

Lead for Literacy Center's Leadership Institute

NAESP Web Event: Promoting Code-Based Literacy Skills in Elementary School



The research reported here is funded by awards to the Lead for Literacy Center from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award #: H326L18002). The opinions expressed are those of the authors and do not represent views of OESE, OSEP, or the U.S. Department of Education. Copyright © 2019 Lead for Literacy.

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Today's Session



Jess Surlles
• Presenter



Lauren Artzi
• Facilitator

Lead for Literacy's Institutional Collaboration



Lead for Literacy NAESP Web Events

September 8, 2020

Building an Effective Schoolwide Multi-tiered System of Support for Reading



November 19, 2020

Highlighting Key Considerations for Literacy Screening and Assessment



January 7, 2021

Supporting Early Literacy Instruction PreK to 3



February 16, 2021

Highlighting Key Considerations for Monitoring Reading Progress and Using Literacy Assessment



March 25, 2021

Promoting Code-Based Literacy Skills in Elementary School



April 1, 2021

Promoting Meaning-Level Skills in Elementary School



June 3, 2021

Taking a Deep Dive into Professional Development Structures

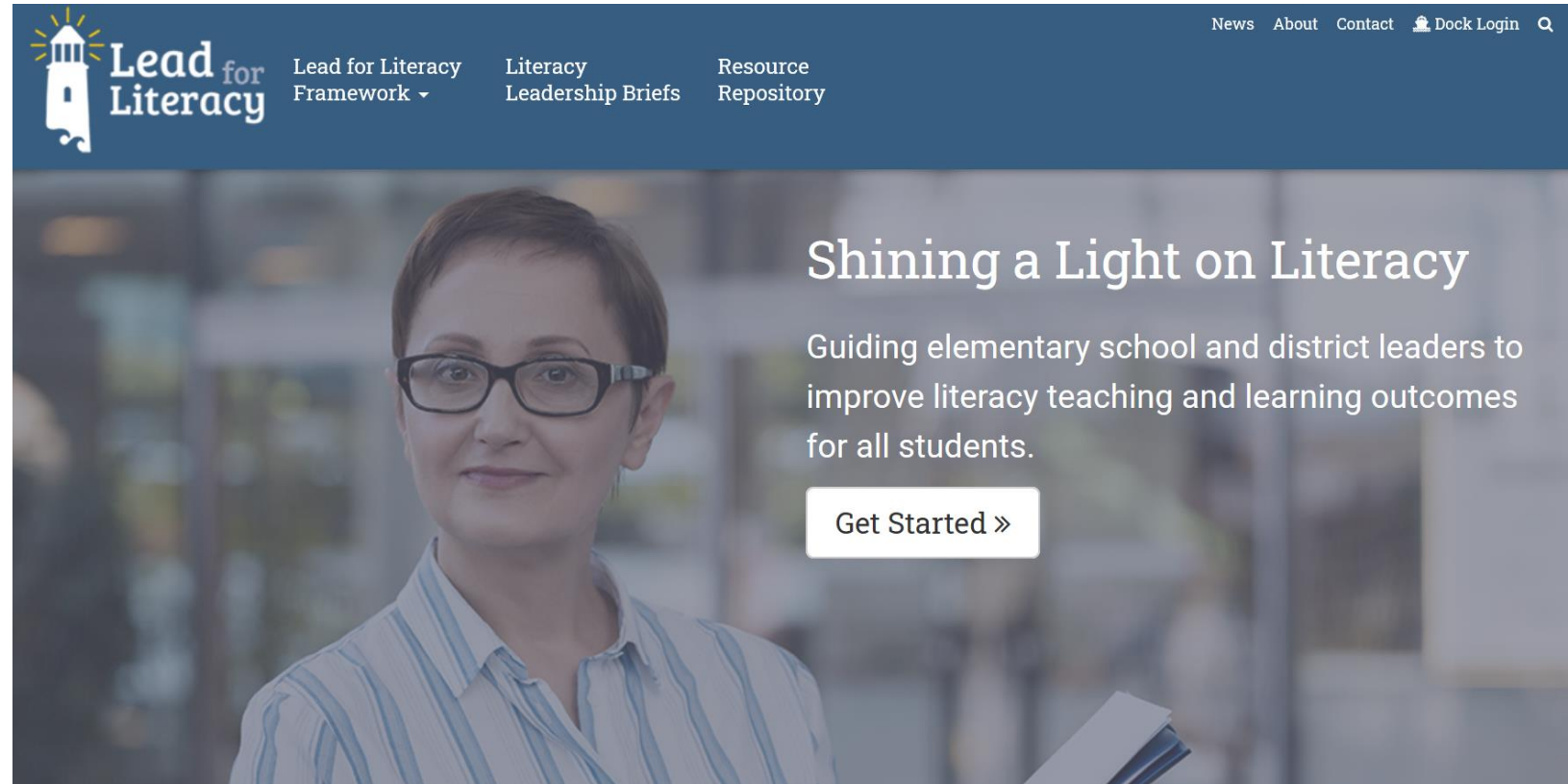


Session Objectives

- Learn about the critical components of code-based instruction and evidence-based practices to promote word reading and decoding.
- Access web-based tools and resources to support implementation of evidence-based literacy practices by school staff and students.

Lead for Literacy Website

<https://leadforliteracy.org/>



Instruction and Intervention

Use of programs, practices, and materials with documented efficacy and aligned with goals and standards to support a full range of learners

Topics include—



INSTRUCTIONAL TIME



INSTRUCTIONAL QUALITY



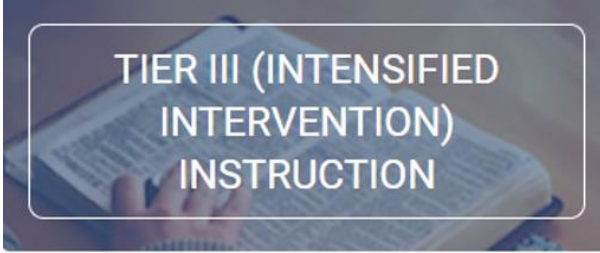
INSTRUCTIONAL
ADJUSTMENTS



TIER I (CORE)
INSTRUCTION



TIER II (INTERVENTION)
INSTRUCTION



TIER III (INTENSIFIED
INTERVENTION)
INSTRUCTION

Questions and Discussion

- Please ask questions in the chat – we would love to hear from you!
 - There will be a few discussion points built-in throughout the presentation today

