

**English Learners, Equity and Early Intervention**

by

Sandra J. Kaplan

A curriculum project submitted to

Sonoma State University

In partial fulfillment of the requirements

for the degree of

**MASTER OF ARTS**

in

**Education**

**Committee Members:**

Dr. Kelly Estrada, Chair

Dr. Jenifer Mahdavi

Ms. Enola Nelson, M.S.Ed

January 11, 2017

Copyright 2016

By Sandra J. Kaplan

### **Authorization for Reproduction of Master's Project**

I grant permission for the print or digital reproduction of this project in its entirety, without further authorization from me, on the condition that the person or agency requesting reproduction absorb the cost and provide proper acknowledgement of authorship.

DATE: January 11, 2017

Sandra J. Kaplan  
Name

# English Language Learners, Equity, and Early Intervention

Project by  
Sandra J. Kaplan

## Abstract

**Purpose of the Study:** In California, many English Learners (ELs) struggle to achieve the necessary levels of literacy required for school success. Thus, it is imperative that districts and schools design and implement effective literacy interventions for ELs as well as Native English Speakers (NES) who need additional support. In response to this imperative need, Pastoral Elementary School (PES) implemented a Response to Intervention (RTI) Tier 2 Literacy Intervention program for all students at-risk of failing to achieve literacy for school success. This Tier 2 Literacy Intervention program, which I coordinated and implemented, has been in existence in PES for the past ten years.

**Procedure:** This thesis project summarizes current research in the field that supported the establishment of our RTI program. It describes the system of formative assessments we developed to guide our Tiers 1 and 2 levels of support, and the Tier 2 intervention program. This paper also describes the family support program that is an integral component of our success.

**Findings:** A key finding of this thesis project is the critical imperative of a strong Tier 1 program in Kindergarten and first grade to support students in achieving the literacy benchmark goals by the end of first grade. This finding is supported both by research and by ten years of experience within the tiered intervention program.

**Conclusions:** This thesis project presents research-based recommendations for achieving the goal of meeting end of first grade literacy benchmarks. The emphasis is on formative assessments and tiered early intervention.

MA Program: Education  
Sonoma State University

Date: 1/11/2017

## **Acknowledgements**

Special appreciation to Marin Community Foundation for your ongoing support of the students and programs of Pastoral Elementary School, and for your dedication to closing the gap.

Appreciation also to my former colleagues at Pastoral Elementary School who share my passion for equity.

I thank my thesis chair, Dr. Kelly Estrada, and committee members Dr. Jennifer Mahdavi and Enola Nelson for their advice and support over these past two years.

## Table of Contents

### Chapter

1. A Call to Action.....	1
2. Review of Literature: Closing the Achievement Gap.....	6
3. Development of the Literacy Intervention Program and Formative Assessment System .....	22
4. Tier 2 in Action.....	32
5. Reflections and Recommendations.....	43

### Attachments

A. STAR Scores, 1999-2012 .....	51
B. PreK-3 Assessment Schedule.....	52
C. Templates for Instruction .....	53
Bibliography .....	67

## **Chapter 1**

### **Introduction**

#### **A Call to Action**

Low-income children and children whose home language is other than English are considered to be at greatest risk for school success (Xu & Drame, 2007; Hill, 2012; Olsen, 2010). These students enter U.S. schools with the challenge of acquiring a new language and gaining competence in all of the strands of literacy development: speaking, listening, reading, and writing. Strong abilities in the literacy strands of speaking, listening, reading and writing provide the necessary foundation for school success (Juel, 1988; National Institute for Literacy, 2000). In California, many English Learners (ELs) struggle to achieve the necessary levels of literacy required for school success. Thus, it is imperative that districts and schools design and implement effective literacy interventions for ELs.

The literacy intervention program that is the focus of this thesis project was implemented at Pastoral Elementary School (PES), a small, rural K-8 school that is located in Northern California. It is a lovely school situated in the midst of rolling hills dotted with dairy cattle, beef cattle, and sheep. Many of our students live on ranches with their parents, who are either owners or workers. With fewer than 200 students, PES has just one classroom per grade level. Approximately 50% of our students speak Spanish in the home and the great majority of their families are low income, two key criteria that place the EL students at-risk for literacy development.

