



## NOTE TAKING TEMPLATE

### WHAT? SO WHAT? NOW WHAT?

**Directions:** During the webinar, note key takeaways from each section (what), implications for school leaders (so what), and key actionables you might take as a result of the discussion (now what). Also determine if there are questions you would like to put in the chat for discussion during the webinar.

|  | <i>Key Takeaways<br/>(What?)</i> | <i>Implications for<br/>School Leaders<br/>(So What?)</i> | <i>Action Items and<br/>Additional Questions<br/>(Now What?)</i> |
|--|----------------------------------|---|--|
| <i>Introduction</i>                        |                                  |   |  |
| <i>Lead for<br/>Literacy<br/>Framework</i> |                                  |   |  |
| <i>Wrap Up</i>                             |                                  |   |  |

# The Lead for Literacy Framework

The Lead for Literacy Framework helps school and district leaders navigate the process of evaluating, building, implementing, and sustaining evidence-based literacy practices within a comprehensive schoolwide reading model. Learn more about each of the framework elements below, and visit the [Lead for Literacy](#) website to explore resources to guide your implementation.



## Standards, Priorities, & Goals

### Effective Leaders Make Reading a Schoolwide Priority

Schools with a clear vision and mission for reading demonstrate understanding, alignment, and prioritization of standards, priorities, and goals among all staff. Successfully implementing this element assures that all teachers of reading are guided by common goals and a shared vision for high-quality reading instruction.



## Administration, Organization, & Communication

### Effective Leaders Focus on Continuous Improvement

Strong instructional leaders work continuously and strategically with staff and teams to improve reading instruction and intervention within a multi-tiered system of support (MTSS). Successfully implementing this element improves organization and communication regarding reading programs and practices.



## Instruction & Intervention

### Effective Leaders Support High-Quality Reading Instruction

High-quality instruction and intervention includes programs, practices, and materials with documented efficacy that align with goals and standards. Successfully implementing this element leads to increased use of evidence-based literacy practices that meet the needs of a full range of learners.



## Assessments

### Effective Leaders Guide Teams in Purposeful Data Use

Various assessment data are used to inform reading instruction in important, meaningful, and actionable ways. Successfully implementing this element promotes efficient schoolwide assessment practices and analysis of reading achievement data through various team structures.



## PD & Job-embedded Collaborative Learning

### Effective Leaders Utilize Job-Embedded Learning Formats

Workshops, coaching, and professional learning communities (PLCs) are used to develop and maintain educator expertise in various reading instructional practices. Successfully implementing this element leads to more purposeful selection, design, and application of PD that is responsive to schoolwide needs.



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Principal  
magazine presents

# LEADING LESSONS

USE THIS GUIDE WITH YOUR STAFF

# Literacy Leaders

## The School Leaders' Role in Effective Reading Instruction

**W**hen it comes to literacy instruction that fosters students' word recognition and language comprehension skills, the need for strong organizational and instructional school leaders is greater than ever. Research shows that principals and other school leaders are integral to improving student achievement and retaining quality teachers. Effective school leaders use a continuous improvement process to evaluate, build, implement, and sustain evidence-based literacy practices.

# Lead for Literacy Center's 5 Framework Elements

Effective literacy leaders make reading a schoolwide priority and focus on continuous improvement and support, as well as high-quality reading instruction. They guide teams in purposeful data use and use job-embedded learning formats to ensure their professional development is effective and relevant.

The Lead for Literacy (L4L) Framework consists of five critical elements that, when implemented well, establish a strong foundation for a multitiered system of support in reading.

## 1. Standards, Priorities, and Goals

This element is grounded in the essential components of reading and anchored in evidence based-practices and instructional intervention at every level. Successful implementation ensures all reading instructors have a shared vision for high-quality reading instruction.

## 2. Administration, Organization, and Communication

This element emphasizes strong instructional leadership, maintaining a focus on high-quality instruction and allocation of resources to support reading. Successful implementation improves communication regarding reading programs and practices.

## 3. Instruction and Intervention

This element includes programs, practices, interventions, and materials that have documented efficacy and are evidence-based. Successful implementation results in increased use of evidence-based literacy practices and interventions to support learners at all levels of instruction.

## 4. Assessments

This element provides reliable and valid information so that data informs instruction in a meaningful manner. Successful implementation promotes efficient schoolwide assessment practices and effective data analysis.

## 5. Professional Development and Job-Embedded Collaborative Learning

This element requires available and continuous professional learning support to develop and maintain educator expertise in instructional reading practices. Successful implementation leads to purposeful selection, design, and application of professional development.





# Word Recognition and Reading Comprehension

Collecting implementation data informs a school leader about the nature of reading instruction and the degree to which evidence-based practices and interventions shown to support students' word recognition and language comprehension skills are implemented within and across grades.

For a student to successfully read a passage and understand what they are reading, they must master both word recognition and language comprehension:

- **Word Recognition:** Phonological awareness, decoding, phonics, alphabets, and other skills that allow readers to recognize and map sounds of letters to words for effective and efficient word recognition.
- **Language Comprehension:** Skills that allow a reader to use language to understand what they are reading such as oral language proficiency, background knowledge, vocabulary, and understanding grammar and discourse structures.

If readers struggle in one area, reading comprehension might be impeded. Word recognition skills can be improved when a teacher uses explicit and systematic instruction to teach complex skills that focus on decoding across all levels of instruction.

Other practices such as peer-to-peer learning opportunities, visual and verbal supports (such as sentence frames, paragraph frames, and graphic organizers), and learning and reinforcement opportunities targeting inferential and narrative language, vocabulary, and academic language structures will promote and strengthen language comprehension skills in elementary school children.

# Reflection Questions

**1** Is our school's reading instruction anchored in high-quality evidence-based practices and interventions that enhance students' word recognition and language comprehension skills?

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**2** Does our school consistently and accurately use data and data-based decision-making processes to inform reading instruction and ensure that it is evidence-based?

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**3** Are we collecting data that inform the type of reading instruction taking place within and across grades?

