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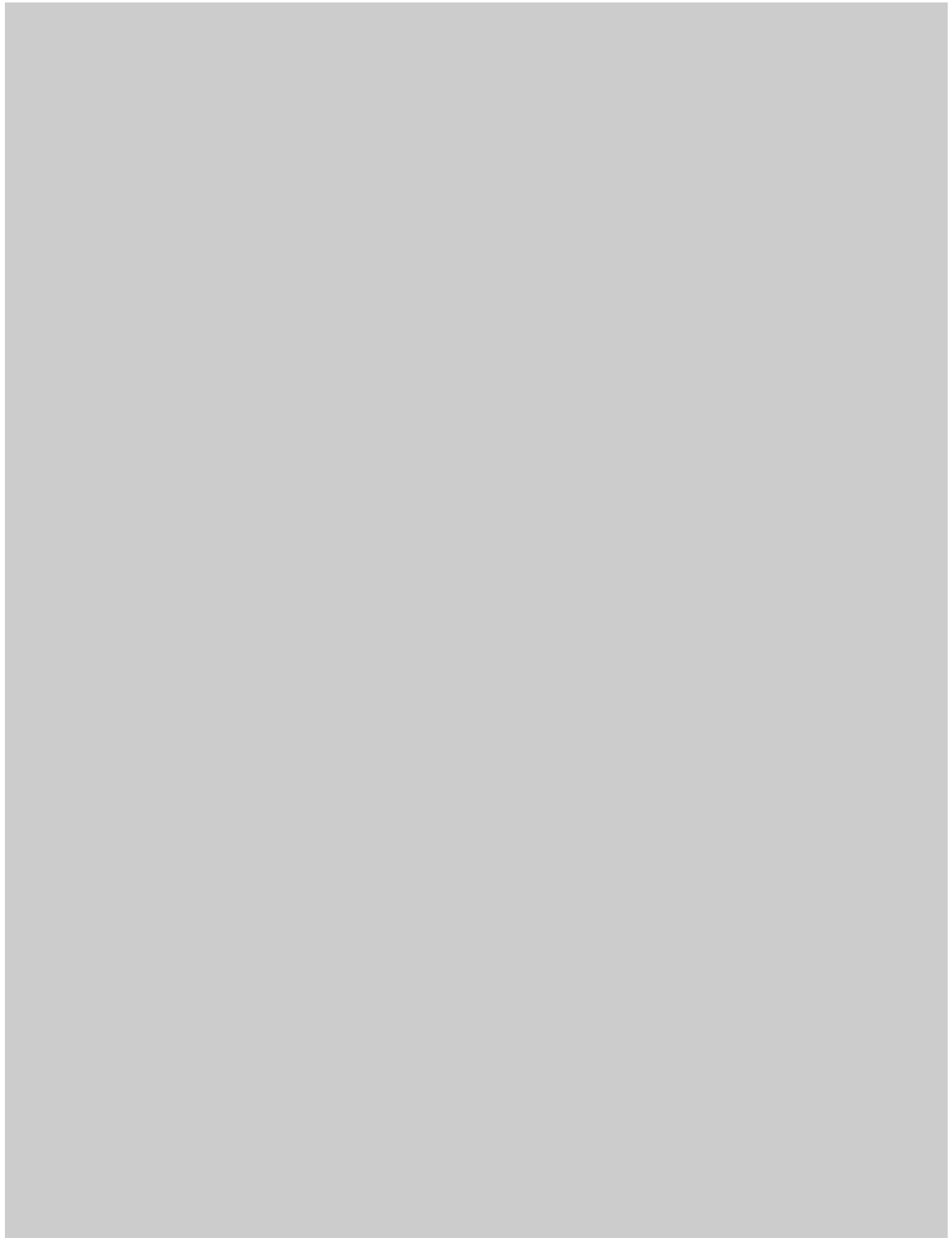
4

DELIVERING
SCIENTIFICALLY
BASED
READING
INSTRUCTION

CHAPTER 4: DELIVERING SCIENTIFICALLY BASED READING INSTRUCTION

4

OBJECTIVE

Reading coaches will use their knowledge of methods and procedures to deliver scientifically based reading instruction (SBRI).

WHAT ARE THE FEATURES OF SCIENTIFICALLY BASED READING INSTRUCTION (SBRI)?

High-quality reading instruction informed by scientifically based research must include content based on the five essential components of reading discussed in Chapter 3. This chapter will explore how phonemic awareness, phonics, fluency, vocabulary, and comprehension are integrated into a meaningful instructional design. This design includes:

1. Delivering reading instruction by using programs and materials that reflect scientifically based reading research;
2. Providing explicit and systematic instruction;
3. Aligning instruction with established grade-level standards/benchmarks that clearly delineate student expectations;
4. Ensuring a daily reading of protected, uninterrupted time for comprehensive reading instruction;
5. Providing differentiated instruction to meet the needs of individuals and groups of students; and
6. Using assessment to inform instruction and monitor student learning of the critical skills students need at each stage of reading development.