Few services are available in the area, and families must travel an average of thirty to forty minutes to shop for groceries or obtain medical services. Families of the district's students are supported by our school's Family Center. The two Family Advocates provide support to families with an emphasis on developing parent leadership. They work individually with parents to assist in resolving a myriad of challenges that may include paperwork, health issues, transportation needs, or communications with their children's teachers. They also plan evening family events that are very successful. The Family Advocates have done a remarkable job of bringing support services to our campus, notably a dental program that educates our students on dental hygiene, conducts dental screenings, and returns at a later date to provide dental services as needed. Other programs have included ESL classes, computer classes and parent leadership trainings on campus. The Family Advocates also make home visits, and played a key role with increasing Latino enrollment and participation in our onsite preschool. They also organize the English Language Advisory Committee (ELAC) for our site and our district, and over the years have been successful in developing strong Latino parent leadership. This ongoing program of support has made a great difference with students' home support and readiness to be successful in school.

For the past ten years, I served as the K-8 Literacy Intervention Teacher. My work focused on implementing effective literacy interventions for all students who did not meet the benchmarks for their grade level. ELs are the subgroup with the greatest need for additional support, comprising approximately eighty percent of our intervention caseload. The additional support is needed to address the gap in achievement with respect to their native English-speaking peers. For this project, I will describe the school-based

literacy intervention program that I developed, which includes a system of formative assessments to ensure that we were providing the needed support to meet all students' literacy goals.

### **Background for the Project**

For the purposes of achieving access and equity with respect to academic achievement among public school students, the National Assessment of Educational Progress (NAEP) data and California's State Testing and Reporting (STAR) data are disaggregated by ethnicity, language, and socioeconomic status (SES). Disaggregated data allow for comparison of the achievement levels of student populations at-risk for academic achievement (Linan-Thompson, 2010).

The disparity between the scores of disaggregated groups compared to White students is what has been termed the "achievement gap" (Good, Masewicz & Vogel, 2010; Williams, 2011). The Nation's Report Card (2015) documents that the reading gap for fourth and eighth graders has narrowed only slightly since 2000, with no significant change since 2013. A great deal of quantitative research was conducted in the 1990's investigating the early causes of this gap (Adams, 1990; Clay, 1985; Hatcher, Hulme & Ellis, 1994). This research became the foundation for the National Reading Panel (NRP) report (2000), which was fundamental to the establishment of the No Child Left Behind Act (NCLB) of 2001.

The publication of the NRP Report (2000) triggered significant additional research in the area of early reading intervention, particularly in Kindergarten and first grades (Linan-Thompson, 2006; Schatschneider, Francis, Carlson, Fletcher & Foorman, 2004). The report delineates in great detail the "building blocks" that have proven to

foster success for all young readers: phonemic awareness (PA), phonics, fluency, vocabulary, and comprehension. Though usually listed in this order, the process of learning to read and building literacy is not a linear path. The first three elements, PA, phonics and fluency, are considered to be the essential foundations for supporting comprehension and gaining new vocabulary as an independent reader (National Institute for Literacy, 2000). Further research established the relationship between poor reading skills and school failure: students who enter high school with a 4<sup>th</sup> grade reading level cannot successfully negotiate the rigors of high school coursework, and are unprepared for post-secondary educational paths (Espinoza, 2015).

ELs have historically been over-identified for Special Education placements (Xu & Drame, 2008). Current research, as well as the Pastoral Elementary School intervention program described in Chapter 3 and 4, indicates that early intervention can resolve the issues for the majority of the students.

### **Outline of Chapters**

In this thesis project, I intend to establish the importance of mastering early reading skills as a prerequisite for student success. Of particular focus will be students who are English Learners (ELs).

Chapter 2 presents a summary of the research regarding early intervention for reading success as well as qualitative research of early primary writing instruction. The intention of this chapter will be to guide my work in developing recommendations for improving our literacy intervention program in kindergarten through third grade, as a contribution to our continuing efforts to close the achievement gap.

Chapter 3 describes the development of the literacy intervention program at PES. It presents a detailed description of the system of formative assessments that I developed as the K-8 Literacy Intervention Teacher to ensure that we are providing the needed support to meet key literacy goals for all of our students.

