

SLIDE 84: CHAPTER 4—DELIVERING SBRI

Chapter 4
**Delivering
 Scientifically Based
 Reading Instruction**

Participant's Guide Page:

PG 4.3

Facilitator Support:

Recruit a recorder for the brainstorming activity.

Approximate time for Overview of Chapter 4 activity: 4-Day or 5B Schedule—5 minutes; 5A Schedule—7 minutes

Approximate time for Chapter 4: if following 4-Day or 5B Schedule—3.5 hours; if 5A Schedule—7 hours

KEY POINT

Overview of Chapter 4

Say: “Let’s use the reading strategy of brainstorming to familiarize ourselves with Chapter 4, *Delivering Scientifically Based Reading Instruction*. For this activity I’ll need a recorder to chart your ideas about the content of Chapter 4.”

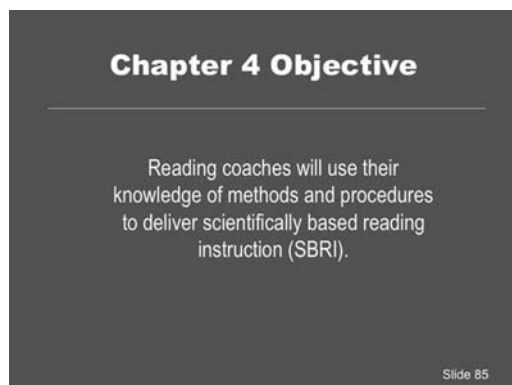
Give volunteer a dark marker and chart paper to record responses. Allow 5 minutes.

Say: “We’ll use the brainstorming chart to review material at the end of our discussion of Chapter 4. If a question occurs to you at any time, ask it immediately or feel free to post it for later review.”

Hold up a sticky note. Point to the Questions poster.

Say: “I’ll collect your questions and post them on our Questions poster. At the end of the discussion, we’ll review them to make sure all your questions are answered. The Questions poster will be up throughout the training. If a question occurs to you at anytime, ask it immediately, or feel free to post it for later review.”

SLIDE 85: CHAPTER 4 OBJECTIVE



Participant's Guide Page:

PG 4.5


KEY POINT

Chapter 4 Objective

- Refer to Chapter 4 Objective.
- Review the Coaching Objectives Orientation chart, noting how many red, yellow, and green marks showed up for this objective.

Say: *"When we completed the Coaching Objectives Orientation activity (#) of you marked this with red checks, meaning it was an objective you'd like us to 'STOP' and spend the most time reviewing. (#) of you marked it with yellow checks, meaning you'd like us to 'Go Slowly.' (#) of you checked green, meaning it was your third priority."*

SLIDE 86: FEATURES OF SBRI



Features of SBRI

- Programs and materials reflect SBRR
- Explicit and systematic instruction
- Grade-level standards
- Daily uninterrupted reading instruction
- Differentiated instruction
- Assessment to inform instruction

Slide 86

Handouts/Materials:

Sticky notes, Questions poster

Table-top supplies sample

Participant's Guide Page:

PG 4.5

KEY POINTS

Compare and Contrast SBRI and SBRR

- Review the major concepts of Chapter 3:
 - No Child Left Behind requirements for research: systematic and empirical methods, rigorous data analyses, valid data across multiple measurements, and acceptance by a peer-reviewed journal; and
 - Five essential components of reading instruction: phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension.
- Preview the connections with Chapter 4:
 - How phonemic awareness, phonics, fluency, vocabulary, and comprehension are integrated into a meaningful instructional design;
 - Explicit and systematic instruction;
 - Curriculum maps; and
 - Uninterrupted reading block.

Features of SBRI

- Programs and materials reflect SBRR.
- Explicit and systematic instruction.
- Grade-level standards alignment.
- Uninterrupted reading instruction.
- Differentiated instruction to meet needs of individual student and groups of students.
- Assessment to inform instruction.