The following overview outlines the fundamentals of scientifically based reading instruction. Although this chapter provides the essence of this topic, you should continue to seek research-based professional development to expand your understanding of scientifically based reading instruction and student characteristics at each grade level.

ARE RESOURCES AVAILABLE TO IDENTIFY READING PROGRAMS AND INTERVENTION MATERIALS THAT REFLECT SCIENTIFICALLY BASED READING RESEARCH (SBRR)?

The first feature of scientifically based reading instruction is the use of programs and materials based on scientific research. An effective reading program provides continuity for children and adults by supplying teaching tools in a systematic progression. **The use of a reading program based on scientifically based reading research saves time for the teacher and does not leave instruction to chance.**

Checklists are now available as guidelines for states, districts, and schools to compare reading programs and intervention materials with the recommendations derived from reading research. The purchase of a reading program is a significant investment. Therefore, the program should be thoroughly reviewed before resources are committed.

As mentioned in Chapter 3, one possible review source is *Reviewing a Reading Program,* available at www.centeroninstruction.org

Examples of online resources to review reading programs include the Oregon Reading First Center at http://reading.uorgeon.edu/curricula/con_guide.php or the Florida Center for Reading Research at http://www.fcrr.org/ FCRRReports/index.aspx#

HOW IS EXPLICIT AND SYSTEMATIC INSTRUCTION DELIVERED?

Materials based on scientific research must be combined with quality instruction. The second feature of scientifically based reading instruction concerns explicit and systematic program delivery. Explicit instruction occurs when the teacher explains new concepts in clear and concise language. Modeling skills, using multiple examples, and providing a high level of support as students practice are also evidence of explicit instruction. Since students who struggle with reading may be confused easily (Clay, 1987), they need to be explicitly taught the knowledge and skills required for successful reading. **When a teacher provides explicit instruction, students do not have to guess what they should learn.**

Systematic instruction follows a carefully designed plan of instructional steps. It is planned, purposeful, and progresses logically. Systematic instruction gives students extensive teacher support during the early stages of learning. **Explicit and systematic instruction assists student learning by presenting new material in small steps, with ample practice opportunities.**

EXPLICIT AND SYSTEMATIC READING INSTRUCTION

- *Is planned, purposeful, and visible;*

- *Follows a coordinated instructional sequence;*

- *Adapts the pacing, content, and emphasis of instruction to meet the needs of individuals and groups; and*

- *Is data-driven (based on ongoing progress monitoring of critical skills students need at each stage of reading development).*

Explicit and systematic lessons include the following phases: preview, presentation, guided practice, and scaffolding to independent practice. During the preview phase, teachers state the learning objectives in clear, understandable, and student-friendly language. A teacher should:

- Explain and model procedures;
- Activate students' prior knowledge and help students make connections to information they have already learned;
- Help students make connections;
- Review previously taught concepts and skills;
- Reteach when necessary; and
- Ensure students have the prerequisite knowledge and skills to learn new concepts and skills presented in a lesson.

During the presentation phase, teachers explain and model the targeted concept in small steps with multiple examples. Feedback allows the teacher to monitor students' understanding and clarify as needed. Effective reading teachers consistently offer specific praise when their students correctly apply the strategies and skills they have been taught. An example of specific praise includes: "You summarized what was happening in the story. That's what good readers do to make sure they understand what they are reading."

Students also need information about their errors. If they do not realize they made an error, they are likely to repeat it, and when students practice their mistakes, the mistakes become bad habits. When a student makes an error, effective teachers provide corrective feedback in a neutral tone, with the attitude of simply providing information. **The teacher should wait a few seconds before giving the corrective feedback to allow students to self-correct.**

After being introduced to key ideas in the presentation phase, students need an opportunity to transfer the new learning to their everyday routines. This process, known as supported application, begins the practice phrase. **Some sources recommend that lessons designed to teach key reading skills contain only 20% new material and 80% practice of previously learned skills.** During guided practice, teachers monitor students closely as they practice new concepts and skills on their own. Teachers continue to provide immediate, specific praise, and corrective feedback while students rehearse the skill.

Guided practice should occur immediately after presenting new concepts and skills, and it needs to continue frequently. **Research indicates that more frequent, intense, highly engaging practice opportunities are more effective than fewer, longer practice sessions.** For example, 5- to 10-minute practice sessions interspersed over a series of days are more effective than one long 30- to 40-minute session.