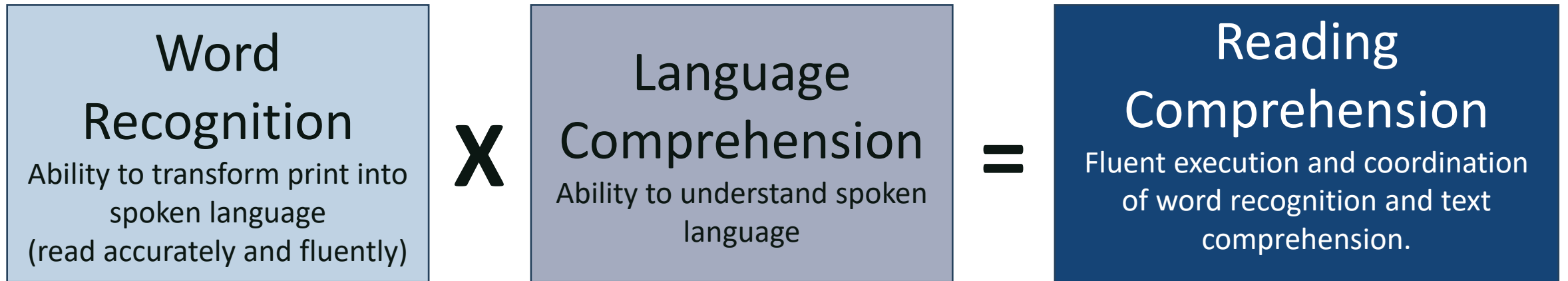


**Message Lauren Artzi privately or send your question to everyone*



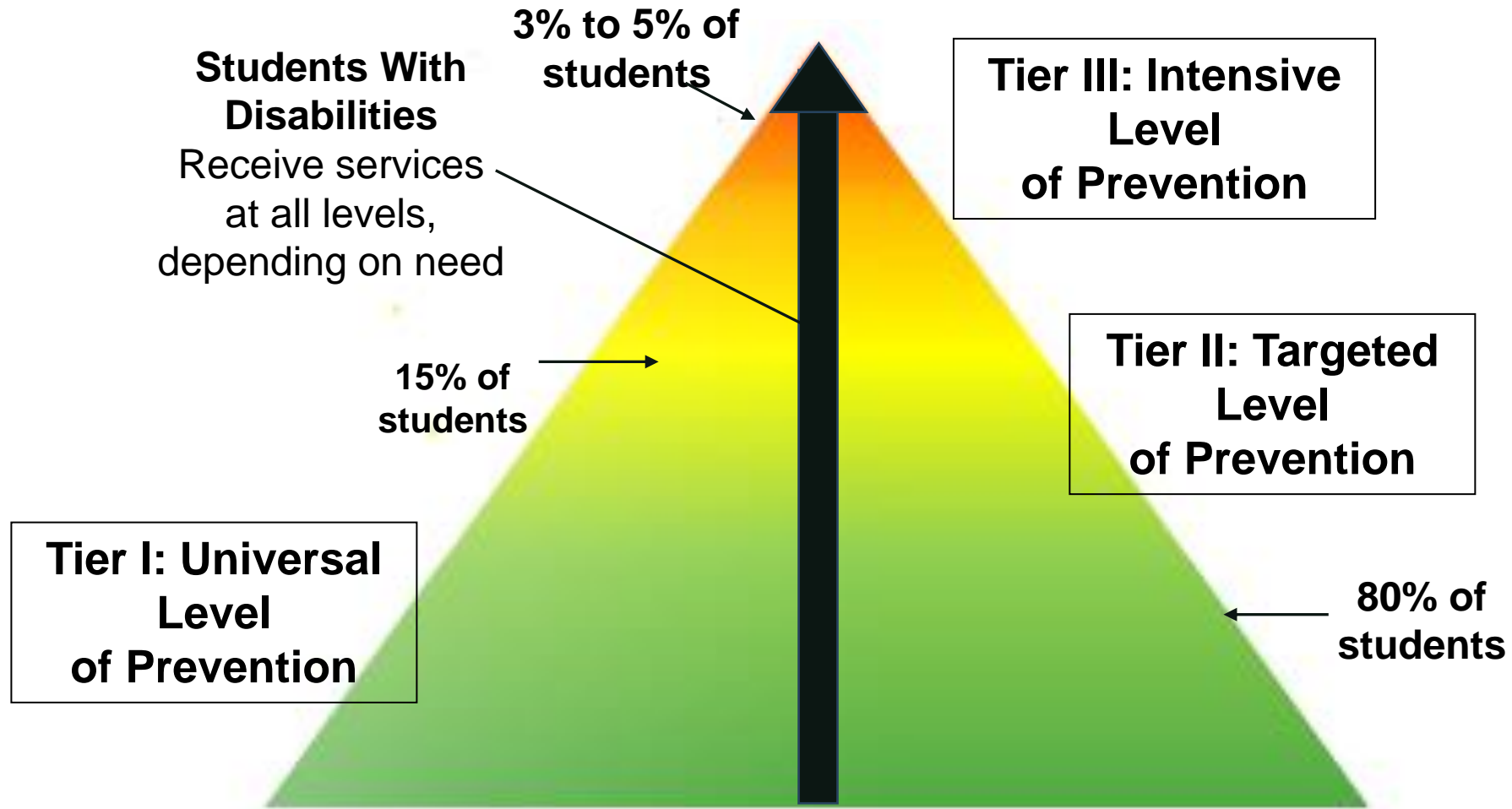
Instruction and Intervention within a MTSS-R

The Simple View of Reading



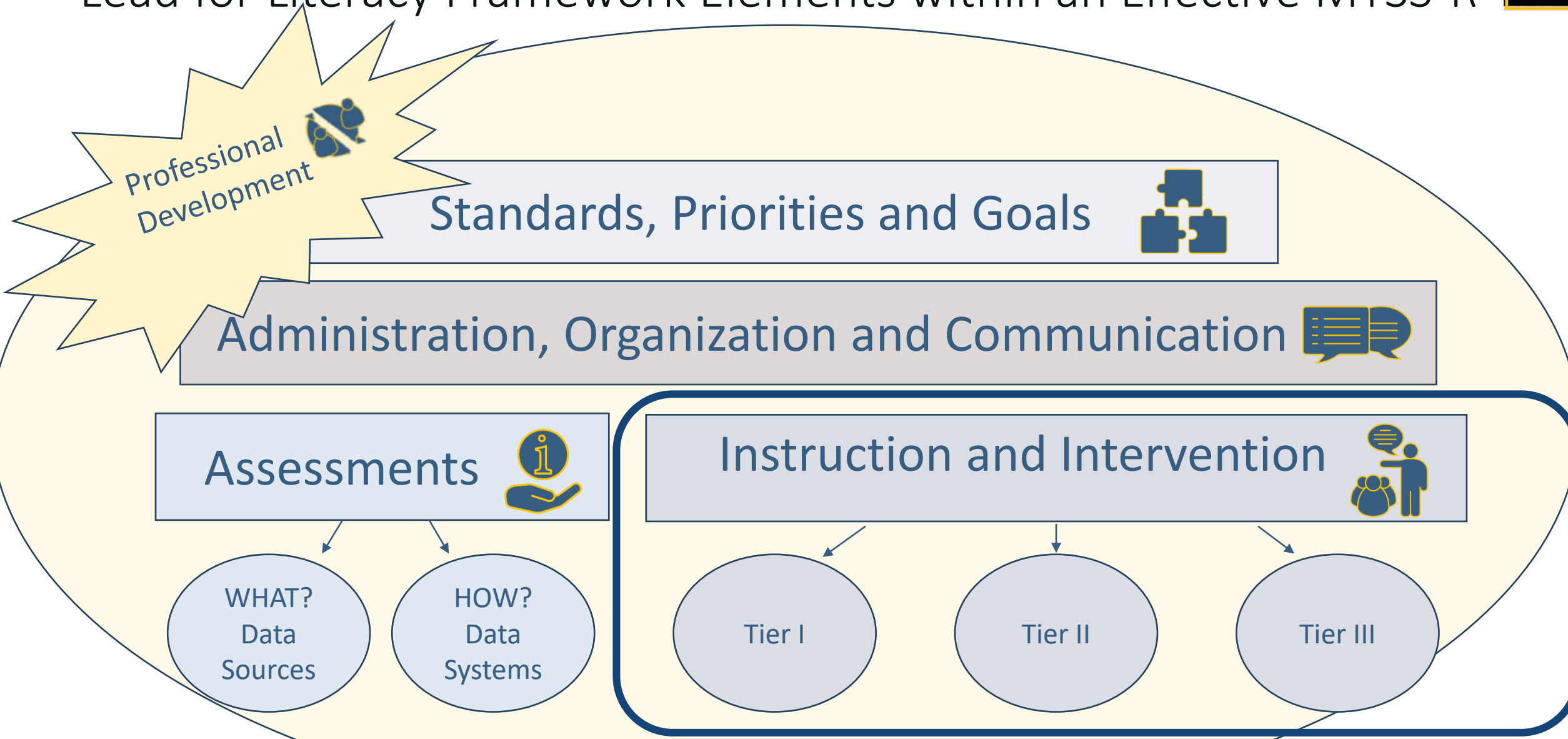
Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

Multi-Tiered System of Support in Reading (MTSS-R)



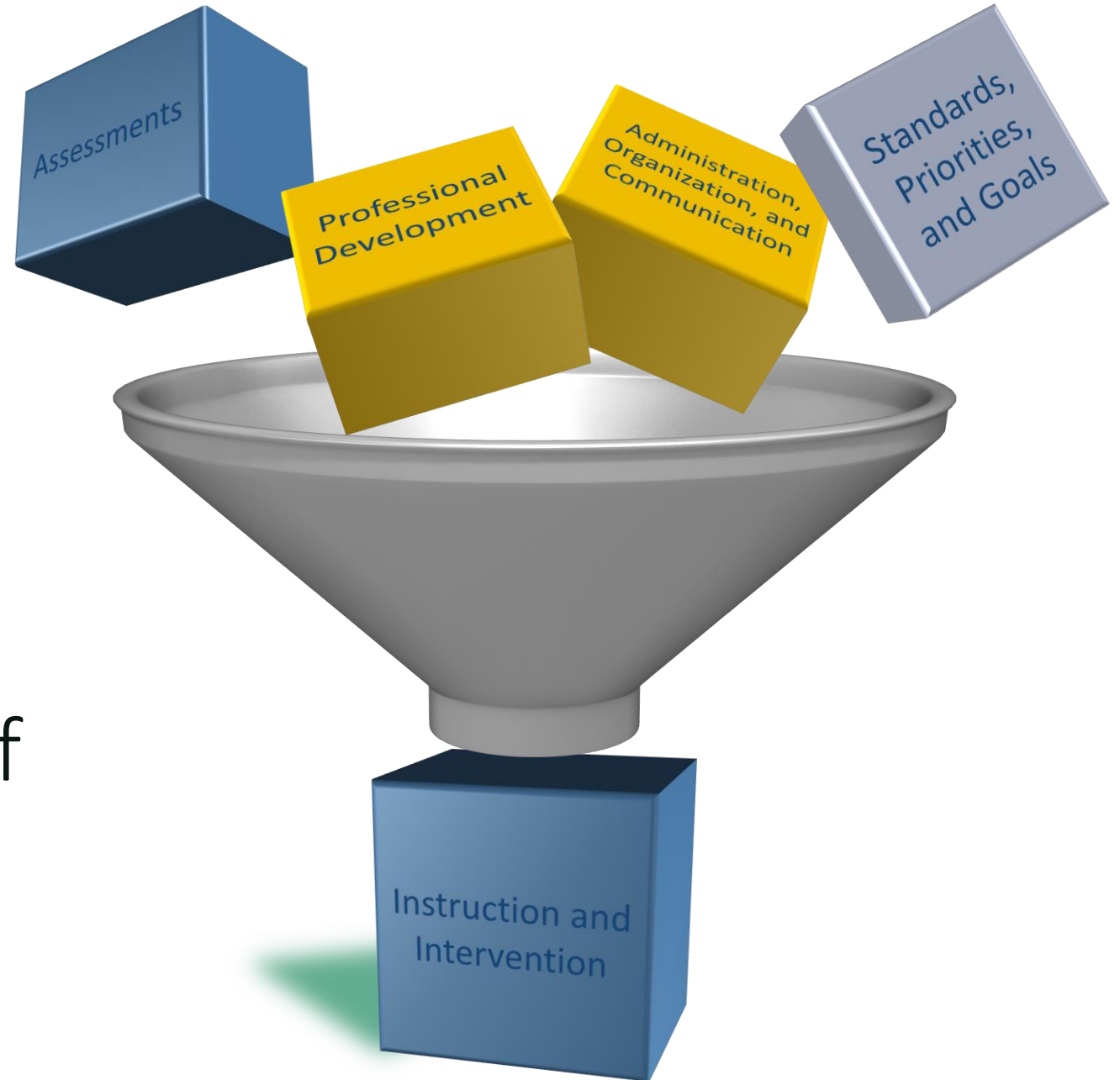
Provides a structure of support for ALL students, including students with or at risk for disabilities!