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## Learning Walk-Throughs

Reading walk-throughs are usually not intended to be evaluative in nature. However, school leaders can use walk-throughs to formatively observe reading instruction. These data help school teams set schoolwide reading priorities and provide professional development that addresses the needs of school staff.

The following are a few resources to help support leaders in observing reading instruction for evidence-based instructional practices that enhance children’s word recognition and language comprehension skills:

- **Meadows Center for Preventing Educational Risk (MCPER) Walk-Through Tools**  
MCPER houses a variety of walk-through tools on explicit and systematic instruction, instructional grouping, scaffolded practice, and differentiated instruction.
- **Regional Educational Laboratory Southwest (REL Southwest) Literacy Walk-Through Tool**  
REL Southwest developed the School Leader’s Literacy Walk-Through tool to assist school leaders in observing evidence-based practices during literacy instruction. This guide includes a pre-walk-through meeting guide, observation tool, and post-walk-through meeting tools.
- **RESET Rubrics**  
These reading rubrics are based on evidence-based practices for students with disabilities for components important for word recognition and language comprehension skill development, such as decoding and vocabulary.

## Reflection Questions

**1** Is our school using a systematic process for identifying students who might be at risk for poor reading outcomes? Do these students struggle with word recognition, language comprehension, or both skills?

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**2** How is student reading progress measured to ensure there is an accurate picture of student reading performance?

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### About the Lead for Literacy Center

The Lead for Literacy Center is a partnership among literacy experts, education leaders, university researchers, and technical assistance providers, focused on improving school leaders’ access to and implementation of evidence-based literacy practices in elementary schools nationwide. The Lead for Literacy (L4L) Framework assists school, district, and state leaders in navigating the process of evaluating, building, implementing, and sustaining schoolwide use of evidence-based literacy practices for educating students with, or at risk for, literacy-related disabilities. To learn more about the L4L Framework and its five elements, visit [leadforliteracy.org/framework](http://leadforliteracy.org/framework).

# Improving Literacy Brief

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## LEARNING TO READ: “THE SIMPLE VIEW OF READING”

### THE SIMPLE VIEW OF READING

Learning to read consists of developing skills in two critical areas: (1) Reading each word in texts accurately and fluently and (2) Comprehending the meaning of texts being read. This is known as the Simple View of Reading.

To read words accurately and fluently, students need strategies to read words they have never seen before in print as well as words they have previously encountered. To understand the meaning of texts, students must have sufficient language comprehension skills. For example, if a text says, "the little dog barked at the big cat," a proficient reader must be able to read each word accurately and also know what the words mean in this specific sentence.

Learning these skills does not come naturally. Both accurate word reading and text comprehension require careful, systematic instruction. And, once formal reading instruction begins in school, instruction in both of these areas should occur on a daily basis.

### ACCURATE, FLUENT READING

Reading words accurately is complex: it requires the integration of visual, auditory, and cognitive skills. For example, reading the word “cat” accurately in print requires the following:

- Seeing each letter (three different letters in “cat”—visual acuity);
- Producing the sound each letter makes (in “cat,” each letter makes a distinct sound—auditory perception);
- Putting the individual sounds together to pronounce the word (the three sounds are put together quickly to produce “cat”—a cognitive skill).



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# LEARNING TO READ: “THE SIMPLE VIEW OF READING”

Fluency improves as students become familiar with seeing the same words in print over and over. They begin to recognize these words automatically and can pronounce them quickly and easily.

Reading words accurately with increased fluency helps set the stage for figuring out what the text means. Reading “dig” for “dog” or “baked” for “barked,” or not having any idea how to accurately read or decode these words hinders comprehension.

## COMPREHENDING THE MEANING OF TEXT

To understand the example sentence about “dogs and cats,” students must know what dogs and cats are. They must know what “bark” means and understand that “little” and “big” refer to size concepts.

Background knowledge also assists comprehension. Understanding will be improved if students know something about why a dog *might* bark at a cat (which the sentence does not say explicitly). Students might also sense the irony of a *little* dog barking at a *big* cat.

## CONCLUSION

Reading involves a complex integration of skills. Proficient readers seem to make the process look effortless, but reading instruction for all students requires systematic instruction in both word reading and comprehension. For students in the early stages of reading, or for those who struggle, reading is particularly difficult and requires careful instruction and intervention. Problem areas must be determined, and instruction and intervention to address these areas must be carefully planned and delivered.

## SUGGESTED CITATION

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# LEARNING TO READ: “THE SIMPLE VIEW OF READING”

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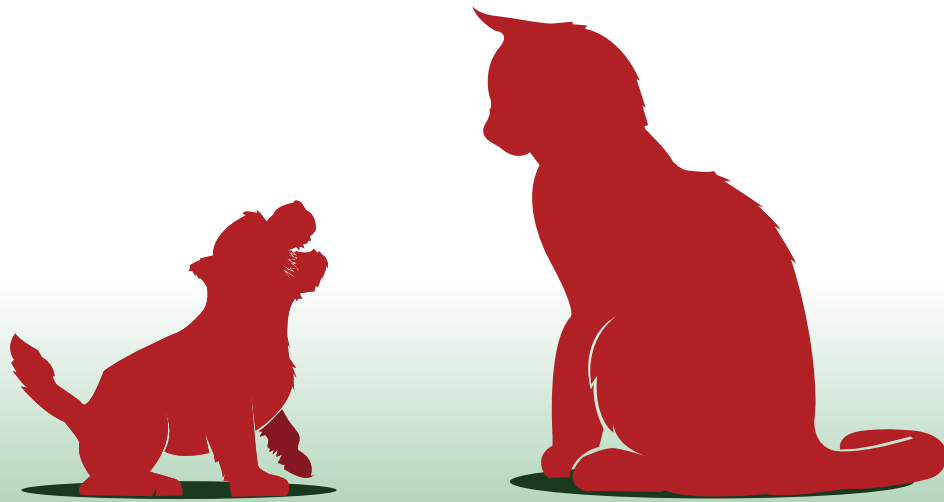


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# The Simple View of Reading



"The little dog barked at the big cat."