Scaffolding is defined by Graves and Braaten (1996) as "providing a support to help learners bridge the gap between what they know and can do and what they need to accomplish in order to succeed in a particular learning task" (p. 169). Students are given all the support they need to arrive at the correct answer. For example, after an error occurs, the support a teacher offers may include cues, giving reminders or encouragement, breaking the problem down into steps, providing an example—anything to help students arrive at the correct answer, rather than having the teacher give the answer.

👁 **WATCH A VIDEO CLIP**

Scaffolding in Action

📝 **PROCESS & PRACTICE**

As you view the clip illustrating scaffolding, identify an approach you'd like to model for a teacher at your school.

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To provide effective scaffolding, teachers must be able to determine a learner's abilities and needs. **Effective scaffolding is a particular kind of help that is specifically tailored to support the developing skills of an individual student.** Scaffolding can be provided through teachers' use of language, instructional materials, tasks, and grouping formats. Types of instructional scaffolding include:

- Planning for success by choosing text at the student's instructional level;
- Teaching a limited amount of content or skills at one time;
- Modeling by providing a clear and simple demonstration of what students should do to perform a task such as sounding out words;
- Prompting by providing reminders to implement effective strategies, such as to read and spell words: sound it out, say the word slowly as you write it; and
- Supplying partial information by providing the sound of a letter within a word so that a student can sound out the word successfully, or providing a partial answer to a comprehension question to help a student recall information.

Remember: **Scaffolding is temporary.** As students become more proficient at a task, they need less and less support. When students achieve accuracy during guided practice, they are ready to practice independently and to

apply their newly learned concepts and skills. During independent practice, teachers continue to provide support and help students integrate new knowledge and skills with what they have previously learned, and to monitor students' progress to determine if students are maintaining new concepts and skills.

> ***Example: Moving from Guided Practice to Independent Practice***
> *Mrs. Jones segments a word. The students listen and watch her hold up a finger for each phoneme. Then, Mrs. Jones and her students segment a word together. She and her students hold up fingers to represent the phonemes. Mrs. Jones asks individual students to segment similar words. She provides immediate feedback. Finally, Mrs. Jones says a word and asks the students to try to segment it chorally without her assistance.*

To ensure that reading instruction is explicit and systematic, teachers can modify both the design and delivery of lessons. The Explicit and Systematic Instruction Checklist below can be used by you or the teacher during demonstration lessons or classroom observations.

Explicit and Systematic Instruction Checklist (Resource 4.1)

Teacher: _____ Grade Level: _____ Date: _____

	Review previous learning and prerequisite knowledge and skills • Keep reviews brief, frequent, and spaced over time
	Reteach when necessary • Try multiple techniques and vary presentation or format from initial instruction
	Identify objective and specific elements to be learned in student-friendly language • Build specific knowledge and skills identified in state standards • Target needs based on continuous progress monitoring
	Activate and build background knowledge • Build on what students already know and expand their knowledge • Consider cultural and linguistic diversity
	Reduce the amount of new information presented at one time • Use a logical sequence (e.g., progress from easier to more complex)
	Model or demonstrate procedures • Show how something is done • Think aloud and explain thinking processes used
	Provide examples and, when appropriate, non-examples • Include visual prompts and/or graphic organizers
	Maximize students' engagement • Include a variety of ways for students to participate (e.g., response cards) • Pace instruction, stop to repeat key ideas, and allow extra time, if needed
	Check for students' understanding • Ask different levels of questions and encourage students to generate questions • Incorporate sufficient wait time • Provide corrective feedback to help students understand • Adjust instruction so students are challenged and able to develop new skills

Adapted from *Second Grade Teacher Reading Academy,* University of Texas Center for Reading and Language Arts, 2002.

HOW ARE STATE STANDARDS RELATED TO SBRR INSTRUCTIONAL PRACTICES AND PROGRAMS?

In every classroom, state curriculum standards and assessment of these standards provides accountability for effective reading instruction. Curriculum standards, the third feature of scientifically based reading instruction, are clear and public expectations of what students should learn at each grade level. Although standards vary from state to state, carefully developed standards guide teachers, administrators, parents, and the students themselves in making sure students master the knowledge and skills.

The relationship of state, district, and school standards to reading reform was introduced in Chapter 1. Let's get more specific by looking closely at one standard as you complete the activity below.

PROCESS & PRACTICE

4

Standards Review (Resource 4.2)

State standards for reading are an important component of the accountability process. Select an appropriate state standard and complete the form below.

What does the standard require students to learn?
What should the instruction look like for this learning to occur?
What should be taught first, second, third, etc?
How will you know that students have mastered what they need to know and be able to do?
How much time should be spent on this standard?

Adapted from *Marion County Continuous Improvement Model,* Marion County Public Schools, 2004.