SLIDE 87: IDENTIFYING SBRR PROGRAMS AND MATERIALS



Participant's Guide Page:

PG 4.5

Facilitator Support:

http://reading.uoregon.edu/curricula/con_guide.php

<http://www.fcrr.org/FCRRReports/index.aspx#>

Pre-select reading program reports for review from each website

Approximate time for program reviews: 4-Day or 5B

Schedule—10 minutes to review one report from each site;

5A schedule—20 minutes to review one report from each site.

KEY POINTS

First Feature of SBRI

SBRR Programs and Materials

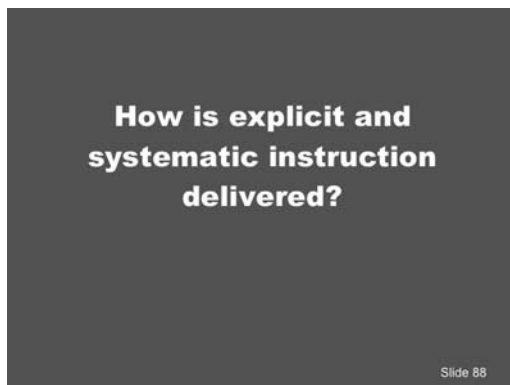
Say: *"The Technology Learning Center for Chapter 4 is dedicated to exploring the reports offered on these websites."*

- Remind participants of *Reviewing a Reading Program* referenced in Chapter 3.
- Remind participants that these are only examples of available resources one can use to review reading programs.

Program and Intervention Reviews

- If you have Internet access and time permits, select one report from each site listed under Facilitator Support to review briefly as a whole group.

SLIDE 88: EXPLICIT AND SYSTEMATIC INSTRUCTION



Handouts/Materials:

Vocabulary Word Wall—Explicit Instruction

Vocabulary Word Wall—Systematic Instruction

Participant's Guide Pages:

PG 4.6–7

KEY POINTS

Second Feature of SBRI

- Define explicit instruction and systematic instruction

Demonstrate *Explicit* and *Systematic Instruction*

- Role-play a non-example of explicit and systematic instruction by suddenly becoming disorganized, ambiguous, skipping among various topics, offering no explanations, etc.

Say: *"You know I'm really tired of going through all this stuff so methodically. Let's just skip around. I know; everyone who has a birthday before June can read the even chapters and the rest of you can read the odd chapters. Unless you don't want to reveal which month you were born in—then just wait for the others to tell you what's going on. If you have questions ask Martha; she seems to know her stuff. I have a few phone calls to make and I'll check in on you after lunch."*

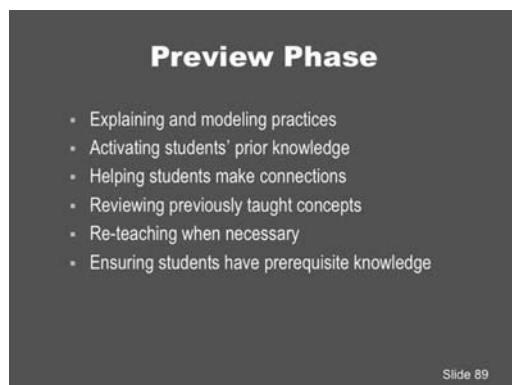
Leave the room. Return after 1 minute.

- Discuss, defining *explicit* and *systematic instruction* and demonstrating instruction that is planned, purposeful, and visible.
- Explicit and systematic instruction assists student learning by presenting new material in small steps, with ample practice opportunities.