Lead for Literacy Framework Elements within an Effective MTSS-R



Learn More: <https://leadforliteracy.org/framework>

Quality reading instruction and intervention are central to an effective, schoolwide multi-tiered system of support.

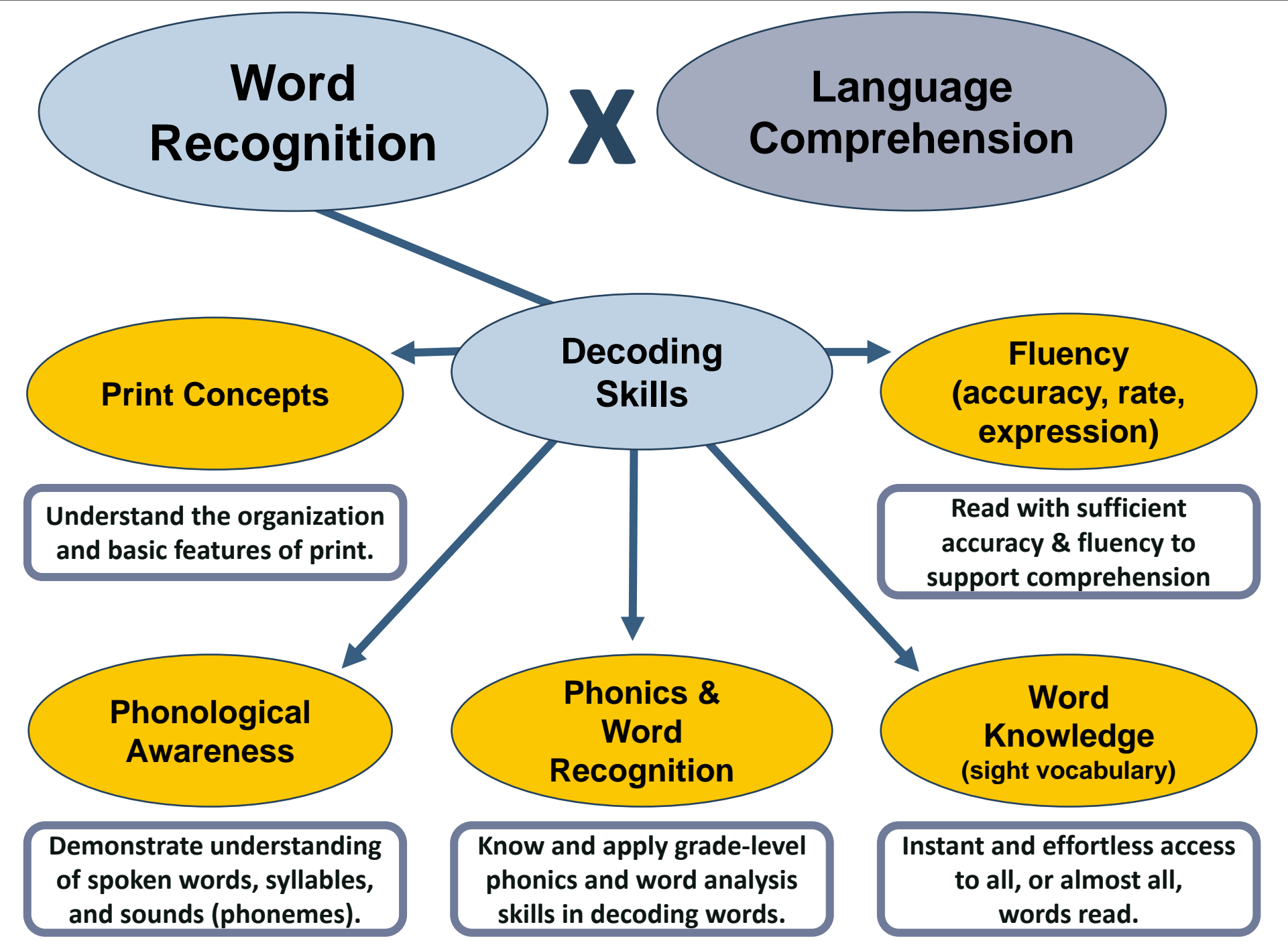


Improve Implementation of Evidence-based Practices

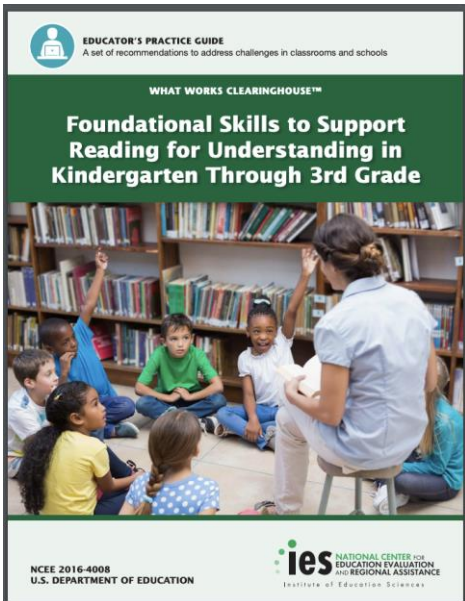
- Prioritize reading skills
- Explicit and systematic delivery of instruction
- Intensification of instruction
- Use data to improve and/or adjust instruction



What are the
priority
reading skills?



Resource: IES Practice Guide



1 Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

▼ [Show More](#)



MINIMAL
EVIDENCE

2 Develop awareness of the segments of sounds in speech and how they link to letters.

▼ [Show More](#)



STRONG
EVIDENCE

3 Teach students to decode words, analyze word parts, and write and recognize words.

▼ [Show More](#)



STRONG
EVIDENCE

4 Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

▼ [Show More](#)



MODERATE
EVIDENCE

Using Implementation Data to Inform Instruction

https://ies.ed.gov/ncee/edlabs/regions/southeast/inc/docs/School_Leaders_Literacy_Walkthrough_Kindergarten_First_Second_and_Third_Grades.pdf



Video Example: Watch and Jot

A-M: Teacher Instruction

N-Z: Student Learning

Print Concepts

Identify features of a sentence

Phonological Awareness

Distinguish long from short vowel sounds in spoken single-syllable words

Orally produce single-syllable words by blending individual sounds (e.g., /s/ /i/ /t/, sit)

Segment spoken single-syllable words into their sequence of individual sounds (e.g., mat, /m/ /a/ /t/)

two-syllable words

Read words with inflectional endings (e.g., -est, -ed, -ing)

Fluency

Listen to the teacher read with speed, accuracy, and prosody

Read grade level texts with purpose and understanding

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Reread and use context to confirm or self-correct word recognition and understanding

Phonics and Word Recognition

Use a decoding strategy for reading regular one-syllable words that includes segmenting and blending all letters and spelling patterns

Read common irregular words (e.g., there, because)

Apply letter-sound knowledge in reading and writing activities

Use spelling-sound correspondences for common consonant digraphs (e.g., ch-, th-, sh-)

Use the final -e rule to represent long vowel sounds to read and write words

Use common vowel team conventions (e.g., ea, oa, ee) for long vowel

Determine the number of syllables in a printed word by knowing that every syllable must have a vowel sound

Use syllable types to break words into syllables in order to decode two-syllable words

Read words with inflectional endings (e.g., -est, -ed, -ing)

Recognize and read grade-appropriate irregularly spelled words (e.g., would, once, talked)

Use manipulatives to practice the connection between phonemes and graphemes

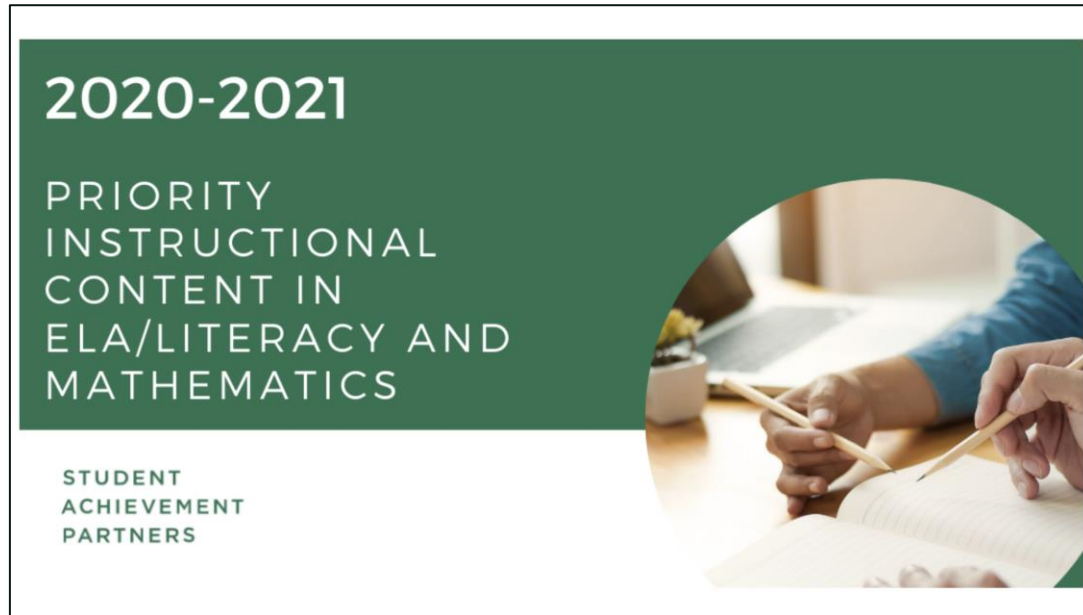


Video Example: Five Areas of Reading Instruction

Skills/Concepts	Teacher Instruction	Student Learning
Print Concepts		
Phonological Awareness		
Phonics and Word Recognition		
Fluency		