Curriculum benchmarks help determine the instructional focus to address students' learning needs. **Schools with successful reading programs set clear goals and benchmarks for their students** (Foorman, 2003). Focusing on the concepts and skills that have the greatest impact on learning leads many schools to create instructional calendars or curriculum maps to ensure these standards are addressed (Jacobs, 2004).

Sample instructional maps, Resource 3.2, were discussed in Chapter 3. Let's take a few minutes to compare.

PROCESS & PRACTICE

Curriculum Mapping

Compare the Instructional Map (Resource 3.2) with the curriculum map used at your school. Focus on the 1st grade. How does your format compare to Resource 3.2? Record your reflections below.

Instructional Map:

_____
_____
_____
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School Curriculum Map:

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_____

HOW SHOULD THE UNINTERRUPTED READING BLOCK BE STRUCTURED?

Time, or the lack of it, is a major personal and professional challenge. The fourth feature of scientifically based reading instruction addresses this by allocating time for daily uninterrupted reading instruction. Scheduling uninterrupted time for reading instruction will only be useful if students are academically engaged for the allotted time.

Maximizing student engagement means ensuring that every minute of instruction counts. Teachers plan teacher-directed and student-directed instruction so that all students can participate in the learning process. Students are academically engaged when they are actively involved in reading or writing text and/or practicing related concepts and skills. **When students are only watching and listening, academic engagement is low and students' achievement is reduced.**

In most classrooms, the teacher is very active, interacting with students all day long. Even though the teacher is very busy, the focus should be on what the students are doing. **During whole-class reading instruction, students often spend as much as 70% of their time passively watching and listening to others** (National Center for Reading First Technical Assistance, 2005). Struggling readers are least likely to be engaged when they are not actively reading: reading is difficult for them and they are not always motivated to follow along while other students are reading. Struggling readers also typically read much less than good readers who tend to read more both in and out of school. They often read more text when called on to read aloud in class because of their ability to read fluently.

Students must be engaged for learning to occur. Engaged learning begins with explicit instruction followed by teacher modeling for the students. Student efforts are followed by corrective feedback from the teacher, shaping student skill development. With frequent student practice and continued feedback, the teacher can scaffold instruction to prompt students when needed as they practice and become more independent.

> ### Example: Student Engagement through Think-Pair-Share Response
> *Mrs. Jones incorporates a Think-Pair-Share activity into a comprehension lesson. Each student thinks about why a character may have acted a certain way in the story he or she read. Then students pair up and discuss their ideas with a partner; both decide on one response to the question. Teachers call on pairs to share their answers with the group.*

The reading coach plays an important role in helping teachers identify academically engaging lessons and activities. Because reading programs often have multiple activities from which to choose, coaches should provide guidance about selecting purposeful activities that are clearly aligned with the research and grade-level goals.

When selecting activities, you can use the following Coach's Guide for Examining Instructional Delivery (Resource 4.3).

PROCESS & PRACTICE

Coach's Guide for Examining Instructional Delivery (Resource 4.3)

Select an activity in your school's reading program. Complete the form below.

Material:_____ Page Number: _____

Activity: _____ Grade Level:_____

Are the activities directly connected to grade-level goals?
Is the activity aligned with research-based practices?
Are selected activities focused and purposeful?

You can use the Teacher's Guide for Examining Instructional Delivery form (Resource 4.4) to help teachers examine their own instructional delivery techniques and skills.

Teacher's Guide for Examining Instructional Delivery (Resource 4.4)

After a lesson, consider the following questions:

How frequently did I provide opportunities for students to respond? Give examples.

Did I pace the instruction appropriately?

How did the students show that I had provided adequate time for them to process the new learning?

How did I monitor students' responses and adjust instruction based on what I observed?

How did I provide immediate and specific feedback to students?

How can I modify my instructional delivery to make it more explicit?

Adapted from *Reading Coaches 2003–04 Institute #1: Instructor Materials,* Sacramento County Office of Education, 2003.

Teachers may also need guidance in selecting a variety of engaging activities that address the right combination of phonemic awareness, decoding, fluency, vocabulary, and comprehension skills.

Protected, uninterrupted time for reading instruction will be filled with a variety of engaging activities when the grade-level appropriate components are addressed. What is the payoff for all this preparation? In analyzing some key studies of classroom-level and supplemental reading intervention, Mathes and Denton (2002) suggest that the numbers of students with severe reading problems could be reduced to 7% or less, compared with the current 25–40%, just by providing high-quality classroom reading instruction in the 1st grade.

WHEN AND WHERE IS DIFFERENTIATED INSTRUCTION USED?