DEFINITIONS

- **Explicit Instruction:** Occurs in the classroom 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 using a new skill and then move into independent practice.
- **Systematic Instruction:** A carefully designed plan of instructional steps, purposeful and progressing logically; gives students extensive support during the early stages of learning; lessons build on previously taught information, from simple to complex, across the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

SLIDE 89: PREVIEW PHASE



Participant's Guide Page:

PG 4.6

KEY POINTS

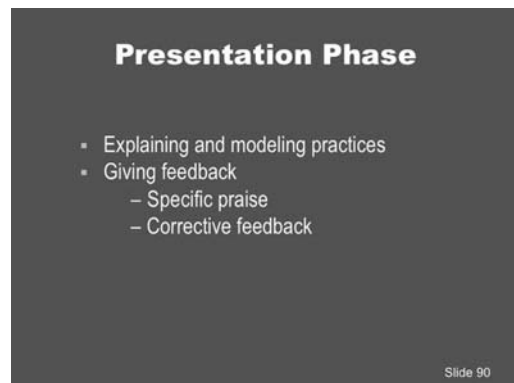
Phases of Explicit and Systematic Instruction

- Preview, presentation, guided practice, scaffolding to independent practice.
- Covered in next five slides.

Preview Phase of Explicit and Systematic Instruction

- 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 requisite knowledge and skills to learn new concepts and skills presented in a lesson.

SLIDE 90: PRESENTATION PHASE

A dark gray rectangular slide with white text. The title 'Presentation Phase' is at the top. Below it is a bulleted list: 'Explaining and modeling practices', 'Giving feedback' (with sub-bullets 'Specific praise' and 'Corrective feedback'). The text 'Slide 90' is in the bottom right corner.

Presentation Phase

- Explaining and modeling practices
- Giving feedback
 - Specific praise
 - Corrective feedback

Slide 90

Handouts/Materials:

Vocabulary Word Wall—Specific Praise

Vocabulary Word Wall—Corrective Feedback

Participant's Guide Page:

PG 4.6

KEY POINT

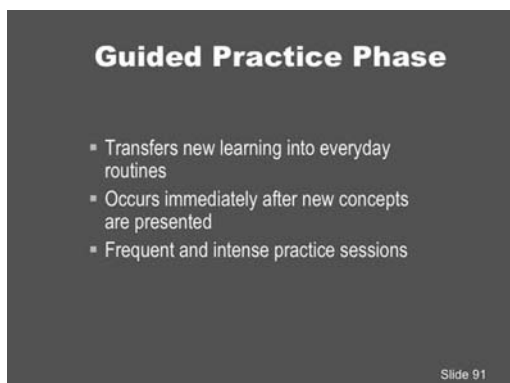
Presentation Phase of Explicit and Systematic Instruction

- Stress that the presentation phase should include small steps with many examples.
- Feedback allows the teacher to monitor students' understanding and clarify as needed.

DEFINITIONS

- **Specific Praise:** Focused affirmation offered when a student correctly applies strategies and skills he or she has been taught.
- **Corrective Feedback:** Communication between a teacher and a student, or between a reading coach and a teacher when a mistake is made; offered in a neutral tone, with an attitude of simply providing information.

SLIDE 91: GUIDED PRACTICE PHASE



Guided Practice Phase

- Transfers new learning into everyday routines
- Occurs immediately after new concepts are presented
- Frequent and intense practice sessions

Slide 91

Handouts/Materials:

Vocabulary Word Wall—Supported Application

Participant's Guide Page:

PG 4.7

KEY POINT

Guided Practice Phase of Explicit and Systematic Instruction

- **Supported Application:** Note that some sources recommend that lessons designed to teach key reading skills contain only 20% new material and 80% practice of previously learned skills.
- **Guided Practice:** Note that research indicates that more frequent, intense, highly engaging practice and opportunities are more effective than fewer, longer practice sessions.

DEFINITION

- **Supported Application:** Transfer of new learning into everyday routines; occurs after students are introduced to key ideas in the presentation phase; similar to scaffolding.

SLIDE 92: SCAFFOLDING



Handouts/Materials:

Vocabulary Word Wall—Scaffolding

Participant's Guide Page:

PG 4.7

KEY POINT

Define *Scaffolding*

DEFINITION

- **Scaffolding:** Modeling and encouraging strategic, successful reading by providing structure, organization, questioning, clarification, summarizing, or tying information to what is known or what will be learned; gives students all the support they need to arrive at the correct answer. For example, after an error, teacher may offer cues, reminders, or encouragement, break the problem down into steps, provide an example, or anything else so that students can reach the correct answer independently instead of having the teacher give the answer.