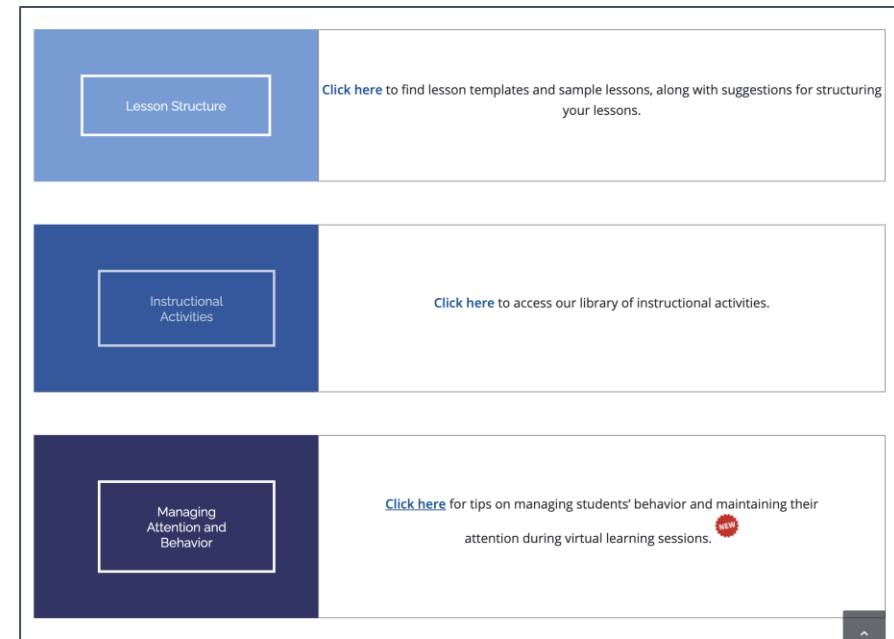
Additional Resources for Code-based Instruction

Priority Instructional Content



https://achievethecore.org/content/upload/2020-21%20Priority%20Instructional%20Content%20in%20ELA%20Literacy%20and%20Mathematics_June%202020.pdf

University of Florida Literacy Institute



<https://education.ufl.edu/uflivirtualteaching/main/>



HOW reading instruction is delivered is just as important as *what* is delivered.

Explicit and Systematic Instruction

ex•plic•it

- stated clearly and in detail, leaving no room for confusion or doubt.

sys•tem•at•ic

- having, showing, or involving a system, method, or plan.

in•struc•tion

- the act or practice of teaching.

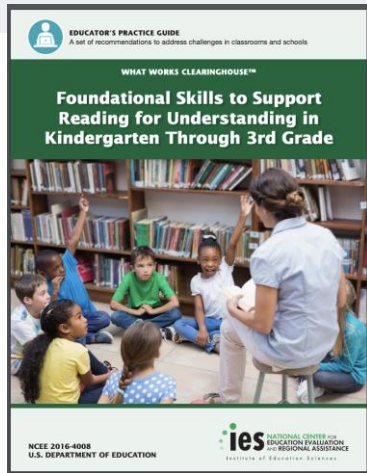
Features of Explicit Instruction

- Lesson Explanations/Objectives
- Models
- Student Participation and Engagement
- Appropriate Lesson Pacing
- Error Corrections
- Checks for Understanding

Explicit Instruction Example: Advanced word-building

Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters.

Action Step 3. Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.



f

a

t

c

n

Explicit Instruction Model: Advanced word-building



f	a
t	c
n	

fat
fan
can
cat
fat

Active Engagement and Participation**

Research shows—

An INCREASE in FREQUENCY of student responses:

- Increases time on task
- Increases academic achievement
- Increases the intensity of interventions

- Decreases disruptive behaviors

**Weave into all parts of the lesson—from beginning to end!

Actively Engage ALL Students

Method: VERBAL

Examples:

Choral responses
Partner responses
Discussions
Individual (no hands)

Method: WRITTEN

Examples:

Whiteboards
Response cards
Clicker system
Writing frames

Method: ACTION

Examples:

Act out
Gestures
Hand signals
Facial expressions

Regardless of method:

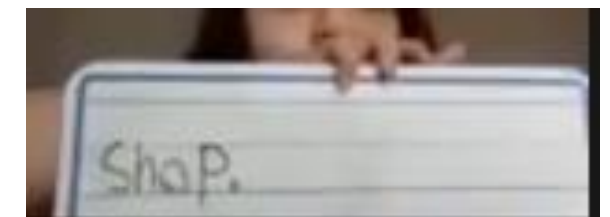
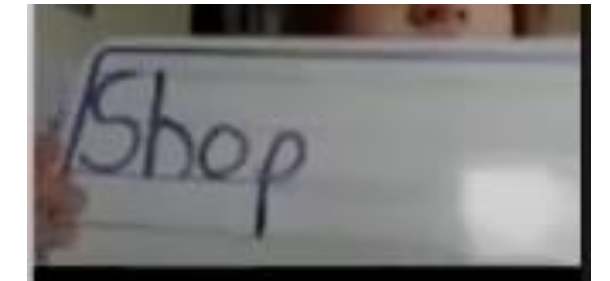
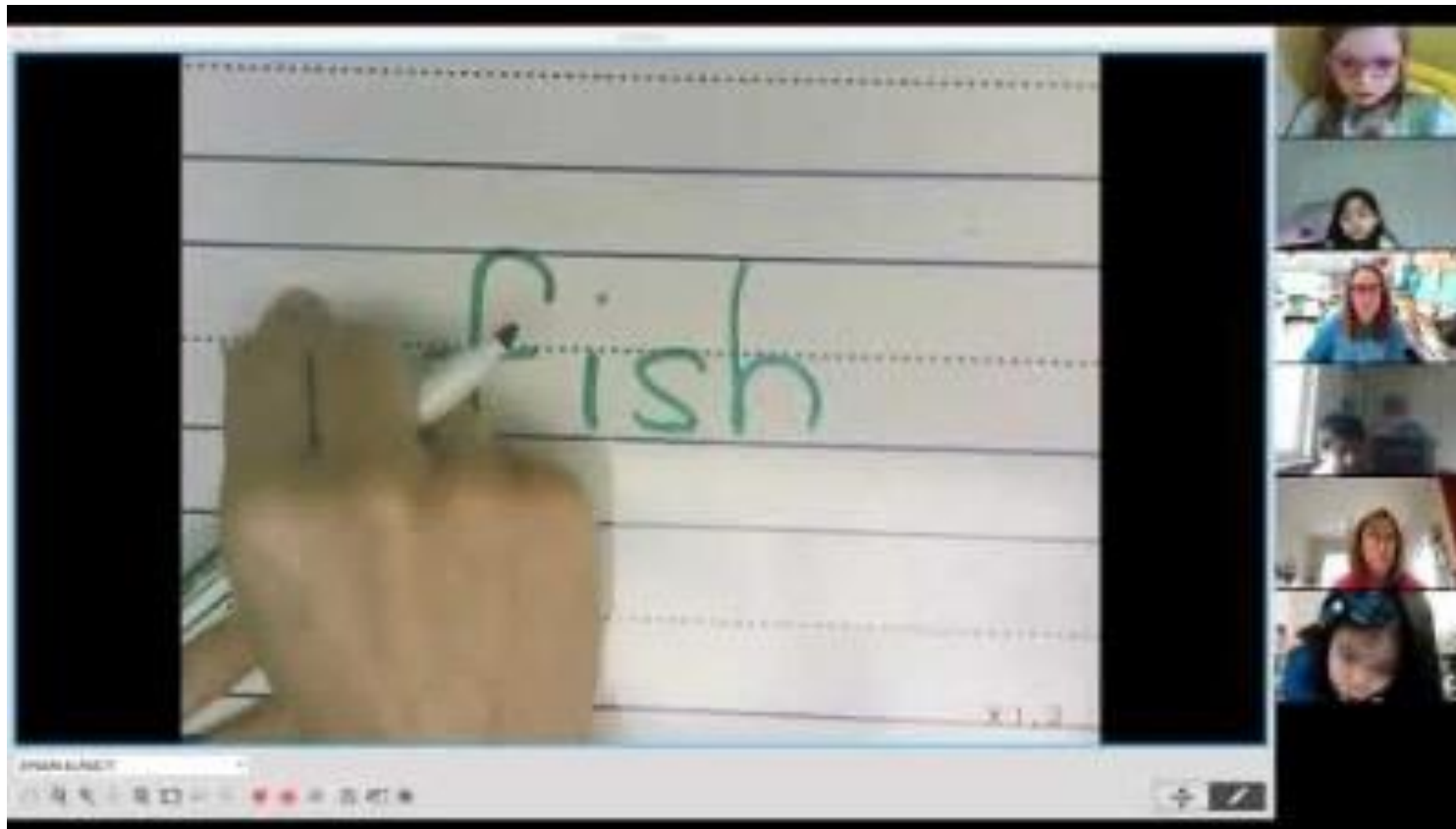
- Equity- ALL students are participating in the learning
- Holds each student accountable for participating
- Requires intentional planning
- Provides feedback to help teacher adjust instruction