During the reading block, instruction is direct, dynamic, and differentiated. The *Literacy Dictionary* (Harris & Hodges, 1995, p. 60) defines differentiated instruction as "the provision of varied learning situations, as whole-class, small-group, or individual instruction, to meet the needs of students at different levels of reading competence." Put simply, **differentiated instruction matches instruction to meet the diverse needs of learners in a classroom.** Teaching in small reading groups requires more effort for adapting instruction and materials than whole-group instruction. But when teachers take the time and effort to create small groups for reading instruction, they can provide the support that helps students become successful readers and writers.

Learning centers are one way to maximize student engagement and provide differentiated instruction. These are special places in the classroom where students can work in small groups, pairs, or individually. Each center contains meaningful, purposeful activities that reinforce or extend what the teacher has already taught explicitly in reading groups or during the whole group lesson. Centers offer students the opportunity to apply previously taught skills, so each center activity must be pre-taught before it is placed in a center for independent practice.

After a whole-group lesson, reading centers give teachers time to differentiate instruction to meet the needs of all students. This can be accomplished by the teacher working with one student or with a small group of students at the teacher-led center while the other students practice, demonstrate, and extend skills independently at the student centers. This is an ideal time to keep students actively, yet academically, engaged and motivated during the uninterrupted reading block. Taking the time to develop learning centers provides the structure that allows teachers to teach in small groups. When structure is provided and rules and routines are established, students can build their knowledge and skills and practice what they have learned.

Coaches should encourage teachers to take sufficient time to explain centers, to model and practice routines, and to clarify rules and expectations one step at a time. These explanations emphasize that center work is valued, and that students will be held accountable for learning during this time. Teachers should discuss each center and answer any questions students may have. Initially, students need ample time to work together and "learn the ropes" with teacher guidance and support.

👁 **WATCH A VIDEO CLIP**

Examples of learning centers in action
As you view these three clips, make notes on how to advise teachers on organizing their classrooms for centers and managing transitions from one activity to the next.

📖 **PROCESS & PRACTICE**

Promoting Learning Centers

Plan how you could use the clips shown to promote learning centers and differentiated instruction with teachers at your school.

_____
_____
_____
_____

For effective learning centers, teachers group students according to their abilities, needs, and interests. The number of centers and activities teachers use depends on the needs and size of their classes. Centers should be added and tasks changed to reflect instructional concepts and skills. Many reading programs incorporate ideas for centers in each unit.

Coaches should encourage teachers to position their teaching table so they can easily monitor all students' activities. Teachers should evaluate student progress continually and regroup students regularly to address their instructional needs. Students may be at the technology center exploring letter-sounds through reinforcing software or at the book club center creating story maps. With an appropriate management system, students will rotate independently through each center, asking the designated expert of the day for directions as questions arise.

The following clip will help you convince those skeptics who cannot imagine young students working independently. Listen for ideas you can share with teachers at your school.

📖 **PROCESS & PRACTICE**

How do your learning centers work?

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_____
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Combined with the students' motivation to visit centers, group management charts provide teachers a way to effectively manage the classroom while leading a small reading group. Small-group management charts are displayed in a central location in the classroom and show names in each group. Icons can be used so students can see "at a glance" where they will go and what they will be doing. Removable materials, such as clothespins or magnetic tape, can also be used so groups can be easily changed.

Small-group management charts can help teachers:

- Organize students for small-group work;
- Inform students of group members and reading and writing activities;
- Promote students' independence (using the charts to indicate which groups they are in and which assignments they are to do, rather than asking the teacher);
- Teach one small group at a time; and
- Change groupings to reflect students' progress and instructional needs.

The amount of time for each group can vary and depends on students' needs and abilities. Struggling readers need more direct and explicit instruction from the teacher. During small-group instruction time, teachers rotate among small groups until all scheduled groups have received instruction.