## Accuracy & Fluency

## Meaning

The littledog barked at  
thebigcat.

Seeing each letter but not  
knowing what sounds  
these letters represent.

The...l...i...t...t...le...d...o...g...b...ar...  
k...ed...a...t...the...b...i...g...c...a...t

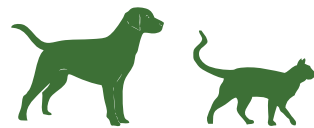
Producing the sounds the  
letters make, but it takes a  
lot of effort.

The little dog barked  
at the big cat.

Putting the individual  
sounds together easily to  
pronounce each word.

?

No meaning associated.



Recognizing each word,  
but not the overall  
meaning of the sentence.



Fully grasping the  
meaning of the sentence.



# LEAD FOR LITERACY FRAMEWORK NAVIGATOR

The Lead for Literacy (L4L) Framework Navigator is a tool that can be used formatively with school teams to shed light on areas that are strongly implemented and growth areas that school teams might work toward. This tool can help inform action planning with school teams.

Review the elements of the L4L Framework. Determine the level of implementation in your school for each component and rate from 0 to 2 (0, not yet evident; 1, developing; and 2, established). With your school team, discuss areas that are strongly implemented and strategies for scaling that implementation. Also discuss any areas for growth in the school. To learn more about the L4L Framework and the individual elements, see <https://leadforliteracy.org/framework>.

## Standards, Priorities, and Goals

Standards, priorities, and goals are grounded in the essential elements of reading and anchored in evidence-based practices and instructional intervention at every level. Successfully implementing this element ensures that all teachers of reading have an instructional guide.

### Standards

College and career readiness standards should be commonly understood and consistently used as an instructional guide by all teachers of reading.

### Indicators of Success

| Rating | Indicator   |
|--------|---|
|        | ★ Instruction is aligned with college and career readiness standards at every grade level within the core curriculum and interventions. |
|        | ★ Standards reflect the reading outcomes you want students in your state, district, and/or school to achieve.                           |



## Prioritizing Standards and Initiatives

Standards should be prioritized relative to the importance of student learning and aligned with all school initiatives to provide a strategic focus. Prioritized standards guide instructional and curricular decisions (e.g., time allocations, curriculum, and program adoptions).

### Indicators of Success

| Rating | Indicator  |
|--------|--|
|        | ★ Priorities are identified to help focus initiatives on reading goals.    |
|        | ★ School initiatives are aligned with district initiatives and priorities. |

## Student Goals

Student outcome goals should be anchored in evidence-based practices and essential elements in reading, clearly defined and written in child-friendly terms, quantifiable, and clearly understood and effectively communicated across all grade levels.

### Indicators of Success

| Rating | Indicator  |
|--------|--|
|        | ★ Student reading goals are anchored in evidence-based practices and essential elements in reading.  |
|        | ★ Student reading goals are clearly defined, written in child-friendly terms, and quantifiable.      |
|        | ★ Student reading goals are clearly understood and effectively communicated across all grade levels. |

## Action Planning

An action plan is in place that articulates how goals will be met. The plan addresses the target priorities for helping all students meet district and school reading goals.

### Indicators of Success

| Rating | Indicator  |
|--------|--|
|        | ★ A cohesive culture and set of expectations support your school's mission and vision for reading.                     |
|        | ★ SMART (specific, measurable, achievable, relevant, time-bound) goal planning processes are used for action planning. |



## Communicating Guiding Principles With Families and Stakeholders

Reading goals and priorities (e.g., “Our primary reading goal is for all students to read at grade level or above by the end of third grade.”) are communicated with students, parents, and stakeholders at every possible opportunity through multiple communication outlets.

### Indicators of Success

| Rating | Indicator   |
|--------|---|
|        | ★ Families and other stakeholders are involved in the development of your school’s guiding principles and reading goals.      |
|        | ★ Guiding principles and reading goals are communicated to families and other stakeholders.                                   |
|        | ★ Student progress on standards and reading goals is clearly communicated to families on a regular basis.                     |
|        | ★ Families and educators work together to ensure that students make progress toward their reading goals in and out of school. |

## Administration, Organization, and Communication

Administration, organization, and communication emphasize strong instructional leadership and maintaining a focus on high-quality instruction with resources allocated to support reading. Successfully implementing this element will promote better communication regarding reading programs and practices.

## Reading Knowledge Base

Administrators and members of a school implementation team know reading standards, priority reading skills and strategies, assessment measures and data-based decision-making practices, and instructional programs and materials.

### Indicators of Success

| Rating | Indicator  |
|--------|--|
|        | ★ School leadership (principals, vice principals) are familiar with the reading research base and five components of reading: phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension. |



## Reading Systems Implementation

Administrators monitor implementation of all reading systems and provide guidance and coordination within and across systems.

### Indicators of Success

| Rating | Indicator  |
|--------|--|
|        | ★ A schoolwide vision and mission are in place that reflects the reading work you are trying to accomplish at your school.                 |
|        | ★ A culture and expectations are in place that support your school's reading mission and vision.   |
|        | ★ A multi-tiered system of supports (MTSS) is used as a framework in your school for supporting all students in achieving reading success. |

## School Implementation Team

A school implementation team works with the administrator to coordinate schoolwide reading implementation and MTSS.

### Indicators of Success

| Rating | Indicator  |
|--------|--|
|        | ★ An implementation team is in place to lead MTSS efforts at your school.  |
|        | ★ The implementation team includes representation from administration, general education, and special education. |
|        | ★ A data team is in place that leads instructional decision making and intervention planning at your school.     |
|        | ★ Professional learning communities (PLCs) meet regularly to discuss instructional strategies and delivery.      |

## Coherent Master Schedule

Administrators work with a school implementation team to create a coherent master plan for reading instruction that includes a minimum of 90 minutes of uninterrupted reading time as well as additional instructional time for interventions based on student needs.