SLIDE 93: SCAFFOLDING IN ACTION



Participant's Guide Page:

PG 4.7

Facilitator Support:

Graves, M., & Bratten, S. (1996). Scaffolded reading experiences: Bridges to success. *Preventing School Failure, 40*(4) 169–73.

Approximate time for modeling scaffolding approach:
4-Day or 5B Schedule—10 minutes to review one approach;
5A Schedule—20 minutes to review two approaches

KEY POINTS

Video Clip (0:52)

- Featured teacher in video clip;
 - Nancy Dibble, Kindergarten Teacher, Apalachee Elementary, Tallahassee, FL.
- Direct participants' attention to the child who missed the sound. Note how the teacher didn't yell, "You made a mistake!" but rather scaffolded instruction by guiding the child to say the sound again, asking if that sound in fact matches what he wrote, and gently having him correct his error.
- Ask participants to identify from the video clip a scaffolding approach that they would like to model for a teacher at their school. Note this approach in the space on page PG 4.7.
- Advise participants that an option in the Chapter 4 Make and Take Learning Center is to build a model to promote scaffolding.

SLIDE 94: TYPES OF SCAFFOLDING

Types of Scaffolding

- Choosing text at the student's instructional level
- Teaching a limited number of skills at one time
- Modeling through a clear and simple demonstration
- Providing reminders of effective strategies
- Supplying partial information

*Remember, scaffolding is temporary.
The goal is an independent reader.*

Slide 94

Handouts/Materials:

Copies of Explicit and Systematic Instruction Checklist (Resource 4.1)

Participant's Guide Pages:

PG 4.7–8

Facilitator Support:

Pre-enlist participant to demonstrate scaffolding

KEY POINTS

Types of Scaffolding


- Can be provided through use of language, materials, tasks, and grouping.

Moving from Scaffolding to Independent Practice

- Effective scaffolding is a particular kind of helping that is tailored to support an individual student's developing skills.

Explicit and Systematic Instruction Checklist (Resource 4.1)

- Checklist can be used during demonstration lessons or classroom observations.



MAKING IT PERSONAL

Ask a pre-enlisted participant to model a scaffolding approach. Have other participants complete the Explicit and Systematic Instruction Checklist on page PG 4.8 to provide feedback.

SLIDE 95: STATE STANDARDS AND SBRR AND SBRI



Handouts/Materials:

State curriculum standards for reading
Reading-related incentive
Vocabulary Word Wall—Curriculum Standards

Participant's Guide Page:

PG 4.9

Facilitator Support:

Complete Resource 4.2

Approximate time for Standards Review: 4-Day or 5B
Schedule—20 minutes to review one standard; 5A Schedule—
60 minutes to review state standards relative to areas in need
of improvement

KEY POINTS

Relationship of Curriculum Standards to SBRR and SBRI


- State standards describe expectations of what students should learn at each grade level.

Process & Practice Activity: Standards Review (Resource 4.2)

- Ask participants to select an appropriate state standard and complete the Standard Review form (Resource 4.2) page PG 4.9. To model data-driven decision making, choose a standard related to an area in need of improvement as indicated by student data at the coach's school.
- Allow 15 minutes if following 4-Day or 5B schedule. Allow 45 minutes if following 5A schedule.
- Discuss 5 minutes if following 4-Day or 5B schedule or 15 minutes if following 5A schedule, asking a volunteer to share. Reward the first volunteer with a reading-related incentive.

DEFINITION

- **Curriculum Standards:** Clear and public expectations for what students should learn at each grade level; benchmarks.



MAKING IT PERSONAL

If participants aren't familiar with their states' reading standards, this exercise may be expanded to a review of all the K–3 reading standards for their respective states.