Let's view some management options for center activity.
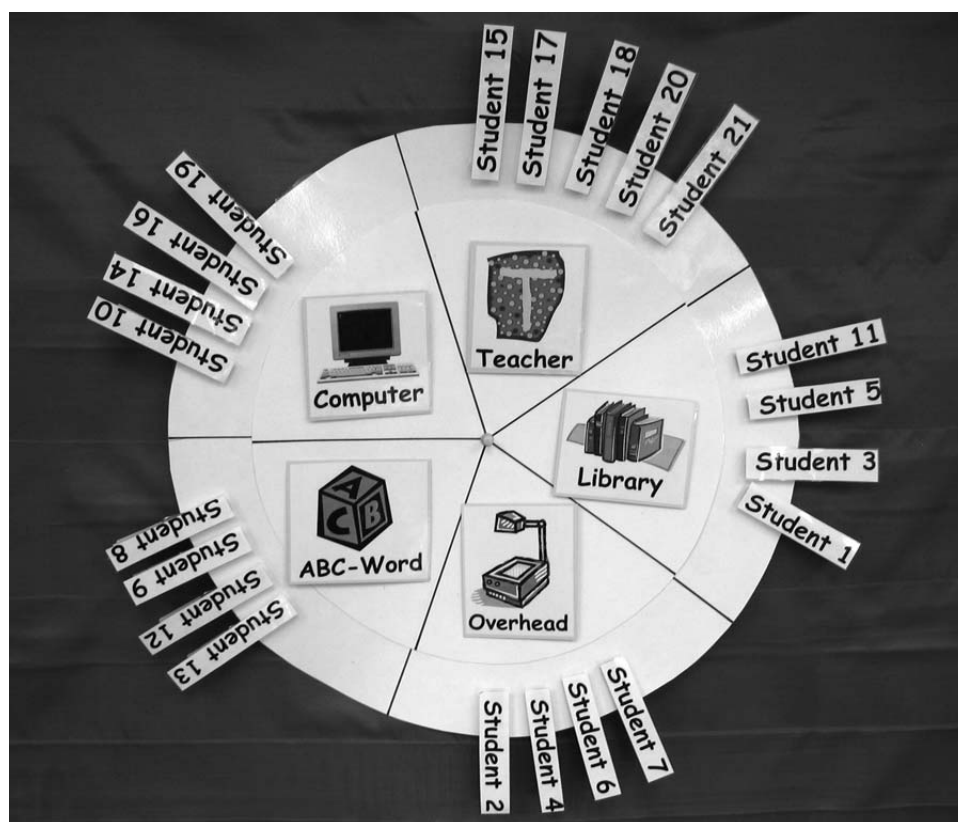
📖 **PROCESS & PRACTICE**

Method to the Madness

As you view the clips on management boards for center activities, record the names of teachers at your school who use a similar system.

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Example: Center Management Board

Center on Instruction

WHAT ARE THE FEATURES OF INTERVENTIONS INFORMED BY SCIENTIFICALLY BASED READING RESEARCH?

Differentiated instruction may take the form of an intervention. Intervention is additional instruction that addresses the needs of students who are not making sufficient progress in the reading program. Assessment helps determine which students may be at risk for reading difficulties and may need intervention. Research indicates that intervention for struggling readers needs to be explicit, systematic, intensive, and supportive.

The intervention programs and materials must also be research-based and emphasize the essential components of reading. Teacher-directed instruction is typically delivered in small same-ability groups of three to five students and instructional time is increased beyond the regular reading block.

The extra intervention must target the reading concepts and skills that have the highest impact on learning to read. Targeted instruction means teaching what students need to learn. **Frequent assessment is essential for targeted instruction.**

4

WHAT PART DOES ASSESSMENT PLAY IN PLANNING INSTRUCTION AND INTERVENTION?

Using assessment to inform instruction and monitor student learning allows teachers to target instruction. (Chapter 5 is devoted to this topic). Teachers who provide targeted instruction continually monitor their students' progress in the key dimensions of reading.

Assessment results may indicate adequate progress in one area of reading but the need for additional support in another. Teachers can use data to determine which students should be grouped together, how many instructional groups are needed, and which concepts and skills are to be targeted during instruction. Grouping is any system through which children are assigned to different instructional settings in order to better address their needs. Keep in mind that there is more than one way to group students in a class for reading instruction.

👁 **WATCH A VIDEO CLIP**

Let's go to the classroom to see different grouping configurations in action. Below, record some common grouping strategies you see in your school.

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It is important to form groups so that the students with the greatest needs are in the smallest groups that meet most frequently. Remember, teachers regularly regroup students to reflect changing needs and abilities.

The following Grouping Instruction Worksheet can help teachers form groups for small-group reading instruction and determine each group's instructional focus. Sticky notes are useful in grouping students, and serve as a reminder that students can easily be regrouped based on their progress.

Example: Grouping Instruction Worksheet (Resource 4.5)

Teacher: _Ms. Joseph_   Date: _09/03/2006_

Using assessment data, consider students' strengths and needs and group them according to needs and abilities for small-group instruction. For each group, list student names and the instructional focus on sticky notes. Place the sticky notes in the boxes below. Using sticky notes is a reminder that students can easily be regrouped to reflect their progress.

Ms. Joseph's 1st Grade Class—Beginning of the School Year

Group Members:
Mike   Alicia
Chris   Rodney
Kelsey

Instructional Focus:
Phonemic awareness and phonics skill development by using Elkonin boxes, phonemic rhyming, syllable hopscotch, technology

Group Members:
Paulette   Cassandra
Jeffery   Katrina

Instructional Focus:
Oral reading by using pocket charts and word puzzles, practice onset-rime, re-reading decodable book, dictation

Group Members:
William   Lakia
Jonathan   Shawna
Devon   Ricardo

Instructional Focus:
Oral reading fluency improvement through reader's theater, repeated reading with feedback, choral reading, tape assisted reading

Group Members:
Jose   Victoria
Brianna   Benjamin
Shianne

Instructional Focus:
Semantic feature analysis, Venn diagram, book club, story sequencing, reader's theater

HOW DO SCHOOLS MEET THE NEEDS OF ALL STUDENTS?