Active Engagement and Participation

Method: VERBAL

Method: ACTION

Method: WRITTEN



Resource: Active Participation Reference Sheet

Active Participation Reference Sheet	
Based on <i>Explicit Instruction: Effective and Efficient Teaching</i> by Anita L. Archer and Charles A. Hughes	
Choral Responses T. Asks a question T. Gives thinking time T. Signals for response S. Say answer together T. Monitors responses T. Provides feedback	Partners - First T. Asks a question T. Gives thinking time T. Designates #1 or #2 T. Provides sentence starter S. Share answer T. Randomly calls on students T. Provides feedback
Partners - Think, Pair, Share T. Gives a directive S. Think and record ideas T. Circulates and monitors T. Records ideas and names S. Share with partners, recording their best ideas T. Records ideas and names T. Displays ideas and names on screen and shares with class	Partners - Teach T. Indicates which partner is teacher S. Teaches information on graphic organizer or Power Point slide OR S. Teaches process or strategy using corrected worked-problem
Partners - Review S. Study material (e.g., notes, text, handout) T. Indicates partner #1 or #2 S. Partner tells everything that is recalled S. Other partner helps by asking questions or Providing additional information S. Check with notes, text, handout	Partners - Monitor T. Gives directive S. Follow directive T. Asks students to "Check your partner"
Individual - Question First T. Asks a question T. Gives thinking time T. Randomly calls on student S. Says answer T. Provides feedback	Whip Around or Pass T. Asks a question T. Gives thinking time S. Think of answer (May share with partner) T. Starts at any location in room S. Up and down rows share answers S. Allowed to pass T. Provides feedback
Discussion T. Asks question or introduces task T. Gives thinking/response time S. Share with partners T. Randomly calls on students S. Share with class T. Provides discussion sentence starters S. Respond to class members' ideas T. Provides feedback	Written Responses T. Gives a clear directive S. Write response to directive T. Circulates and monitors S. Put down pencil to indicate completion T. Provides feedback to individuals T. Provides feedback to group

Response Slates (White Boards) T. Gives a clear directive S. Write response on slate T. Circulates and monitors T. Provides feedback to individuals T. When majority of students are done, asks students to hold up slates S. Hold up slates T. Monitors responses T. Provides feedback to group	Response Cards (or Response Sheets) T. Distributes cards with answers T. Asks a question S. Select correct answer T. Circulates and monitors T. Provides feedback to individuals T. Asks students to hold up correct card S. Hold up correct card T. Monitors responses T. Provides feedback to group
Action Responses S. Indicate answer by Touching stimulus Acting out Using gestures Using facial expressions	Hand Signals T. Displays numbered items on screen or word wall T. Asks a question S. Form number of fingers that correspond to correct answer on their desks T. Circulates and monitors T. Asks students to hold up hand and display fingers corresponding to correct answer S. Hold up fingers T. Provides feedback to group
Whisper Reading (Silent Reading) T. Indicates amount to be read silently T. Gives pre-reading question S. Silently read material T. Asks students to whisper read S. Whisper reads to teacher T. Asks question	Echo Reading T. Reads a word, phrase, or sentence S. Echo read the word, phrase, or sentence
Choral Reading T. Tells students "Keep your voice with mine" T. Reads selection orally with students at a moderate rate modeling expression/rate S. Read with teacher	Cloze Reading T. Reads orally T. Deletes meaningful words S. Read deleted words
Partner Reading - Narrative T. Indicates how much students will read before alternating (e.g., sentence, page, specified time) S. Read quietly to partner S. Partner corrects any errors T. Circulates and monitors T. Provides feedback to partnerships on cooperative behaviors	Partner Reading - Expository S. Read paragraph quietly to partner S. Partner corrects any errors T. Circulates and monitors S. Stop and Respond Retell content, answer partner questions, take notes, etc T. Provides feedback to partnerships on cooperative behaviors

http://www.hardin.k12.mt.us/Downloads/active_participation_reference_sheet.pdf

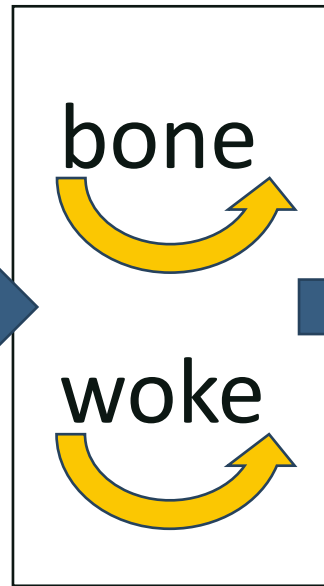
Features of Systematic Instruction

- Presents lessons that build on one another
 - moving from simple skills and concepts to more complex ones or from high-frequency skills to low-frequency skills
- Breaks complex skills into smaller, more manageable chunks
- Prioritizes and sequences tasks from easy to more difficult
- Scaffolds instruction by providing temporary supports
 - (e.g., manipulatives, written prompts or cues)

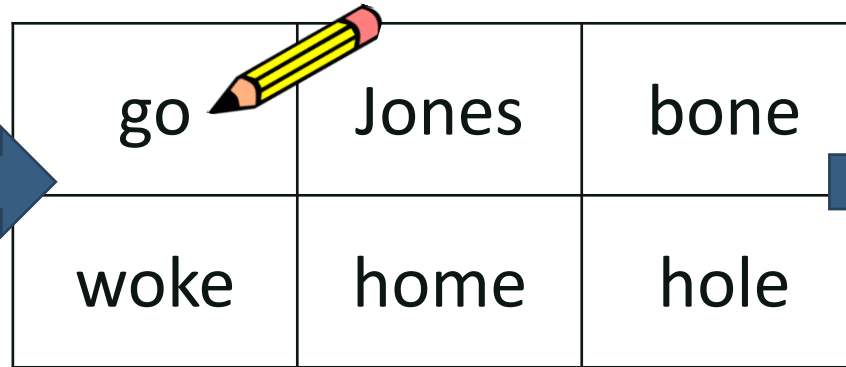
Example: Systematic Instruction for Word Recognition Skills



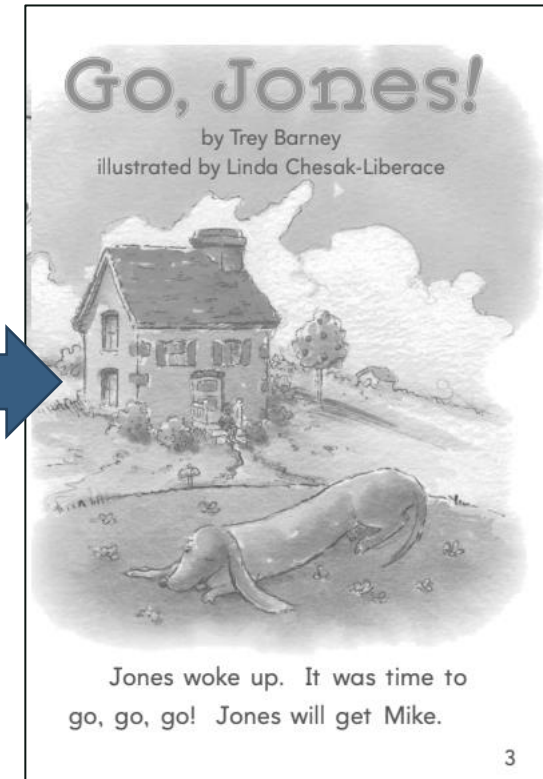
Focus on sound-spellings with picture cue



Blend and read words with sound-spelling pattern



Read and write words with sound-spelling pattern



Read decodable text with sound-spelling pattern

Poll to Reflect on Current Practices

Poll (scale of 1-4):

Current implementation of code-based instruction:

- 1: not in place
- 2: somewhat in place
- 3: mostly in place
- 4: routinely in place and strongly implemented

How can these practices be strengthened and/or sustained in your classroom/school/district?

First Grade Literacy Walkthrough: Foundational Reading Skills		Teacher:	Date/Time:
Skills/Concepts	Evidence		
Print Concepts	Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/> Identify features of a sentence			
Phonological Awareness	Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/> Distinguish long from short vowel sounds in spoken single-syllable words			
<input type="checkbox"/> Orally produce single-syllable words by blending individual sounds (e.g., /s/ /l/ /t/, sit)			
<input type="checkbox"/> Segment spoken single-syllable words into their sequence of individual sounds (e.g., mat, /m/ /a/ /t/)			
Phonics and Word Recognition	Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/> Use a decoding strategy for reading regular one-syllable words that includes segmenting and blending all letters and spelling patterns			
<input type="checkbox"/> Read common irregular words (e.g., there, because)			
<input type="checkbox"/> Apply letter-sound knowledge in reading and writing activities			
<input type="checkbox"/> Use spelling-sound correspondences for common consonant digraphs (e.g., ch, th, sh)			
<input type="checkbox"/> Use the final -e rule to represent long vowel sounds to read and write words			
<input type="checkbox"/> Use common vowel team conventions (e.g., ea, oa, ee) for long vowel			
<input type="checkbox"/> Determine the number of syllables in a printed word by knowing that every syllable must have a vowel sound			
<input type="checkbox"/> Use syllable types to break words into syllables in order to decode two-syllable words			
<input type="checkbox"/> Read words with inflectional endings (e.g., -est, -ed, -ing)			
<input type="checkbox"/> Recognize and read grade-appropriate irregularly spelled words (e.g., would, once, talked)			
<input type="checkbox"/> Use manipulatives to practice the connection between phonemes and graphemes			
<input type="checkbox"/>			
<input type="checkbox"/>			
Fluency	Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/> Listen to the teacher read with speed, accuracy, and prosody			
<input type="checkbox"/> Read grade-level texts with purpose and understanding			
<input type="checkbox"/> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings			
<input type="checkbox"/> Reread and use context to confirm or self-correct word recognition and understanding			
<input type="checkbox"/>			
<input type="checkbox"/>			
Classroom Environment	Evidence		
Literacy rich environment			
Classroom arrangement			
Classroom management			



Intervention and Intensification

We Can Intensify Instruction *Across* Tiers of Support

- The primary purpose of:
 - *Differentiating* reading instruction during core instruction (Tier I)
 - Implementing *supplemental* reading interventions (Tier II) and
 - Implementing *intensive* reading interventions (Tier III)

is to **accelerate** reading achievement.