SLIDE 96: SETTING CLEAR GOALS



Handouts/Materials:

State curriculum standards

Sample curriculum map

Participant's Guide Pages:

PG 4.9–10

Facilitator Support:

Jacobs, H. H. (2004) *Getting results with curriculum mapping*. ASCD: Alexandria, VA.

Approximate time for Curriculum Mapping activity: 4-Day or 5B Schedule—20 minutes; 5A Schedule—45 minutes


KEY POINTS

Connection among Curriculum Standards, School Focus, and Student Success

- Advise participants that an option in the Chapter 4 Make and Take Learning Center is to create a flip chart with key words to prompt a focus on state standards.

Process & Practice Activity: Curriculum Mapping

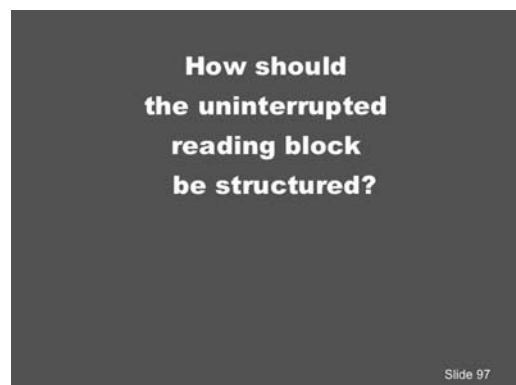
- Ask participants to compare the instructional map (Resource 3.2) with the curriculum map used at their school. If their school doesn't use curriculum maps, provide a sample copy.
- Ask participants to focus on the 1st grade curriculum maps and record their reflections in the space on page PG 4.10.
- Allow 15 minutes if following 4-Day or 5B schedule. Allow 35 minutes if following 5A schedule.
- Discuss for 5 minutes if following 4-Day or 5B schedule or 10 minutes if following 5A schedule.
- Suggested break.



MAKING IT PERSONAL

If participants need more familiarity with the state reading standards, assign a major category of standards to each table. Have each table review the standards and report their findings to the whole group.

SLIDE 97: STRUCTURING THE READING BLOCK



Handouts/Materials:

Sample school schedules

Participant's Guide Page:

PG 4.11

Facilitator Support:

Slides with state-specific requirements for the uninterrupted reading block may be needed to address teacher-directed, student-directed, whole-class, and small-group structures.

Approximate time for reading block schedule activity: 4-Day or 5B Schedule—15 minutes; 5A Schedule—25 minutes


KEY POINTS

Structuring the Reading Instruction Block

- Allow 10 minutes for schedule review if following 4-Day or 5B schedule. Allow 20 minutes if following 5A schedule.
- Discuss for 5 minutes if following 4-Day or 5B schedule or 5 minutes if following 5A schedule.

Academic Engagement

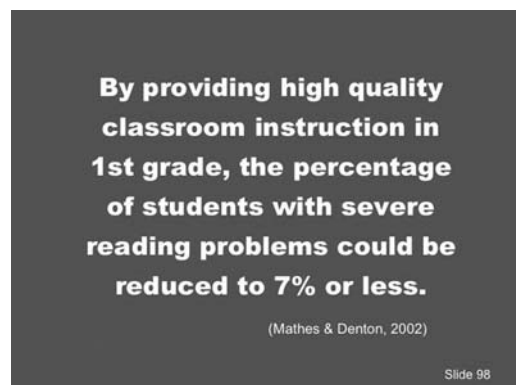
- During typical whole-class reading instruction, students spend approximately 70% of their time passively watching and listening to others.
- Students must be engaged for learning to occur.
- Varying the size of print on the board or PowerPoint may be a simple way to keep students “on their toes.” Another example would be to start whispering. The best approach is to get students actively involved in the learning process.
- Examples of engagement: Ask students to listen for a particular vocabulary word; ask a question, let students think of their answers, and then turn to a partner and share; ask students to hold up true or false cards as you ask the questions; create cooperative learning groups.



MAKING IT PERSONAL

Organizing the reading instruction block with explicit, systematic, and standards-based instruction can be a challenge. This activity can be expanded by having participants share how their school structures the reading block. Have participants share school schedules. Encourage discussion.