## Indicators of Success

| Rating | Indicator  |
|--------|--|
|        | ★ A master schedule is in place that allows for 90-plus minutes of uninterrupted reading instruction.                |
|        | ★ Core reading instruction is protected (i.e., students are not pulled out for other related/intervention services). |

## High-Quality Staff and Resources

Administrators maintain high-quality hiring practices, organize resources and personnel to support high-quality reading instruction, and maximize and protect reading instruction time.

## Indicators of Success

| Rating | Indicator   |
|--------|---|
|        | ★ Leadership prioritizes the hiring of high-quality staff who are skilled reading instructors.                            |
|        | ★ Your school's strongest, most experienced, and well-qualified staff support the lowest performing students.             |
|        | ★ Staff have the necessary training and materials to fully implement all components of reading instruction with fidelity. |

## Leadership Presence

Administrators maintain a constant presence in all reading instruction settings.

## Indicators of Success

| Rating | Indicator   |
|--------|---|
|        | ★ Leadership maintains a constant presence in all reading instruction settings.   |
|        | ★ Leadership are involved in the collection and analysis of implementation data.  |
|        | ★ Reviewing student data, including implementation data, is a regular schoolwide activity for staff.  |
|        | ★ Implementation data is collected on the delivery of reading instruction in all instructional settings that are related to important student outcomes. |





## Family Communication and Engagement

Administrators and families work together to support language and literacy development. Administrators collaborate with families to make decisions regarding literacy education.

### Indicators of Success

| Rating | Indicator   |
|--------|---|
|        | ★ Your school has a strategy specifically related to family engagement.   |
|        | ★ Families receive regular communication and support around ways they can help their children develop and refine their literacy skills at home. |

## Instruction and Intervention

Instruction and intervention includes programs, practices, and materials with documented efficacy, which are drawn from evidence-based findings and align with goals and standards. Successfully implementing this element will help support the full range of learners.

## Instructional Time

To adequately prioritize and protect instructional time for reading, school leaders should design and implement a master schedule that allocates time and resources for reading instruction across all tiers of instruction. There also should be sufficient time allocated for delivering evidence-based reading instruction through the use of evidence-based practices.

### Indicators of Success

| Rating | Indicator   |
|--------|---|
|        | ★ Reading is a schoolwide priority.   |
|        | ★ Administrators (principals, vice principals) are familiar with the reading research base and five components of reading: phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension. |
|        | ★ The master schedule allows adequate time/resources for all tiers of instruction.  |
|        | ★ Instructional time is allocated to address the five essential components of reading instruction.  |



## Instructional Quality

High-quality reading instruction involves the use of evidence-based practices in all tiers of instruction. It also includes providing opportunities for students to actively participate in all tiers of instruction.

### Indicators of Success

| Rating | Indicator   |
|--------|---|
|        | ★ K–5 teachers provide reading instruction that is explicit and systematic for all tiers. |
|        | ★ Active engagement strategies are used in all tiers of instruction.                      |
|        | ★ Instruction at all tiers is research based.   |

## Instructional Adjustments

When students are not responding to instruction or intervention, instructional adjustments should be made to meet their needs. This involves providing early intervention to students who need it and considering subgroups when making instructional adjustments.

### Indicators of Success

| Rating | Indicator   |
|--------|---|
|        | ★ Differentiated reading instruction is provided for all students based on assessment data. |
|        | ★ Early intervention is provided for students at risk.                                      |
|        | ★ Considerations are made for subgroups when making instructional adjustments.              |

## Tier 1 Core Instruction

Tier 1 (core) reading instruction should be differentiated for all students based on assessments of their current reading progress.



## Indicators of Success

| Rating | Indicator   |
|--------|---|
|        | ★ Tier I (core) instruction occurs for 90-plus uninterrupted minutes with all students.                               |
|        | ★ The 90-minute Tier 1 (core) reading block includes time for whole-group and differentiated small-group instruction. |
|        | ★ Core reading programs are comprehensive and research based.   |
|        | ★ Evidence-based practices, such as explicit and systematic instruction, are used with students at Tier I (core).     |
|        | ★ Results from assessments are used to guide instructional decisions for differentiation.                             |

## 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 | Indicator  |
|--------|--|
|        | ★ Tier II (intervention) instruction occurs in small groups (three to eight students) for at least 30 minutes per day, 3–5 days per week in addition to Tier I (core) instruction. |
|        | ★ Tier II intervention is evidence based (explicit and systematic on up to three foundational skills using a standardized program or practice with fidelity).                      |
|        | ★ Multiple types of assessment data help 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 | Indicator  |
|--------|--|
|        | ★ Tier III (intensive intervention) instruction occurs in groups of one to three students daily for 45–120 minutes.  |
|        | ★ Intensive intervention is evidence based (explicit and systematic on up to three foundational skills using standardized programs and intensified practices.)   |
|        | ★ An intensive intervention provides opportunities for extensive practice and high-quality feedback.   |
|        | ★ Instructional supports are integrated throughout the intensive intervention to support student cognitive processing, as appropriate, and based on student individual needs (e.g., use of student graphing, self-monitoring checklists, reward statement charts). |
|        | ★ Multiple types of assessment data are used to determine the focus of Tier III (intensive intervention) instruction.  |

## Assessments

Assessments that provide reliable and valid information about student performance and instructional implementation data are used to inform instruction in important, meaningful, and maintainable ways. Successfully implementing this element will promote schoolwide assessment and analysis of reading achievement data.

## Types of Assessments

Three major types of assessments—diagnostic, summative, and formative—provide teachers and schools with important information on student reading progress and needs. Diagnostic assessments are measures of students' current knowledge and skills and can be used to identify a suitable program of learning. They are administered before instruction occurs to assist in identifying appropriate instruction and interventions. Summative assessments occur after instruction and are assessments of learning. Formative assessments occur during instruction and are assessments for learning.

## Indicators of Success

| Rating | Indicator  |
|--------|--|
|        | ★ Teachers in your school use a balanced combination of formative, summative, and diagnostic assessment tools. |
|        | ★ Assessment tools are valid and reliable.   |



## Screening for Reading

The purpose of screening is to identify those students who are at risk for poor learning outcomes. Screening is not diagnostic testing; screening is a brief, reliable, and valid assessment to identify which students may need additional assessments (such as progress monitoring or diagnostic assessments) or additional instructional support. The tools should demonstrate diagnostic accuracy for predicting learning outcomes.