All students have a range of abilities and needs. Some find it more challenging to learn to read, write, and spell than other students do. Some may be identified for special education or Section 504 services, and some are advanced learners who exceed grade-level standards and benchmarks. Many classrooms also include English Language Learners. Does "all students" really mean these students, too? Let's turn to the reading coaches to see how they facilitate instruction to reach all students in their schools.

👁 **WATCH A VIDEO CLIP**

How do you facilitate instruction for *all* ability levels?

Record questions the clips prompt about program offerings at your school.

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To meet the needs of all students, schools must develop instructional resources and systems that enable them to match instruction to the individual needs of students. For example, some students may require four, six, or eight times more instruction than other students in order to maintain grade-level progress during early elementary school. The school-level approach to providing different levels of instructional support to match individual learners' needs has sometimes been referred to as the tiered reading model.

The most important characteristic of this model is that it provides multiple levels of support, tailored to the diverse learning needs of students in the school. Each tier provides more intensive and supportive instruction aimed at preventing reading difficulties. Placement within the tiers is a dynamic process, and students enter and exit as needed (Vaughn, n.d.).

In principle, no tiered system is limited to three tiers. A well-developed system in some schools might actually offer four or more tiers if necessary to meet the needs of all students. **The key idea is that schools need to provide instruction that varies in degrees of power and intensity in order to match the full range of their students' diversity.** Whether that involves two, three, or four or more tiers should be determined by examining student outcome data over time.

For ease of exposition, a model with three tiers is described here. The values associated with each tier (time, group size, frequency of meeting) are simply recommended starting places. Each dimension of instruction may need adjustment, depending on student progress.

Tier I is for all students K–3. The program is scientifically based reading instruction and curriculum emphasizing the five critical elements of beginning reading using whole- and small-group structures. Multiple grouping formats meet diverse student needs. Reading is taught in an uninterrupted block daily. Benchmark assessments are conducted at the beginning, middle, and end of the academic year. Instruction is delivered by the

general education teacher in the general education classroom. Tier I instruction would include differentiated instruction provided by the classroom teacher (Torgesen, 2004).

Tier II provides small group intervention instruction in addition to the time allotted for Tier I reading instruction. **Tier II includes programs, strategies, and procedures designed and employed to meet the needs of students who are not making adequate progress from Tier I instruction alone** (Torgesen, 2004). Instruction provided at the second tier is tailored to the students' specific needs and emphasizes the five critical elements of beginning reading. Typically homogeneous, instructional groups are small (1:3, 1:4, or 1:5). **Tier II instruction is provided in addition to the daily uninterrupted block of reading instruction received through Tier I.** Assessments should include progress monitoring of target skills once or twice a month to ensure adequate progress and learning. The instructor may be a classroom teacher or a special reading teacher, as determined by the school. The appropriate setting may be within or outside of the classroom.

Tier III involves more intensive intervention than Tier II and is designed and customized for a small-group or 1:1 reading instruction that extends beyond the time allocated for Tier I and Tier II. Tier III is for students with reading disabilities or marked difficulties in reading, and who have not responded adequately to the first two tiers of instruction and intervention. Teaching is sustained, intensive, explicit, and emphasizes the critical elements of reading for students with reading difficulties or disabilities. **The grouping is typically homogeneous small-group instruction (1:1–1:3), with more instructional time than Tier II and in addition to the daily uninterrupted block of regular reading instruction.** Progress monitoring of target skills should occur twice a month to ensure adequate progress and learning. Tier III interventions will typically be delivered by a reading specialist. The setting for Tier III instruction is designated by the school.

In summary, schools committed to providing instruction that supports successful reading for all of their students base their day-to-day decisions on this goal. This goal is realized when scientifically based materials and instructional strategies are used, state standards are familiar to all teachers and mapped for adequate coverage, time is set aside and protected for all students to focus on reading, students in need of additional support receive interventions, and the intervention's success in meeting their needs is frequently monitored. Chapter 5 of the *Leading for Reading Participant's Guide* expands on how assessment helps keep this commitment to *all* students.

LEARNING CENTERS

Make and Take Center

Coaches provide resources to help teachers in effective reading instruction. Use this learning center time to create materials to add to your coaching collection.

Option A: Build a model to promote scaffolding. In the model, creatively represent instructional strategies that may help a struggling reader.

Option B: Create a flip chart with key words to prompt a focus on state standards. Combine with picture cues so students can take ownership of their learning.