Chapter 4 expands upon Chapter 3, presenting the instructional practices I developed in the PES intervention program and providing some vignettes to bring the Tier 2 program to life for the reader.

Chapter 5 presents reflections and discusses in some detail adapting the Tier 2 practices to the Tier 1 classroom. I conclude with positing a few opportunities for future research.

## **Chapter 2**

### **Review of Literature**

#### **Closing the Achievement Gap**

Learning to read and write is a symbiotic dance that can flow for nearly all students when sufficient supports are in place (Howard, 2009; Allington, 2012). Of course, many components interact to achieve the desired result of students who are proficient in all strands of literacy (i.e. reading, writing, speaking and listening). The components of literacy that are the focus of this literature review are: 1) language and socioeconomic factors that influence school achievement, 2) the role of home language in school-based literacy instruction and 3) the manner in which instructional support is provided should children experience difficulty with the development of literacy. In support of my thesis project, I will first provide an overview of English Learners (ELs) in the state of California with respect to academic achievement and literacy development. I will then summarize the relevant research on effective reading instruction and best practices for developing student writing in the early grades. I will conclude the review with a discussion of the Response to Intervention (RTI) early intervention approach for developing reading ability in the context of an EL-serving school environment.

#### **English Learners (ELs) and Academic Achievement**

A persistent gap in academic achievement exists between native English speaking students and those from culturally and linguistically diverse groups. This gap is particularly prevalent in California, with public school demographics of 22.3 percent ELs and 42.9 percent with a home language other than English. Spanish is the primary home language other than English, representing 83.7 percent of these students (CDE, 2015).

Additionally, poverty is the related criterion that strongly impacts students' ability to be successful in school. The poverty rate for ELs ranges from 74 to 85 percent, which is much higher than the overall rate of 21 percent for California's school-aged children (Hill, 2012).

The Tomás Rivera Policy Institute (2009) conducted an expansive study of EL students in the Los Angeles Unified School District. The primary concern was the large proportion of ELs who were not gaining proficiency in English during their years of public schooling. In fact, the research on high school ELs found that 75.9 percent of the students had been considered ELs since at least the first grade, illustrating that the issue is not one of recent immigrants (p. 6).

In a broader study of forty California school districts, Olsen (2010) found similar results. Their research project defined "Long Term English Learners" (L-TELEs) as students who had been educated "in United States schools for more than six years without reaching sufficient English proficiency to be reclassified" (p. 1). The results echoed those of the Rivera study, finding that overall, fifty-nine percent of secondary school ELs had not reclassified. Thirteen of the districts had L-TEL rates greater than seventy-five percent (p. 10).

The Rivera (2009) study found a significant relationship between reclassification and school performance. Reclassification prior to the end of 5<sup>th</sup> grade provided the strongest outcomes (p. 7), and reclassification at any point during the middle school years improved the likelihood that the student would graduate from high school (p. 8). In conclusion, the study found that "English language learning and reclassification are two

of the most influential processes shaping the educational trajectories of language minorities” (p. 10).

Stanovich (1986, 1989) found convincing evidence that children who get a slow start in acquiring the early reading skills rarely become strong readers throughout their school years. His 1986 paper coined the popular term “Matthew Effect”, a biblical reference in which the rich get richer and the poor get poorer. The Matthew Effect refers to the disparity in academic achievement that exists between different populations of children when they begin their formal K-12 schooling, a gap that typically widens as the years of schooling progress. This disparity is commonly referred to as the *achievement gap*, with the primary factors influencing the development of this gap being race, home language, and poverty (Rothstein, 2008; Williams, 2011; Verstegen, 2015). Stanovich (1989) also writes of the relationship between IQ and reading ability, asserting that this is a reciprocal relationship. “The reduced educational opportunities that are the result of slow reading acquisition further depress verbal intelligence and subsequent academic achievement” (p. 489).

Rothstein (2008) discusses a number of the poverty factors that impact student learning: lack of medical insurance and dental care, frequent absences, environmental health issues due to substandard living conditions, family mobility, low levels of literacy in the home, limited experiential opportunities. Cumulatively, these factors have a significant impact on children’s ability to be present in school and ready to learn. These are significant obstacles that children of poverty must overcome to succeed in school. Rothstein asserts that this points to the larger societal issues resulting from inequities of our social and economic systems.