SLIDE 98: QUALITY INSTRUCTION



Handouts/Materials:

Teacher's Manual from a reading program

Participant's Guide Pages:

PG 4.11–14

Facilitator Support:

Complete Resource 4.3

Review Resource 4.4

Approximate time for Examining Instructional Delivery: 4-Day or 5B Schedule—15 minutes; 5A Schedule—45 minutes


KEY POINTS

Process & Practice Activity: Coach's Guide for Examining Instructional Delivery (Resource 4.3)

- Ask participants to select an activity from a teacher's manual used at their school. Participants will complete the form on page PG 4.12 based on this activity.
- Allow 10 minutes if following 4-Day or 5B schedule. Allow 35 minutes if following 5A schedule.
- Discuss for 5 minutes if following 4-Day or 5B schedule or 10 minutes if following 5A schedule.
- Describe the Teacher's Guide for Examining Instructional Delivery (Resource 4.4) on page PG 4.13 and explain how it can be used with Resource 4.3.

Impact of Quality Reading Instruction on Student Achievement

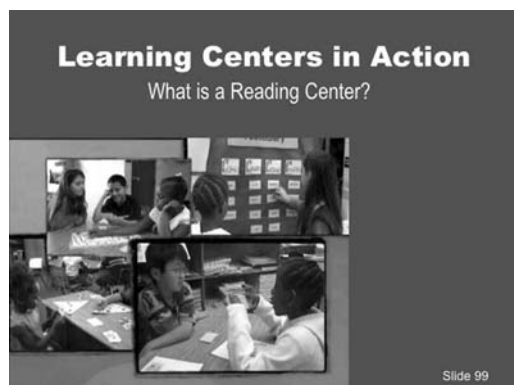
- In analyzing some key studies of classroom-level and supplemental reading intervention, Mathes and Denton (2002) suggest that the number of students with severe reading problems could be reduced to 7% or lower compared with the current 25–40%, just by providing high-quality classroom reading instruction in the 1st grade.



MAKING IT PERSONAL

Make sure that activities are focused and purposeful. This activity can be expanded by having participants focus on activities designed to address a teacher's area of weakness.

SLIDE 99: LEARNING CENTERS IN ACTION



Handouts/Materials:

Vocabulary Word Wall—Differentiated Instruction

Sample student learning centers

Participant's Guide Pages:

PG 4.14–15

Facilitator Support:

Approximate time for Promoting Learning Centers activity—5 minutes.

KEY POINTS

Video Clip (2:39)

- Ask participants to think about how to advise teachers on organizing their classrooms for centers and managing transitions from one activity to the next as they view the following three video clips.

Process & Practice Activity: Promoting Learning Centers

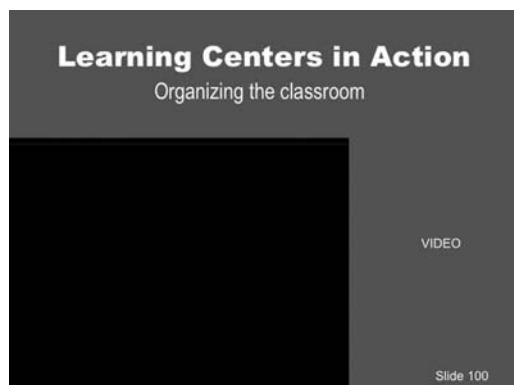
- Ask participants to reflect on the learning centers video clips.
- Ask participants to record how they could use the clips to promote differentiated instruction to teachers at their schools. Use the space on page PG 4.15.

Discuss Differentiated Instruction

DEFINITION

- **Differentiated Instruction:** Matching instruction to meet the different needs of learners in a classroom.