The Evidence is Clear and Compelling

- Reading trajectories are ***established early*** in a students' academic career and are stable across time (Good, Simmons, & Kame'enui, 2001; Morgan et al., 2016; Shaywitz, Escobar, Shaywitz, Fletcher, & Makuch, 1992).
- Without early, ***intensive intervention***, struggling readers do not “catch up” to their average performing peer. In actuality, the gap between good and poor widens over time (Adams, 1990; Good et al., 2001; National Research Council, 1998; Stanovich, 1986).
- For struggling readers the ***later the onset of intervention the poorer the odds*** that these students will become proficient readers (Torgesen, 2000, 2001).

More Intensity Means

More...explicit/direct instruction

More...modeling

More...practice

More...monitoring and feedback

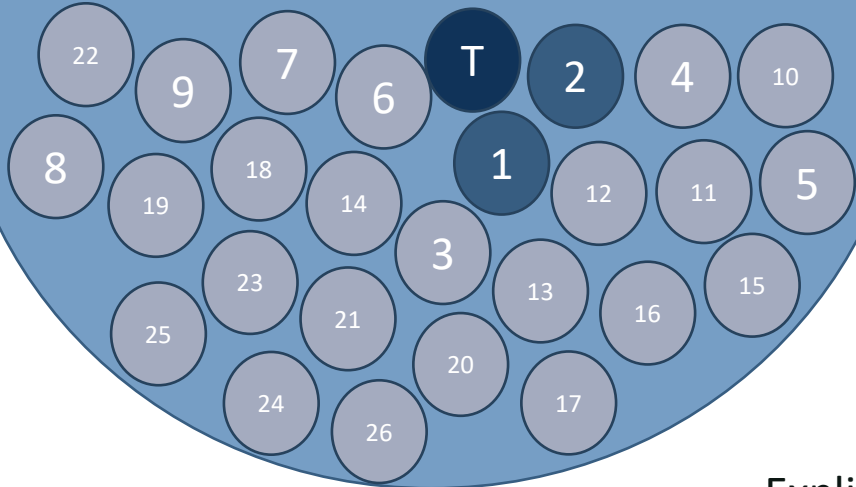
More...time

More...data

Increasing Intensity Across Tiers

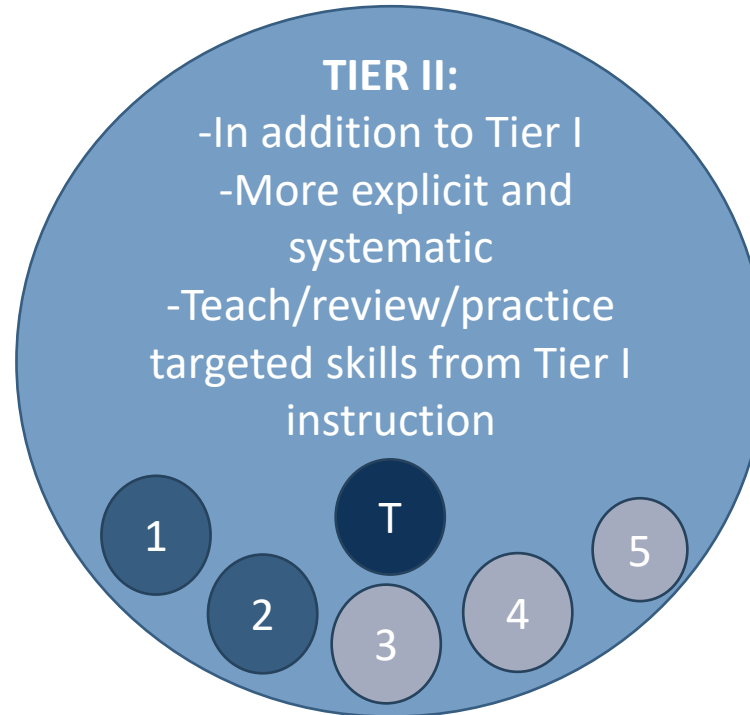
TIER I:

- Whole group and small group
- Explicit, systematic instruction using core reading program: phonological awareness, phonics, fluency, vocabulary, comprehension



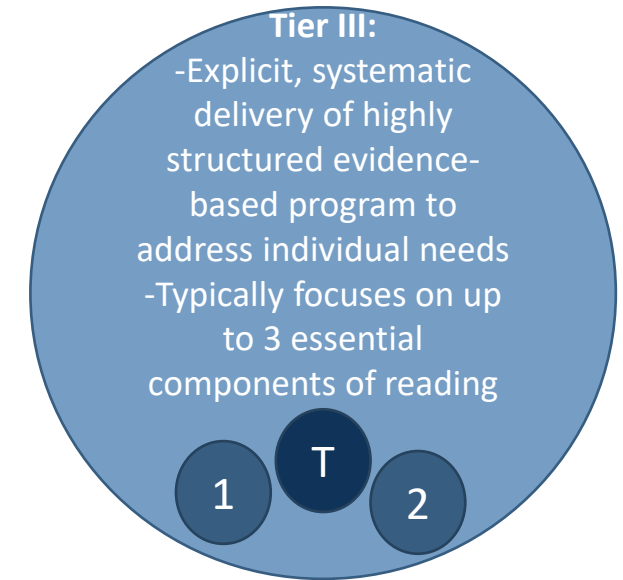
TIER II:

- In addition to Tier I
- More explicit and systematic
- Teach/review/practice targeted skills from Tier I instruction



Tier III:

- Explicit, systematic delivery of highly structured evidence-based program to address individual needs
- Typically focuses on up to 3 essential components of reading



Explicit, systematic instruction with Increase in intensity

Instruction and Intervention: The How

Tier II and Tier III Curriculum

- Core reading program materials and/or supplemental reading programs used to teach, review, and practice core concepts taught during Tier I instruction (typically focuses on up to 3 essential components of reading instruction)
- Provided curriculum is implemented with fidelity, adjusting lesson pace as needed
- Data is used to make instructional decisions

Tier II and Tier III Evidence-based practices

- Instructional practices encourage and support student learning
- Evidence-based practices are effectively and consistently used during instruction
- All students are receiving explicit and systematic instruction with adjustments to meet the needs of students
- Cognitive processing (such as self-regulation and self-efficacy) tasks are integrated into reading instruction as needed
- Frequent collection and analysis of data

How do we know where to start?

PRIOR TO adjusting instruction:

Ensure curriculum has been implemented as designed for a sufficient amount of time.

1. Use Data

1. Data identifies areas in need of instructional enhancements or adjustments

2. Consider Areas to Intensify

1. Use data to systematically and purposefully intensify instruction
2. Use NCII Intervention Intensification Checklist as a guide

3. Develop a Plan

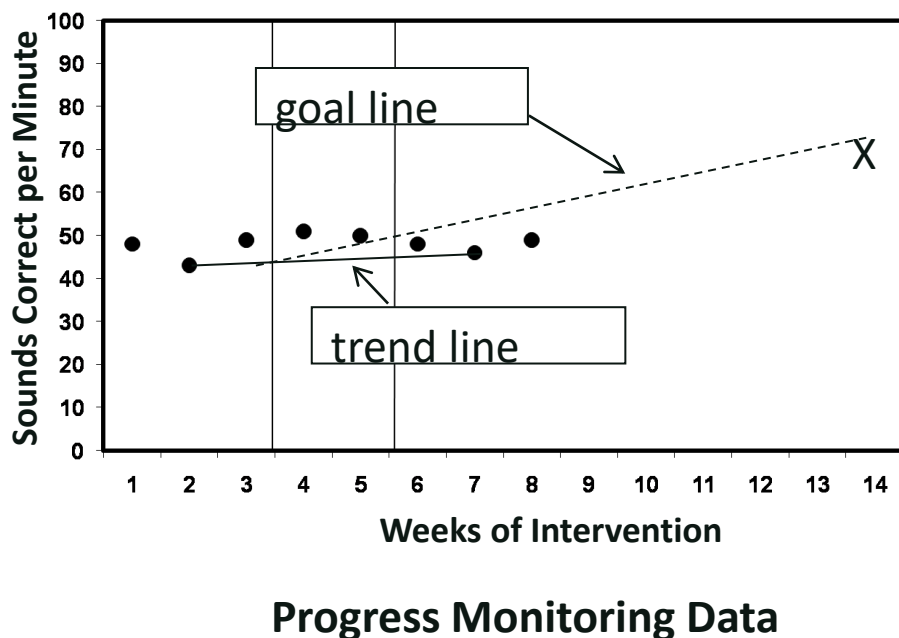
1. Document and manipulate variables of instruction and intervention through strategic planning and delivery
2. Identify data sources

4. Implement the plan

1. Ensure plan is implemented as intended (Consider what PD/coaching is required)
2. Collect data to determine effectiveness of intensification

Data and instructional decisions are intertwined-one doesn't happen without the other!

1. Use Multiple Data Sources to Identify Target Skill(s)



Daily Mastery Data Table, Part 1: Errors

Monitor students as they are all whisper reading during Check for Understanding for each part of the lesson.

Record errors made by putting the individual student's initials next to the item they missed in the cell for the current day's lesson.

At the end of each day's lesson, record errors made on the Daily Remedy: Needs More Practice Chart, and provide additional practice for students.

*At the end of 5 lessons, use the Weekly Mastery Data Summary Table to summarize this data and determine Remedy Practices.