Notes to self on Make and Take ideas for teachers:

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_____
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Reflection Center

As you coach, you will ask many teachers to reflect on their instructional practices. Review each reflection prompt below. Select one and record a response.

Option A: A teacher comes to you troubled that a parent does not want her child participating in the intervention program because of the "additional pressure" it would place on the child. The parent voiced her belief that elementary school is a time to have fun and create memories, and recalled her school experience of field trips, magic shows, and school carnivals. How would you advise the teacher in this situation?

Option B: An influential parent has approached the principal about holding a school play to raise money for victims of a recent natural disaster. The parent points out the importance of character building in education. To allow all students an equal chance to participate, the parent has volunteered to coordinate play practice during the school day. How would you advise the principal on this use of instructional time?

Notes to self on reflection prompts:

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Technology Center

Websites offer information not covered in the *Leading for Reading Participant's Guide*. Select a site below to review a report on reading materials used in your school. Make a note to bookmark this site on your personal computer as a future reference.

- Oregon Reading First Center at http://reading.uorgeon.edu/curricula/con_guide.php
- Florida Center for Reading Research at http://www.fcrr.org/FCRRReports/index.aspx#

Note to self on resources found at these websites:

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Research Center

The article referenced below describes the use of research in education clearly and in some depth.

Using Research and Reason in Education: How Teachers Can Use Scientifically Based Research to Make Curricular and Instructional Decisions by Paula J. Stanovich and Keith E. Stanovich, 2003.
Available at www.nifl.gov/publications.html.

Notes to self on what these findings mean for our school:

_____
_____
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_____

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CHAPTER 4: REPRODUCIBLE MASTERS

Master copies of the forms used in Chapter 4 follow.

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Explicit and Systematic Instruction Checklist (Resource 4.1)

Teacher: _____ Grade Level: _____ Date: _____

	Review previous learning and prerequisite knowledge and skills • Keep reviews brief, frequent, and spaced over time
	Reteach when necessary • Try multiple techniques and vary presentation or format from initial instruction
	Identify objective and specific elements to be learned in student-friendly language • Build specific knowledge and skills identified in state standards • Target needs based on continuous progress monitoring
	Activate and build background knowledge • Build on what students already know and expand their knowledge • Consider cultural and linguistic diversity
	Reduce the amount of new information presented at one time • Use a logical sequence (e.g., progress from easier to more complex)
	Model or demonstrate procedures • Show how something is done • Think aloud and explain thinking processes used
	Provide examples and, when appropriate, non-examples • Include visual prompts and/or graphic organizers
	Maximize students' engagement • Include a variety of ways for students to participate (e.g., response cards) • Pace instruction, stop to repeat key ideas, and allow extra time, if needed
	Check for students' understanding • Ask different levels of questions and encourage students to generate questions • Incorporate sufficient wait time • Provide corrective feedback to help students understand • Adjust instruction so students are challenged and able to develop new skills

Adapted from *Second Grade Teacher Reading Academy*, University of Texas Center for Reading and Language Arts, 2002.

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Standards Review (Resource 4.2)

State standards for reading are an important component of the accountability process. Select an appropriate state standard and complete the form below.

What does the standard require students to learn?

What should the instruction look like for this learning to occur?

What should be taught first, second, third, etc?

How will you know that students have mastered what they need to know and be able to do?

How much time should be spent on this standard?

Adapted from *Continuous Improvement Model,* Marion County Public Schools, 2004.

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Coach's Guide for Examining Instructional Delivery (Resource 4.3)

Select an activity in your school's reading program. Complete the form below.

Material:_____ Page Number: _____

Activity: _____ Grade Level:_____

Are the activities directly connected to grade-level goals?

Is the activity aligned with research-based practices?

Are selected activities focused and purposeful?

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Teacher's Guide for Examining Instructional Delivery (Resource 4.4)

After a lesson, consider the following questions:

How frequently did I provide opportunities for students to respond? Give examples.

Did I pace the instruction appropriately?

How did the students show that I had given them adequate time to process the new learning?

How did I monitor students' responses and adjust instruction based on what I observed?

How did I provide immediate and specific feedback to students?

How can I modify my instructional delivery to make it more explicit?

Adapted from *Reading Coaches 2003–04 Institute #1: Instructor Materials,* Sacramento County Office of Education, 2003.

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Grouping Instruction Worksheet (Resource 4.5)

Teacher: _____ Date: _____

Using assessment data, consider students' strengths and needs and group them according to needs and abilities for small-group instruction. For each group, list student names and the instructional focus on sticky notes. Place the sticky notes in the boxes below. Using sticky notes is a reminder that students can easily be regrouped to reflect their progress.

Group Members:

Instructional Focus:

Group Members:

Instructional Focus:

Group Members:

Instructional Focus:

Group Members:

Instructional Focus:

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