SLIDE 100: ORGANIZING THE CLASSROOM



Handouts/Materials:

Sample student learning centers

Sample student management boards

Participant's Guide Page:

PG 4.15

Facilitator Support:

Approximate time for How Do Your Learning Centers Work activity: 5 minutes

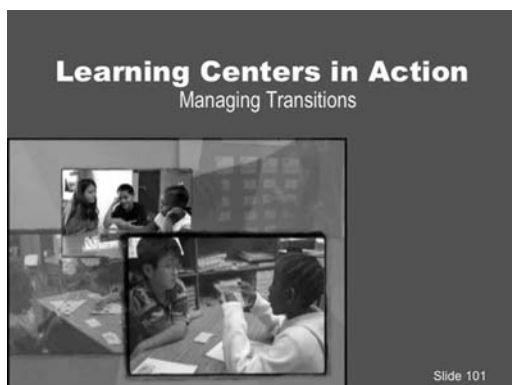
KEY POINTS

Video Clip (1:05)

Process & Practice Activity: How Do Your Learning Centers Work?

- Provide 5 minutes for participants to take notes and discuss how learning centers work at their schools.
- Refer to Center Management Board pictured on page PG 4.16.

SLIDE 101: MANAGING TRANSITIONS



Handouts/Materials:

Sample student learning centers

Participant's Guide Page:

PG 4.16

Facilitator Support:

Approximate time for Method to the Madness activity:
5 minutes

KEY POINTS

Video Clip (1:02)

Process & Practice Activity: Method to the Madness

- Ask participants to take notes and discuss teachers at their schools who use strategies to manage transitions in the classroom that are similar to those on the video.

Discuss How to Manage Transitions

SLIDE 102: SBRR-BASED INTERVENTIONS



Handouts/Materials:

Vocabulary Word Wall—Intervention

Vocabulary Word Wall—Targeted Instruction

Samples of Intervention Programs from schools participants work in

Participant's Guide Pages:

PG 4.17

KEY POINTS

Discuss *Intervention Features*

Connection among Assessment, Curriculum, and Instruction

- Assessment will be discussed in more detail in Chapter 5.
- Assessment is used to inform instruction and monitor student learning.

Define *Targeted Instruction*

DEFINITIONS

- **Intervention:** Additional instruction that addresses the needs of students who are not making sufficient progress in the reading program. Highly skilled teachers in a classroom with a low pupil-teacher ratio provide explicit and systematic instruction tailored to meet the identified needs of struggling readers. Teachers use assessment to guide accelerated instruction, provide teacher modeling and scaffolding with gradual release of responsibility to students, and provide extensive practice opportunities.
- **Targeted Instruction:** Teaching what students need to learn, as indicated by assessment of standards.

SLIDE 103: FEATURES OF INTERVENTIONS

SBRR Interventions Include:

- Additional instruction;
- Assessment-driven;
- Explicit and systematic;
- Intensive and supportive;
- Targeted instruction.

Slide 103

Handouts/Materials:

Samples of intervention programs

Participant's Guide Page:

PG 4.17

Facilitator Support:

Approximate time for Intervention Program Review: 4-Day or 5B Schedule—20 minutes; 5A Schedule—40 minutes

KEY POINTS

Features of Interventions

Reviewing a Reading Program

- Ask participants to scan the intervention program their school uses, checking it against the first few items of the *Guidelines in Reviewing a Reading Program*.
- Allow 15 minutes if following 4-Day or 5B schedule to review an intervention program. Allow 30 minutes if following 5A schedule.
- Discuss for 5 minutes if following 4-Day or 5B schedule or 10 minutes if following 5A schedule.
- Remind participants that examples of reviews are available at:
http://reading.uorleon.edu/curricula/con_guide.php and
<http://www.fcrr.org/FCRRReports/index.aspx#>



MAKING IT PERSONAL

This activity can offer participants more time to review and discuss intervention strategies used at their schools.