Hawley and Nieto (2010) bring these issues into the school environment and address the impact race has on teaching practices. They outline the importance of teachers examining their attitudes toward race and ethnicity as a path to informing and deepening their relationship with their students. They call into question the focus on teacher qualifications, and posit that the more essential criterion is teaching quality. This quality teaching would incorporate culturally relevant instructional practices and curriculum. In turn, the school site would also operate in a culturally responsive manner with students, parents, and staff. This environment would provide a strong environment of what Morrison et al. (2003) call “school belonging.”

Olsen’s (2010) careful scrutiny of the L-TEL population indicates that these students did not receive appropriate levels of support in the critical early years of public schooling. In fact, it appears that many did not receive specific English Language Development instruction at all. This “sink or swim” model has proven to produce the worst results in terms of student outcomes (pp. 14-15). Rivera (2009) concurs, noting that quality of program is the key to gaining positive results. This quality is severely impacted by the finding that in California, ELs are almost four times as likely to be assigned to uncredentialed teachers (Gandara & Rumberger, 2003).

Two recent articles in the *Press Democrat* (2015) highlight these concerns, addressing specifically the issue of Latino students who are unprepared for college-level English classes. Staff writer Martin Espinoza reported on a new \$2.6 million U.S. Department of Education initiative aimed at improving the educational outcomes for the growing Latino student population at Santa Rosa Junior College (SRJC). The grant was made possible by SRJC’s new designation as a Hispanic Serving Institute (HSI). Latinos

comprised 42 percent of new students at SRJC in the 2014-15 school year, which is the same percentage of students in Sonoma County's K-12 public schools. Even more compelling is that for the 2015-16 school year, 62 percent of incoming kindergartners in Santa Rosa City Schools are Latino (*Press Democrat*, 2015).

### **Scaffolding, IDEA, and Literacy Achievement**

Particularly for economically disadvantaged students and language learners, the scaffolding provided by targeted instruction is essential (Stanovich, 1986, Orosco, 2010). Considerable current research supports intervention for struggling readers in the early grades (Juel, 1988, Boscardin et al, 2008, Vaughn et al, 2003).

The Individuals with Disabilities Education Act (IDEA) was reauthorized in 2004, and final regulations became effective in 2006. These regulations have had a far reaching impact, allowing local educational agencies (LEA) to consider a child's response to research-based interventions as a consideration when evaluating a child for specific learning disabilities (SLD). Prior to this change in the regulations, LEAs used the discrepancy model of a gap between intellectual ability and achievement for determining SLDs. Historically, the use of this model has led to the over identification of ELs as learning disabled. The regulations allow LEAs to use up to 15% of their IDEA Part B funds for developing and providing early intervening services (EIS). A child who fails to respond to the research-based interventions can qualify for Special Education services in absence of a discrepancy between IQ and academic performance (IDEA, 2007).

The term "Response to Intervention" (RTI) is now commonly used to describe systems of early intervention. Mary Howard (2009) defines RTI as "a multitiered approach to early intervention for struggling readers, initially focused on K-2, but

gradually extending to all grade levels. The overarching idea behind RTI is targeted instruction to expertly match each student's needs" (p. 3).

Orosco (2010) expressed criticism of the National Reading Panel (2000) failure to specifically address issues of second language learners, but sees promise in the implementation of RTI as an asset-based approach to intervention support that can simultaneously reduce the number of ELLs misidentified as special education. He also asserts the importance of alignment with the classroom teacher who provides Tier 1 support. He describes a highly trained Tier 2 teacher who specifically addresses EL needs for scaffolding and for "engaging and motivating attitudes toward learning to read" (p. 269).

Xu and Drame (2008) also refer to the disproportionate number of ELs that have historically been placed in special education. They welcome the advent of RTI that address the needs of all children, regardless of ability level. They note that an assumption is made that the general education classroom has delivered high quality instruction to all students, and assert that one of the most relevant factors in this regard is inclusion of students' culture, language, heritage and experience.

