decoding skills while at the same time increasing the students' familiarity with words that are likely to be encountered in text. On the DIBELS Nonsense Word Fluency (NWF) measure, students are asked to read nonwords in order to provide a direct assessment of their ability to fluently execute phonemic decoding skills. Nonwords are used in order to reduce the influence of children's "sight word" knowledge on the test. However, the best way to practice these skills once students have acquired them through explicit instruction is to provide opportunities to use them by reading decodable text, and to encourage their use when unfamiliar words are encountered during any reading activity. If students receive enough of this kind of instruction and practice, they will not have problems with their performance on the Nonword Fluency test.

Q. 16. Why should I use the DIBELS Oral Reading Fluency (ORF) measure if the students are not able to use the strategies we teach them such as picture cues?

A. Picture cues are meant to provide a temporary support for students when they encounter unfamiliar words in text during the early stages of learning to read. They are an aid for students who cannot yet read the words in the passage accurately and fluently on the basis of the word's printed representation. Our goal is to help students acquire all the skills and knowledge they need to accurately and fluently identify words in text while simultaneously developing an understanding of the meaning of the passage. The Oral Reading Fluency test from the DIBELS is a direct assessment of how well students can read

grade level text without the "outside supports" that will not always be available as students move to text at higher levels of difficulty. Students who remain dependent upon "picture cues" as an aid to reading grade level text are not developing the kinds of word reading skills that are increasingly required in late elementary, middle, and high school.

Q. 17. Which assessments measure comprehension?

A. The following assessments include a measure for comprehension that has sufficient evidence of reliability and validity:
DAR (Diagnostic Assessment of Reading)
ERDA (Early Reading Diagnostic Assessment)
GMRT (Gates-MacGinitie Reading Test, 3rd ed.)
GRADE (Group Reading Assessment and Diagnostic Evaluation)
WRMT (Woodcock Reading Mastery Test)
This is not a comprehensive list of tests to measure reading comprehension. Additional information is available on the FCRR website: http://www.fcrr.org/assessment

Q. 18. What do you recommend for students who continually score in the red (high risk) on the DIBELS measures?

A. The most likely explanations for lack of progress of students who perform in the high risk range on the DIBELS are: 1) instruction is not targeted on the right skills or is not being delivered effectively; 2) not enough time for instruction is being provided; and 3) instruction is not being provided in a small enough group. Small group instruction provides a more powerful opportunity for the teacher to monitor and correct recurring errors, and to make an assessment of the areas where the student is most in need of additional instruction and practice. The smaller the group, the more effectively can these two critical things be accomplished. For many students, the only way their reading skills will be accelerated toward grade level performance is through a sufficient amount of focused small group instruction. If the teacher has access to an instructional program that supports explicit, systematic instruction and effective, coordinated practice, then the first areas to focus adjustments on are amount of time for instruction and instructional group size. Of course, a fundamental assumption here is that the instruction available to the student will be responsive to reading performance data, and will be directly focused on areas of greatest instructional need.

Q. 19. What is the difference between Core, Supplemental, and Intervention instruction?

A. Core Instruction is instruction provided to all students in the class, and it is usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching to students according to their needs.

Supplemental Instruction is instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core program does not provide enough instruction in vocabulary, or in phonics, to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and practice provided to all students.

Intervention Instruction is provided only to students who are lagging behind their classmates in the development of critical reading skills. This instruction will usually be guided by a specific intervention program that focuses on one or more of the key areas of reading development. This type of instruction is needed by only a relatively small minority of students in a class. In some cases, students in 2nd and 3rd grade may have lagged so far behind grade level development of reading skills that very little content from the grade level comprehensive core program is suitable for them. In these cases, students may

need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade level reading ability.

Q. 20. What materials should I use for targeted instruction for my struggling students?

A. Targeted Supplemental Reading Programs (TSRP) and Targeted Intervention Reading Programs (TIRP) provide instruction in one or more areas of reading skill. They are intended for flexible use to support extra instruction for all students, or in more intensive interventions to meet the needs of specific areas such as phonemic awareness, phonics, fluency, vocabulary, or comprehension. If students in second or third grade are so far below grade level in their reading skills that very little of the instruction and practice supported by the comprehensive core program is appropriate for them, they may be more effectively served in a group or classroom that receives instruction guided by a targeted intervention program. Many programs that can be used effectively to support supplemental instruction or interventions have been reviewed by FCRR, and reports are available at: http://www.fcrr.org/FCRRReports/reportslist.htm

Q. 21. What exactly is meant by immediate intensive intervention (iii), or 'triple i'?

A. Immediate intensive intervention is specifically designed and customized instruction for homogeneous small group or one-on-one reading instruction. It is considered "immediate" because it should begin as soon as the teacher becomes aware that a student is lagging seriously behind in the development of one or more critical reading skills. It involves systematic and explicit instruction that specifically address the student's deficiency in a component skill, and it also involves more frequent progress monitoring on target skills to ensure adequate progress. Immediate, intensive interventions can be provided by the classroom teacher, a reading resource or special education teacher, or a well-trained and supervised paraprofessional. They can be provided both within and outside of the 90 minute reading block. For example, during the small group instructional period within the 90 minute block, a resource teacher could provide an intensive intervention to one small group of students, while the teacher was providing differentiated instruction to another group of students, and the rest of the students were working at independent reading centers. One key to success for intensive interventions is that they must increase the instructional intensity available to the child. To do this, interventions should be offered every day in as small a group as possible, and they should be delivered by a skilled instructor. For more information about organizing and delivering immediate intensive interventions within a school, please see A Principal's Guide to Intensive Reading Interventions for Struggling Readers in Reading First Schools by Joseph Torgesen: http://www.fcrr.org/staffpresentations/Publication1a.pdf (PDF)

Q. 22. What can we use for intervention when third grade students are not successful with the Comprehensive Core Reading Program?

A. Comprehensive Intervention Reading Programs (CIRP) are intended to replace the core reading programs for students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. Comprehensive Intervention Programs include instructional content based on the five essential components of reading instruction integrated into a coherent instructional design. A coherent design includes explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials. Comprehensive Intervention Reading Programs provide instruction that is more intensive, explicit, systematic, and more motivating than instruction students have previously received. These programs also provide more frequent assessments of student progress and more systematic review in order to insure proper pacing of instruction and mastery of all instructional components. If the CIRP is used as a replacement for the Core Reading Program, the CIRP must be taught by a highly knowledgeable teacher with a relatively small group of students.

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