SLIDE 104: GROUPING IN ACTION



Handouts/Materials:

Sticky notes, Questions poster
Vocabulary Word Wall—Grouping
Sample intervention schedules

Participant's Guide Pages:

PG 4.17–18

Facilitator Support:

Example: Grouping Instruction Worksheet (Resource 4.5)

KEY POINT

Video Clip (2:45)

Example: Group Instruction Worksheet (Resource 4.5)

- As participants view this clip, ask them to look at page PG 4.18. That example corresponds with the one used in the video.
- Discuss video and example. Indicate that this example uses DIBELS assessment data, but many other assessments could also be used for this purpose. Note that students with the greatest needs are in the smallest groups and meet more frequently.
- Review sample intervention schedules if additional examples are needed.

DEFINITION

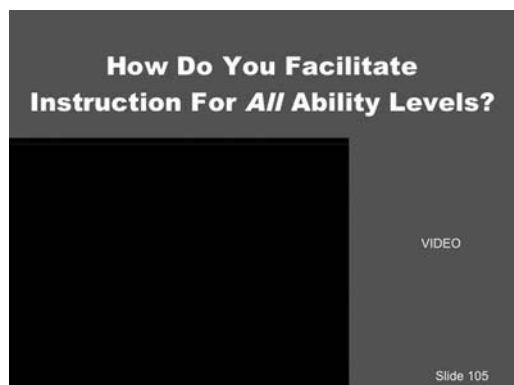
- **Grouping:** Any system through which children are assigned to different instructional settings in order to have their needs better addressed.



TALKING IT OVER

At what point does student grouping become a tracking system? What effect does honoring parent requests for teachers have on student grouping?

SLIDE 105: INSTRUCTION FOR ALL ABILITY LEVELS



Participant's Guide Pages:

PG 4.19–20

KEY POINTS

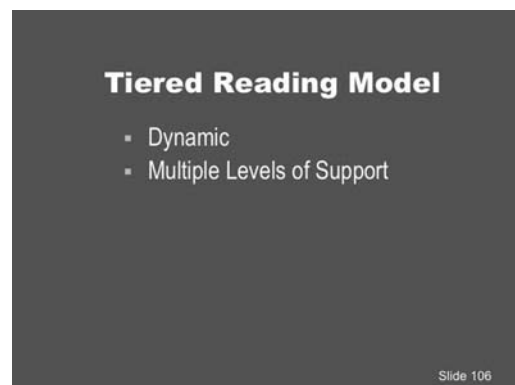
Video Clip (2:30)

- As participants view the video clip, ask them to record questions the clip prompts about program offerings at their school.

Coaches' Reflections

- Ask participants to share questions they noted while watching the video clip.

SLIDE 106: TIERED READING MODEL



Handouts/Materials:

Sticky notes, Questions poster

Vocabulary Word Wall—Tiered Reading Model

Participant's Guide Pages:

PG 4.19–20

KEY POINTS

Describe a Tiered Reading Model

Define *Tier I*, *Tier II*, *Tier III*

DEFINITION

- **Tiered Reading Model:** Aims to reduce overall reading problems by providing intensive early intervention to students most at risk for reading difficulty; tiers may be primary, secondary, or tertiary.
 - Tier I is for all students K–3.
 - 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.
 - 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.

SLIDE 107: LEARNING CENTERS



Participant's Guide Pages:

PG 4.21–22

Facilitator Support:

Approximate time for Learning Centers: 30 minutes or 7 minutes per station if following 4-Day or 5B Schedule; 60 minutes or 15 minutes per station if following 5A Schedule

KEY POINTS

Review of Chapter 4

- Address any questions from Chapter 4 remaining on the Questions poster.

Learning Centers

- Ask participants to turn to pages PG 4.21–22 to review the learning center options.
- Model the use of a center management board, adjusting schedule and groups at the centers based on the total number of participants.

CHAPTER 4 VOCABULARY WORD WALL

Explicit Instruction

Systematic Instruction

Specific Praise

Corrective Feedback

Supported Application

Guided Practice

Scaffolding

Independent Practice

Curriculum Standards

Differentiated Instruction

Intervention

Targeted Instruction

Grouping

Tiered Reading Model