### Indicators of Success

| Rating | Indicator  |
|--------|--|
|        | ★ Screening assessments are used to identify students at risk for poor reading.                            |
|        | ★ Reading screening assessments are administered two or three times per year to all students.              |
|        | ★ Families are involved in the screening process and understand how to interpret the data for their child. |

## Monitoring Reading Progress

Progress monitoring data can be used to estimate the rates of improvement, which allows for comparison to peers; identify students who are not demonstrating or making adequate progress so that instructional changes can be made; and compare the efficiency of different forms of instruction—in other words, identify the instructional approach or the intervention that lead to the greatest growth among students.

### Indicators of Success

| Rating | Indicator  |
|--------|--|
|        | ★ Progress monitoring assessments are used to evaluate whether students are responding to instruction and intervention and to set learning goals and intervention accordingly. |
|        | ★ Progress monitoring assessments are administered to students receiving intervention at regular intervals (biweekly for Tier II; weekly for Tier III).                        |
|        | ★ Families are involved in the progress monitoring process and understand how to interpret the data for their child.   |



## Implementation Data

Implementation data can support a school in examining the fidelity to which practices, programs, and systems are being implemented schoolwide, as intended. School leaders can collect implementation data to assess fidelity to MTSS essential elements, fidelity to language and literacy practices, fidelity to professional development structures, and family engagement.

### Indicators of Success

| Rating | Indicator   |
|--------|---|
|        | ★ Implementation/fidelity data is collected regularly.                                |
|        | ★ Implementation data is collected for a variety of practices, programs, and systems. |
|        | ★ Data meetings are scheduled and planned in advance and held regularly.              |

## Data-Based Decision Making

Data-based decision making involves establishing routines and procedures (i.e., decision rules) for making decisions about student needs and supports based on data. Data teams meet regularly to establish and implement these routines and procedures. They use data to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies.

### Indicators of Success

| Rating | Indicator  |
|--------|--|
|        | ★ Data teams include representation from the following: general education, special education, administration, and related service providers.                           |
|        | ★ There are clearly defined rules and procedures in place for making decisions based on data about the types of reading supports that students receive at your school. |
|        | ★ Families are involved in the data review process.  |



## Professional Development and Job-Embedded Collaborative Learning

Professional development (PD) and job-embedded collaborative learning must be adequate, ongoing, and available to support reading assessment and instruction. Successfully implementing this element promotes dynamic coaching and PD assistance that is responsive to schoolwide needs.

### High-Quality Professional Development

High-quality PD is planned and implemented across three stages of implementation: preparation and introduction, demonstration and engagement, and evaluation and mastery. PD should be data driven at each stage and reflect a school/district's needs. It also should match a school/district's definition of "high-quality" according to a predetermined definition. Finally, PD should be incorporated within a continuous improvement process (e.g., Plan-Do-Study-Act cycles).

#### Indicators of Success

| Rating | Indicator  |
|--------|--|
|        | ★ PD is aligned with school goals, state and district standards and assessments, and teacher evaluation. |
|        | ★ PD focuses on core content and modeling of teaching strategies for the content.                        |
|        | ★ PD includes opportunities for active learning and application of new teaching strategies.              |
|        | ★ PD includes opportunities for collaboration among teachers.  |
|        | ★ PD involves embedded follow-up and continuous feedback.  |

### Job-Embedded Learning

Job-embedded PD activities include, for example, workshops, seminars, and web-based opportunities offered during work hours to provide relevant, up-to-date learning. Job-embedded PD should be relevant, continuous, and connected to real-life issues to facilitate collaboration across various learning environments.



## Indicators of Success

| Rating | Indicator  |
|--------|--|
|        | ★ PD is relevant, continuous, and connected to real-life issues.                       |
|        | ★ Workshops address a variety of topics related to reading instruction and assessment. |

## Coaching

Various coaching models, practices, and processes can help schools implement a quality schoolwide coaching program. Regardless of which coaching model is used, coaching must include opportunities for observation, practice, feedback, and assessment.

## Indicators of Success

| Rating | Indicator   |
|--------|---|
|        | ★ Teachers receive coaching that includes observation, modeling, and performance feedback.  |
|        | ★ Teachers have clear and measurable goals for improving one or more aspects of their practice.                                       |
|        | ★ Teachers are routinely and consistently provided feedback on their practice to help them grow and achieve their professional goals. |

## Professional Learning Collaboration

Professional learning communities (PLCs) allow educators to work collaboratively to achieve better results for their students. PLCs use data to assess current practices, examine results, and make individual and collective adjustments to achieve desired outcomes. At the heart of every PLC is a shared vision focused on student learning. Through collective inquiry, PLCs collaborate to examine best practice and engage in reflective dialogue.

## Indicators of Success

| Rating | Indicator   |
|--------|---|
|        | ★ PLCs occur as a cycle of collective inquiry to assess current practices, examine results, and make individual and collective adjustments to improve student outcomes. |
|        | ★ PLCs meet regularly (at least once per month).  |
|        | ★ Administrators actively participate in PLC meetings.  |





## Professional Development Plan

A well-articulated PD plan incorporates key actions for planning, delivering, and evaluating PD using data sources, prioritized needs and goals, resources, and identified funding streams to provide differentiated new knowledge and skills based on teacher and student needs to increase student learning and behavior outcomes.

### Indicators of Success

| Rating | Indicator   |
|--------|---|
|        | ★ Multiple data sources are used to prioritize PD needs and goals.  |
|        | ★ Workshop learning objectives are aligned to schoolwide PD needs and goals.  |
|        | ★ There is a clearly articulated PD plan in place that reflects a range of topics, providers, dates, participants, and funding sources. |

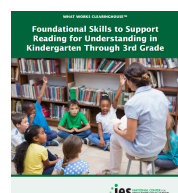
# Lead for Literacy Center Practice Guides for Literacy Leaders



The *What Works Clearinghouse* practice guides provide succinct recommendations that address challenges educators encounter in their classrooms and schools, as well as ancillary resources like process videos and webinars. These practice guides are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts.