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5*
Part 1: Irregular Words	we					
	l					
	see					
	the					
	a					
Part 2: Phonological Awareness	Blending	MP	MP JM		KS JM MP	
	Segmenting	KS JM	JM	MP	MP	JM
	Other PA Task					
Part 3: Sounds	m			MP		
	a					
	s	JM				
	p					
Part 4: Blending/Regular Word Reading	Reading (or decoding) of Words: (NOTE: write student initials and the error made)	MP-map			MP-map	
	Writing (or encoding) of Words: (NOTE: write student initials and the error made)	MP-map			MP-map	

NOTE: Each day also use the Daily Mastery Data Table, Part 2: Accuracy and Fluency Log to record student data during decodable text reading.

Lesson Mastery Data

PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM A
David A. Kilpatrick, Ph.D. © 2003, 2010, 2018
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____
Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for how to administer the PAST.

RESULTS:

Correct	Automatic	Highest Correct Level:	_____
Basic Syllable	___/12 ___/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	___/10 ___/10		_____
Basic Phoneme	___/10 ___/10		_____
Advanced Phoneme	___/20 ___/20	Highest Automatic Level:	_____
Test Total	___/52 ___/52	(Non-automatic levels below highest automatic level)	_____

Approximate Grade Level: Pre/K K late K/early 1st 1st late 1st/early 2nd 2nd late 2nd to adult

Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D Say bookcase. Now say bookcase but don't say book.
FEEDBACK: "If you say bookcase without saying book, you get case."
D1 (book)case ___ (sun)set ___ space(ship) ___
Correct Automatic
___/3 A: ___/3
___/3 A: ___/3

LEVEL E Say umbrella. Now say umbrella but don't say um.
FEEDBACK: "If you say umbrella without saying um, you get brella."
E2 (um)brella ___ (fan)tastic ___ (Oc)tober ___
___/3 A: ___/3
___/3 A: ___/3

Basic Syllable Total: ___/12 A: ___/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F Say feet. Now say feet but don't say /f/.
FEEDBACK: "If you say feet without the /f/, you get feat."
(f)eeet → eat ___ (c)ough → off ___
(t)ame → aim ___ (t)ime → I'm ___ (c)one → own ___
___/5 A: ___/5

LEVEL G Say guide. Now say guide but instead of /g/ say /r/.
FEEDBACK: "If you say guide, and change the /g/ to /r/, you get ride: guide-ride."
(g)uide /r/ → ride ___ (m)ore /d/ → door ___
(g)um /th/ → thumb ___ (l)ed /s/ → said ___ (f)eeel /s/ → seal ___
___/5 A: ___/5

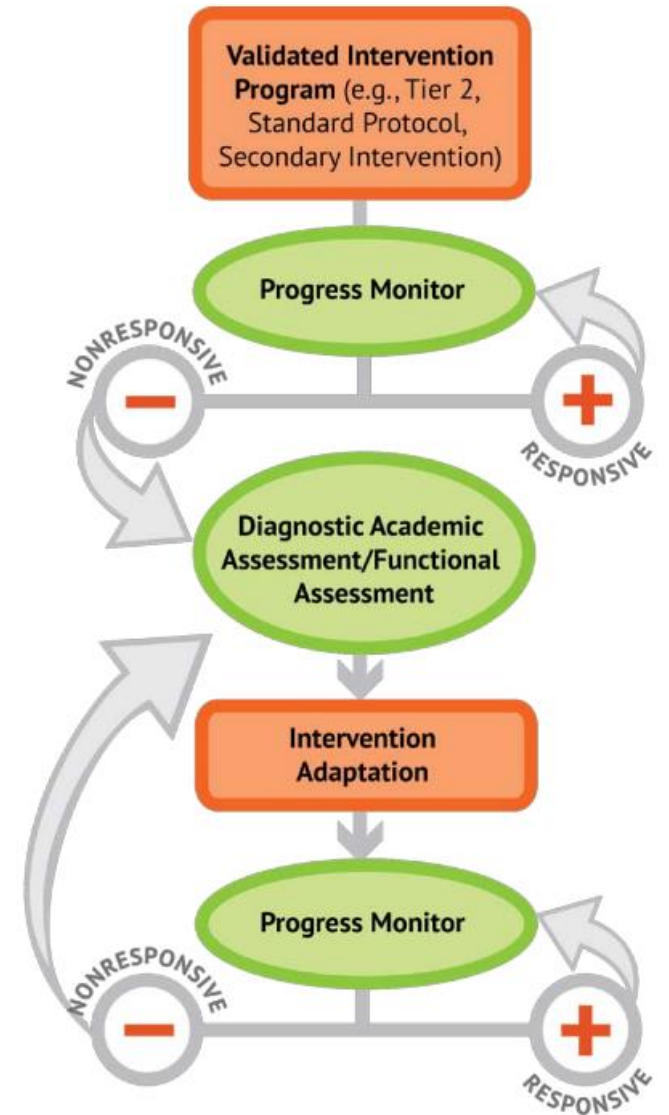
Onset-Rime Total: ___/10 A: ___/10

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Screening and/or Diagnostic Tools

Data-Based Individualization


- Five-step **framework** to address the needs of students requiring intensive interventions
- A validated **process**, not a single intervention
- Not a one-time fix, likely a **long-standing** process
- Domain-specific (e.g., reading fluency, reading comprehension)



2. Consider areas to intensify

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

Taxonomy of Intervention Intensity: Academics



The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does <i>not</i> address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.

*Fuchs, L.S., Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

This document was developed under U.S. Department of Education, Office of Special Education Programs (OSEP) Grant No. HH326Q160001. Celia Rosenquist is the OSEP project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education.

WANT TO LEARN MORE? Visit us at www.intensiveintervention.org.

Resource: NCII Taxonomy of Intervention Intensity (Academics)

<https://intensiveintervention.org/taxonomy-intervention-intensity>

Questions to Consider:

Strength



Does evidence suggest the intervention leads to improved outcomes?

Dosage



Will the group size, duration, structure, and frequency provide sufficient OTR?

Alignment



Does the intervention match the student's identified needs?

Attention to Transfer



Does it assist the student in generalizing the learned skills to general education or other tasks?

Comprehensiveness



Does the intervention include elements of explicit instruction?

Comprehensiveness



Can the intervention be easily integrated into academic instruction?

Individualization



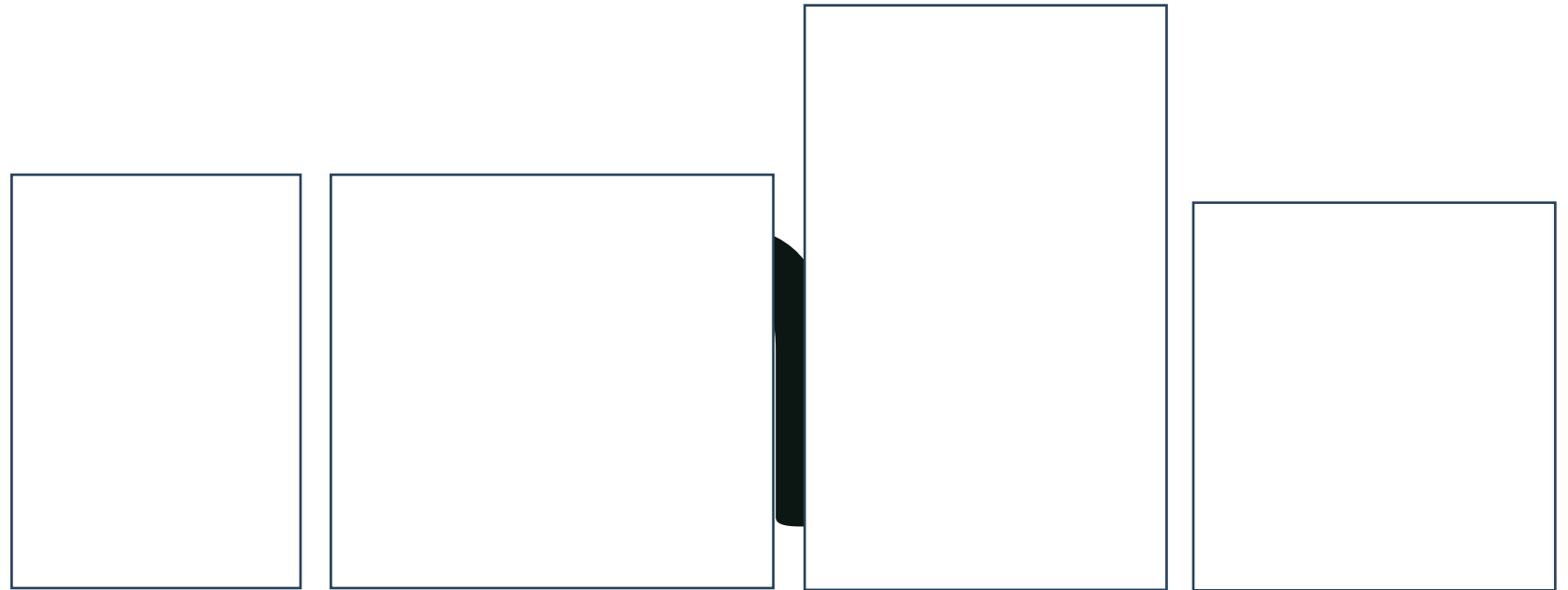
Can the intervention be individualized with a data-based process to meet student needs?

Intensify by Integrating Writing

Before we practice reading words in our word list, let's warm-up some of the letters we'll be seeing in our words. ...After writing the letters, we'll practice saying the letter name and sound.

Warm-up: Letter Writing



- Trace
- Copy
- Cover
- Compare



3./4. Plan and Implement

What is currently in place to systematically plan and implement interventions in your building?

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

Intervention Plan (For Small Groups or Individual Students)

This template is intended to assist with the planning and documentation of dimensions of an intervention for small groups or an individual student within the data-based individualization (DBI) process.