## K-3rd Grade Reading

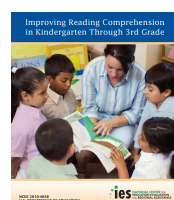
### Foundational Skills to Support Reading for Understanding



- Teach students academic language skills.
- Develop awareness of the segments of sounds in speech.
- Teach students to decode words, analyze word parts, and write and recognize words.
- Ensure that each student reads connected text every day.

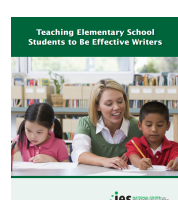
### Improving Reading Comprehension

- Teach students how to read using comprehension strategies.
- Teach students to identify and use the text's organizational structure to comprehend content.
- Guide students through discussion on the meaning of the text.
- Select texts purposefully to support comprehension.
- Establishing an engaging context in which to teach reading comprehension.



## Elementary Writing

### Teaching Elementary School Students to Be Effective Writers



- Provide daily time for students to write.
- Teach students to use the writing process for a variety of purposes.
- Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
- Create an engaged community of writers.



The research reported here is funded by an award to the Lead for Literacy Center from the U.S. Department of Education, Office of Special Education Programs (OSEP), Award #: H326L180002. The opinions expressed are those of the authors and do not represent views of OSEP or the U.S. Department of Education.

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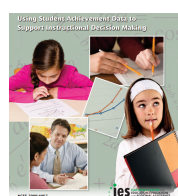
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# Lead for Literacy Center Practice Guides for Literacy Leaders



## Data-Informed Reading Instruction within Tiered Instructional Frameworks

### Using Student Achievement Data to Support Instructional Decision Making



- Make data part of instructional improvement.
- Teach students to examine their own data and set learning goals.
- Establish a clear vision for schoolwide data use.
- Provide supports that foster a data-driven culture.
- Develop and maintain a districtwide data system.

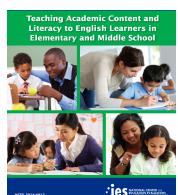
### Assisting Students Struggling with Reading: Response to Intervention (RTI) & Multi-Tier Intervention

- Screen all students for potential reading problems.
- Provide time for differentiated reading instruction.
- Provide intensive, systematic instruction on up to 3 foundational reading skills.
- Monitor the progress of tier 2 students at least 1x a month.
- Provide intensive instruction on a daily basis.



## Considerations for English Learners

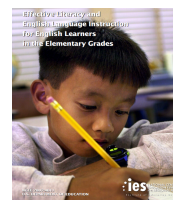
### Teaching Academic Content and Literacy to English Learners



- Teach a set of academic vocabulary words intensively.
- Integrate oral and written English language instruction into content-area teaching.
- Provide regular opportunities to develop written language skills.
- Provide small-group instructional intervention to struggling students.

### Effective Literacy and English Language Instruction

- Screen for reading problems and monitor progress.
- Provide intensive small-group reading interventions.
- Provide extensive and varied vocabulary instruction.
- Develop academic English.
- Schedule regular peer-assisted learning opportunities.



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# 1 Screen all students for potential reading problems at the beginning of the year and again in the middle of the year.

1. Create a building-level team to facilitate the implementation of universal screening and progress monitoring.
2. Select a set of efficient screening measures that identify children at risk for poor reading outcomes with reasonable accuracy.
3. Use benchmarks or growth rates (or a combination of the two) to identify children at low, moderate, or high risk for developing reading difficulties.



# 2 Provide time for differentiated reading instruction for all students based on assessments of students' current reading level.

1. Provide training for teachers on how to collect and interpret student data on reading efficiently and reliably.
2. Develop data-driven decision rules for providing differentiated instruction to students at varied reading proficiency levels for part of the day.
3. Differentiate instruction—including varying time, content, and degree of support and scaffolding—based on students' assessed skills.



# 3 Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.

1. Use a curriculum that addresses the components of reading instruction (phonemic awareness, phonics, vocabulary, comprehension, and fluency) and relates to students' needs and developmental level.
2. Implement this program three to five times a week, for approximately 20 to 40 minutes.
3. Build skills gradually and provide a high level of teacher-student interaction with opportunities for practice and feedback.



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# 4 Monitor the progress of tier 2 students at least once a month.

1. Monitor progress of tier 2 students on a regular basis using grade appropriate measures. Monitoring of progress should occur at least eight times during the school year.
2. While providing tier 2 instruction, use progress monitoring data to identify students needing additional instruction.
3. Consider using progress monitoring data to regroup tier 2 students approximately every six weeks.



# 5 Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).

1. Implement concentrated instruction that is focused on a small but targeted set of reading skills.
2. Adjust the overall lesson pace.
3. Schedule multiple and extended instructional sessions daily.
4. Include opportunities for extensive practice and high quality feedback with one-on-one instruction.
5. Plan and individualize tier 3 instruction using input from a school-based RtI team.
6. Ensure that tier 3 students master a reading skill or strategy before moving on.



This is an abbreviated digest of the Practice Guide cited below. It was created for instructional leaders and supervisors who are responsible for ensuring quality literacy programming but not responsible for implementing the evidence-based practices (EBP). The infographic is designed for awareness only. Access the Practice Guide for full understanding and implementation of the EBP.

Adapted from: Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>



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# Foundational Skills to Support Reading for Understanding in K-3rd Grade



# 1

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

1. Engage students in conversations that support the use and comprehension of inferential language.
2. Explicitly engage students in developing narrative language skills.
3. Teach academic vocabulary in the context of other reading activities.



# 2

## Develop Awareness of the segments of sounds in speech and how they link to letters.

1. Teach students to recognize and manipulate segments of sound in speech.
2. Teach students letter-sound relations.
3. Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.



# 3

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

1. Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.
2. Instruct students in common sound-spelling patterns.
3. Teach students to recognize common word parts.
4. Have students read words in isolation & in text.
5. Teach regular and irregular high-frequency words so students can recognize them efficiently.
6. Introduce non-decodable words that are essential to the meaning of the text as whole words.



# 4

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

1. As students read orally, model strategies, scaffold, and provide feedback to support accurate and efficient word identification.
2. Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.
3. Provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.



This is an abbreviated digest of the Practice Guide cited below. It was created for instructional leaders and supervisors who are responsible for ensuring quality literacy programming but not responsible for implementing the evidence-based practices (EBP). The infographic is designed for awareness only. Access the Practice Guide for full understanding and implementation of the EBP.

Adapted From: Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <http://whatworks.ed.gov>.



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- <sup>1</sup>. For reviews of academic screening tools, see the Screening Tools Chart produced by the Center on Response to Intervention (<http://www.rti4success.org/resources/tools-charts/screening-tools-chart>). Although mastery measurement may track progress in specific skills, such as sound recognition and/or isolation, using a general outcome measure, such as word reading fluency will provide a broader assessment of generalized progress in the annual curriculum.
- <sup>2</sup>. Progress monitoring data will determine whether secondary intervention is sufficient or a student needs more intensive supports. For reviews of progress monitoring tools, see the Progress Monitoring General Outcome Measures Tools Chart produced by the National Center on Intensive Intervention (<http://www.intensiveintervention.org/chart/progress-monitoring>).
- <sup>3</sup>. Frequent progress monitoring will allow for timely adaptations, as needed. Note that progress monitoring must occur at a student's instructional level to be sensitive to growth in skills.
- <sup>4</sup>. For more information on these strategies, see Courtade-Little, G., & Browder, D. M. (2005). *Aligning IEPs to academic standards for students with moderate and severe disabilities*. Verona, WI: Attainment Company.



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



| Dimensions*                  | Description  |
|------------------------------|--|
| <b>Strength</b>              | 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).   |
| <b>Dosage</b>                | 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.  |
| <b>Alignment</b>             | 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.   |
| <b>Attention to transfer</b> | 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.   |
| <b>Comprehensiveness</b>     | 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). |
| <b>Behavioral support</b>    | The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.   |
| <b>Individualization</b>     | 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.

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



| Dimensions*                  | Description  |
|------------------------------|--|
| <b>Strength</b>              | How well the program works for students with intensive intervention needs, sometimes expressed as a promising or effective program by a reliable source (e.g., NCII Tools Charts, WWC).  |
| <b>Dosage</b>                | The number of opportunities a student has to (a) respond (i.e., practice/demonstrate skill), (b) receive positive feedback (e.g., praise, tokens, points), (c) exchange for backup reinforcers, and (d) receive corrective feedback.   |
| <b>Alignment</b>             | How well the program (a) addresses school-wide expectations, (b) addresses classroom/teacher expectations, (c) addresses student's skill deficits, (d) matches rewards to student's preferences and/or function of problem behavior, and (e) does not address extraneous skills.   |
| <b>Attention to transfer</b> | The extent to which an intervention emphasizes how and when a student uses skills across contexts/situations and includes opportunities to practice using skills across context/situations. The program reinforces the use of skills across contexts/situations.   |
| <b>Comprehensiveness</b>     | The extent to which the intervention includes a plan for (a) teaching appropriate behavior, (b) adjusting antecedent conditions to prevent problem behavior, (c) reinforcing appropriate behavior, (d) minimizing reinforcement for problem behavior, (e) fading supports (and supports can be easily faded), (f) monitoring fidelity, (g) working in conjunction with related services, and (h) communicating with parents. |
| <b>Academic support</b>      | The extent to which the program (a) can be easily integrated within context of academic instruction, (b) complements rather than supplants academic focus, and (c) includes procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion).  |
| <b>Individualization</b>     | A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring, to address the student's complex learning needs.  |



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

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# What is the Taxonomy of Intervention Intensity?

The Taxonomy of Intervention Intensity\* was developed based on existing research to support educators in evaluating and building intervention intensity and considering the integrated academic and behavioral supports needed by many students with intensive needs. It includes seven dimensions that help you to answer the following questions:



Does evidence suggest the intervention is expected to lead to improved outcomes (**strength**)?



Will the group size, duration, structure, and frequency provide sufficient opportunities to respond (**dosage**)?



Does the intervention match the student's identified needs (**alignment**)?



Does it assist the student in generalizing the learned skills to general education or other tasks (**attention to transfer**)?



Does the intervention include elements of explicit instruction (**comprehensiveness**)?



Does the student have opportunities to develop the behavior skills necessary to be successful (**behavioral support**)?

Can the intervention be easily integrated into academic instruction (**academic support**)?



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

Learn more about the Taxonomy of Intervention Intensity and find resources to support implementation

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

The Taxonomy of Intervention Intensity\* was adapted from Fuchs, L. S., Fuchs, D., & Malone, A. S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35-43. The National Center on Intensive Intervention in coordination with a technical working group of experts has refined and expanded the Taxonomy to incorporate considerations for both academics and behavior and lessons learned from implementation in the field.

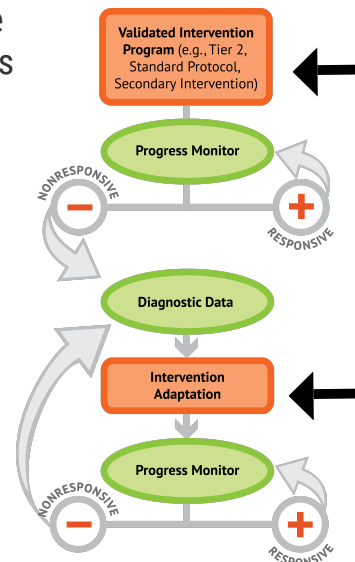




# When do I use the Taxonomy of Intervention Intensity?

The seven dimensions of the Taxonomy of Intervention Intensity can help educators make informed, systematic decisions in the context of the data-based individualization (DBI) process. DBI is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. The Taxonomy can help educators:

## DBI Process



## Taxonomy Dimensions

1. Strength
2. Dosage
3. Alignment
4. Attention to Transfer
5. Comprehensiveness
6. Behavioral or Academic Support
7. Individualization



### Evaluate current interventions

Already **have an intervention**? Use the dimensions of the Taxonomy to evaluate its strengths and limitations for your target population.