Description of Student/Students

Brief summary of the name, strengths, needs, and current data for an individual student or group of students:

Description of the Intervention

Brief summary of the validated intervention program or platform used as a starting place for DBI:

National Center on Intensive Intervention Student Intervention Plan—1
10872_02/20

Description of the various dimensions of the *Taxonomy of Intervention Intensity*. Additional columns may need to be added for additional responsiveness.

Dimensions ¹	Rating	Description of Validated Intervention Program	Description of Adaptation 1	Description of Adaptation 2	Description of Adaptation 3
Strength		<i>Evidence of effectiveness:</i>			
Dosage		<ul style="list-style-type: none"> ▪ <i>Group size:</i> ▪ <i>Sessions per week:</i> ▪ <i>Length of session:</i> ▪ <i>Opportunities to respond:</i> 			
Alignment		<i>Skills addressed:</i>			
Attention to Transfer		<i>Supports for generalization:</i>			
Comprehensiveness		<i>Explicit instruction principles included:</i>			
Behavioral Support (for academic interventions)		<i>Behavioral supports included:</i>			
Academic Support (for behavioral interventions)		<i>Connection to academic instruction:</i>			

¹ For a complete description of each dimension, access the [Taxonomy of Intervention Intensity: Academics and Behavior handout](#).

National Center on Intensive Intervention Student Intervention Plan—2

https://intensiveintervention.org/sites/default/files/Student_Intervention_Plan_508.docx

Resources: Guides for Intensifying Interventions

L4L Framework Navigator: Tier II and Tier III

TIER II (INTERVENTION) INSTRUCTION

Instruction within Tier II intervention should be systematic and delivered in small groups to students who need additional support with reading.

INDICATORS OF SUCCESS

Rating	
★	Tier II (Intervention) instruction occurs in small groups (3-8 students), for at least 30 minutes, 3-5 days per week in addition to Tier I (Core) instruction.
★	Tier II Intervention is evidence-based (explicit and systematic on up to 3 foundational skills using a standardized program or practice with fidelity).
★	Multiple types of assessment data are used to determine the focus of Tier II (Intervention) instruction.

TIER III (INTENSIFIED INTERVENTION) INSTRUCTION

Daily Tier III intervention should be provided to students who have severe and persistent reading needs, and those who have shown minimal progress after receiving sufficient support in Tier II intervention. Instruction at Tier III should promote the development of various components of reading proficiency and address foundational reading skill gaps using evidence-based practices and adaptations.


INDICATORS OF SUCCESS

Rating	
★	Tier III (Intensive intervention) instruction occurs in groups of 1-3 students daily for 45-120 minutes.

Lead For Literacy Website

REL: Self-Study Guide

Self-study Guide for Implementing Early Literacy Interventions



Tools

Jennifer L. Dombek
Barbara R. Foorman
Mishel Garcia
Kevin G. Smith
Regional Educational Laboratory Southeast
At Florida State University

This Self-study Guide for Implementing Early Literacy Interventions was developed to help district- and school-based practitioners conduct self-studies for planning and implementing early literacy interventions. It is intended to promote reflection about current strengths and challenges in planning for implementation of early literacy interventions, spark conversations among staff, and identify areas for improvement. This guide provides a template for data collection and guiding questions for discussion that may improve the implementation of early literacy interventions and decrease the number of students failing to meet grade-level literacy expectations by the time they enter grade 3.


Introduction

While literacy interventions can be implemented in any grade, focusing on prevention and intervention in kindergarten through grade 2 is optimal because reading difficulties become expensive and challenging to remediate as students become older (Foorman & Al Otaiba, 2009; Foorman, Breier, & Fletcher 2003). The Individuals with Disabilities Act of 2004 allows districts to do just this, with 15 percent of special education funds permitted to be used for prevention and early intervention. When coupled with differentiated classroom instruction, small-group or one-on-one interventions can reduce the number of students failing to reach grade-level expectations to 1-3 percent (Foorman & Al Otaiba, 2009).

States in the Regional Educational Laboratory (REL) Southeast Region and across the country are implementing large-scale initiatives focused on providing reading interventions in the early grades. This self-study guide provides a template for data collection and guiding questions for discussion that may



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https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2016129.pdf

Key Questions as a Literacy Leader

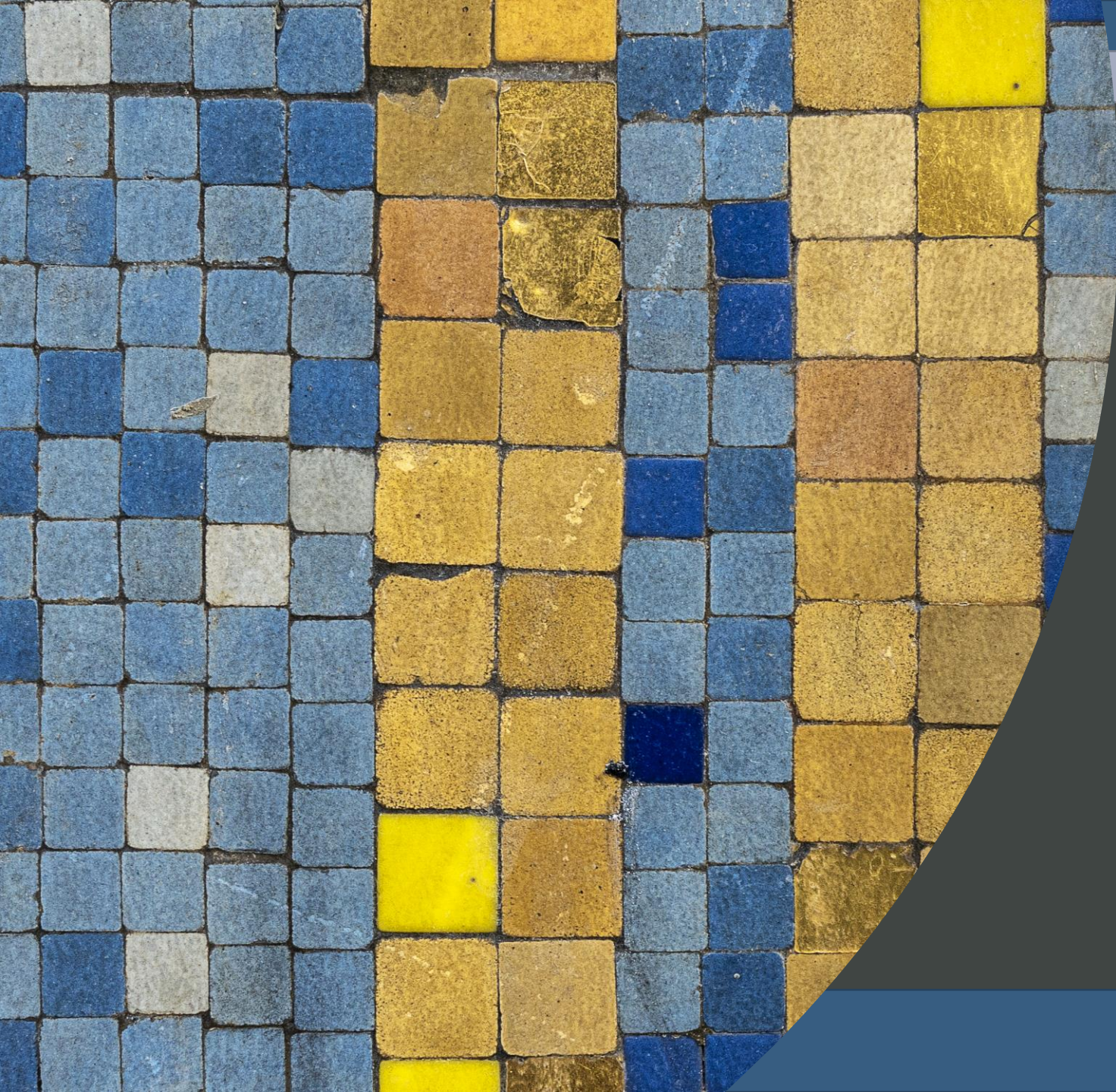
What is a current strength?

What is a current stretch?

Where do you want to be a year from now?

What is a “next step” you can take to move the work forward?





Wrap up

Lead for Literacy NAESP Web Events

September 8, 2020

Building an Effective Schoolwide Multi-tiered System of Support for Reading



November 19, 2020

Highlighting Key Considerations for Literacy Screening and Assessment



January 7, 2021

Supporting Early Literacy Instruction PreK to 3



February 16, 2021

Highlighting Key Considerations for Monitoring Reading Progress and Using Literacy Assessment



March 25, 2021

Promoting Code-Based Literacy Skills in Elementary School



April 1, 2021

Promoting Meaning-Level Skills in Elementary School



June 3, 2021

Taking a Deep Dive into Professional Development Structures



Survey

- Please take a minute to complete the session survey at:
https://meadowscenter.ca1.qualtrics.com/jfe/form/SV_8qVy9TU9UN_SvbFA



Acknowledgements

L4L Executive Leadership

- Hank Fien, Director
- Allison Gandhi, Deputy Director
- Nancy Nelson, Co-Principal Investigator
- Lana Santoro, Co-Principal Investigator

Professional Development and Technical Assistance

- Carol Dissen, Lead
- Lauren Artzi
- Abby Foley
- Ursula Hill
- Jennifer Pierce
- Jess Surles
- David Fainstein

Dissemination

- Brian Gearin, Lead
- Abby Foley
- Kimberly Griggs
- Anna Ingram
- Lauren Rosenbauer

Other Project Support

- Senior Advisor: Stephanie Jackson
- Administrative Support: Anna Ingram

Partners



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