### Select a new intervention

Looking for a **new intervention**? Rating the dimensions of potential interventions can help educators compare their strengths and limitations to support selection.

### Intensify the intervention



Even the best intervention is not effective for every student. Need to intensify your intervention? The dimensions of the Taxonomy in combination with student data and teacher expertise can help guide the **adaptations or intensification** of the intervention over time.

Interested in learning more about what NCII has to offer? Connect with us!



## Intervention Intensification Strategy Checklist

Use these ideas, as well as your own, to intensify interventions. For more information about intensifying interventions, check out our website, [www.intensiveintervention.org](http://www.intensiveintervention.org). *Before adapting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity and for a sufficient amount of time.*

**Strength:** Teams can increase the strength of an intervention by focusing on strategies and attention given to other dimensions of the [Taxonomy of Intervention Intensity](#).

### Dosage

Increase opportunities for practice and corrective feedback.

- Increase the length of intervention sessions.
- Increase the number of intervention sessions per week.
- Decrease the group size.
- Increase the total number of sessions.
- Decrease the heterogeneity of the groups (group students with similar performance levels).
- Consider an intervention setting with fewer distractions.
- Embed additional practice and feedback sessions throughout the day.
- \_\_\_\_\_

### Alignment

- Increase instructional time for the target skill.\*
- Supplement intervention with National Center on Intensive Intervention materials in [reading](#), [math](#), or [behavior](#).
- Focus on discrete skill instruction within the target skill.
- \_\_\_\_\_

### Attention to Transfer

- Align instructional routines and language with core instruction and the environment.
- Preteach content.
- Embed guided practice on target skills within core instruction and other environments.
- Embed explicit opportunities in other settings to maintain skills acquired in the intervention.
- Explicitly teach connections.
- \_\_\_\_\_

### Comprehensiveness or Elements of Explicit Instruction

- Use precise, simple language to teach key concepts or procedures.
- When introducing a concept, provide worked examples and show the steps in writing.
- Present a completed work example. Explain why a specific step is important and have the student complete that step and explain its significance.

- Model new concepts with examples and “think aloud” as you work through steps.
- Use explicit instruction and modeling with repetition to teach a concept or demonstrate the steps in a process.
- Fade steps from examples, so that students gradually assume responsibility for completing more and more steps.
- Once students can complete entire examples and explain their work, incorporate fluency-building activities to develop automaticity of skills.\*
- Once students can fluently produce correct work, move to a new concept. Provide ongoing practice opportunities to facilitate skill maintenance.\*
- Increase opportunities for student response and practice through unison choral responding, peer activities, and opportunities for the student to perform with adult feedback.\*
- Break academic or behavior tasks into smaller chunks or steps.
- Provide concrete learning opportunities (including role play and use of manipulatives).
- Have students explain new concepts, in their own words, incorporating the important terms you have taught.
- Provide sufficient opportunities for independent practice with feedback.
- Provide immediate and explicit error correction when mistakes are made, and have the student repeat the correct response before moving on. Offer repeated opportunities to correctly practice the step.\*
- Increase the frequency of error correction and corrective feedback across learning environments.\*
- \_\_\_\_\_

**Behavior, Engagement, and Motivation Support**

- Use a timer for intermittent reinforcement of on-task, appropriate behavior.
- Provide differential reinforcement or change the schedule of reinforcement.
- Create a motivation plan based on what you know about the student that provides frequent behavior feedback.
- Use a report card for home communication.
- Add a social skills group.
- Combine or align academic and behavioral supports.
- Convene a functional behavior assessment team to determine the function of the behavior.
- Use group contingencies to promote on-task, appropriate behavior.
- Use peer support to model and encourage desired behavior.
- \_\_\_\_\_

**Other**

- Change to an interventionist with more expertise, such as a reading specialist, behavior specialist, social worker, or special education teacher, depending on the student’s needs.
- Change the intervention to better meet the individual needs.
- \_\_\_\_\_

\*These areas also are important to consider for dosage.



## EARLY ELEMENTARY

### **Lead for Literacy Center**

[Lead for Literacy Framework](#): This webpage provides information on the instructional component of the Lead for Literacy Framework as well indicators of success.

[Resource Repository](#): Search the Lead for Literacy Resource Repository for resources related to the Lead for Literacy Framework, including instructional and assessment materials.

[Literacy Leadership Briefs](#): Read research briefs, infographics, and guides with essential information that can be applied to your school or district.

### **National Center on Intensive Intervention**

[Virtual Lesson Example: Supporting Students' Foundational Reading Skills](#)

This lesson, which features a Section 504 coordinator and a dyslexia teacher, explores how to support educators in using technology to teach foundational reading skills to students in the elementary grades.

[Literacy Strategies to Support Intensifying Interventions](#)

These reading lessons by the National Center on Intensive Intervention support special education instructors, reading interventionists, and other practitioners who work with students struggling to read.

### **What Works Clearinghouse**

[Assisting Students Struggling With Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#)

This practice guide discusses reading and early literacy instruction in tiered systems.

[Reaching All Students: Distance Learning Resources to Support Students With Disabilities, English Learners, and Their Families](#)

This webpage provides resources for educators, families and caregivers, and leaders in state and local education agencies who are looking for support in adapting learning to an online environment.

[Research-Based Resources, Considerations, and Strategies for Remote Learning Webinar](#)

The Regional Educational Laboratory Midwest provides research-based resources to support educators teaching in a remote learning environment.

### **Additional Resources**

[IRIS Center Modules](#)

This website includes professional development materials and self-paced learning modules about early literacy in tiered systems.

[National Center on Improving Literacy](#)

The National Center on Improving Literacy has briefs and resources about best practices and other considerations for early literacy instruction.

[Florida Center for Reading Research](#)

The Florida Center for Reading Research has multiple different resources for reading and literacy instruction related to the research-based components in early learning. Search for materials under the student center activities and student engagement tabs.