### **Effective Literacy Instruction for All**

The publication of the National Reading Panel Report (National Institute for Literacy, 2000) delineated the building blocks that have proven to foster success for young readers: phonemic awareness (PA), phonics, fluency, vocabulary, and comprehension. Though usually listed in this order, the process of learning to read and building literacy is not a linear path. Taberski (2009) asserts that a useful image is the first four components falling under the umbrella of comprehension.

A strong foundation in phonemic awareness leads directly into developing decoding and spelling abilities as well as reading (Mann, 1993; Ritchey, 2008; Dixon, Stuart, & Masterson, 2002). Juel (1988) determined that early mastery of decoding skills leads to broader independent reading. As Shefelbine (2015) tells us, independent reading is where we gain the vast majority of our new vocabulary. “Reading for pleasure is the missing link in frameworks that simply contrast learning to read with reading to learn. Pleasure reading encourages the development of reading as a life-long habit and pastime while strengthening both academic language and fluency” (p. 2).

The symbiotic dance of reading and writing begins with the foundational work in preschool and kindergarten as children develop their understanding of how language works at the auditory level. Children gain the ability to break spoken words into their phonological units, known as phonemes. Phonemic awareness (PA) ability has been shown to have a strong correlation to early reading success, and conversely, poor PA abilities have been found to be a predictor of reading problems (Mann, 1993).

As young students learn the sound-symbol relationship of the alphabetic system, they are able to utilize this knowledge together with their PA knowledge to write words by putting down the alphabetic representations for the sounds they hear. Developmentally, early writing often consists of beginning sounds or consonants that they hear, with incorporation of vowels in spelling words being a later stage of development (Ritchey, 2008).

Spelling instruction is a perfect example of the relationship between reading and writing. Stage and Wagner (1992) found a strong correlation between spelling and phonemic awareness in first graders. Ritchey (2008) references a number of studies that

illuminate the relationship between learning to read and learning to spell, thus also learning to write effectively (p. 29).

Dixon et al (2002) investigated the relationship between phoneme segmentation ability and development of spelling ability. Previous researchers had found that beginning readers use their knowledge of phoneme segmentation and their knowledge of alphabetic sound-symbols as they read (Ehri & Wilce, 1985; Rack, Hulme, & Snowling, 1993). The Dixon study (2002) found that children with the strongest PA skills were able to apply this knowledge to orthographic representations, and were also able to learn new skills more quickly than their less able peers (p. 312). The authors conclude that their study provides strong support for the relationship of PA to reading, which is then transferred to spelling as well. They find that children with limited PA skills and knowledge of letter sounds are at a great disadvantage, as they recognize words by their structure, known as whole word reading. This approach becomes much more difficult as students are confronted with multisyllabic words, complex spelling patterns, and unfamiliar vocabulary.

In the introduction to her study, Ritchey (2008) acknowledges the foundational report of the National Reading Panel (2000) as well as Snow, Burns, and Griffin (1998) for putting the focus on the importance of early reading acquisition, and notes the “multiplying consequences” of failing to acquire foundational skills in the early elementary years (p. 27).

Handwriting ability has been shown to play a significant role in writing proficiency in several respects. Children who struggle with letter formation may produce text that is difficult to read, as well as inhibiting their ability to record their thoughts on

paper. If the child's attention is diverted to the task of forming a particular letter, or several letters, they may lose the ideas or plans that they had in mind. Additionally, many children who struggle with letter formation avoid the task of writing altogether, as the task is simply too taxing (Graham, 2008).

Graham, Harris et al (2008) conducted a random sample of primary grade teachers across the United States, inquiring as to their instructional practices in handwriting. Though 90% of those surveyed reported that they do teach handwriting, only a small minority of teachers (12%) felt that their education courses had prepared them for this instruction. This has resulted in uneven application of teaching methodologies, raising concerns regarding the quality of instruction

### **Writing: The Neglected Strand**

One of the criticisms leveled at the NRP (2000) was its failure to address writing as one of the essential components of reading instruction. The National Commission on Writing (2003) calls for an overhaul of the way writing is taught, and also sounds the alarm regarding how little instructional time and money are devoted to this essential element of literacy. They assert, "...if students are to learn, they must write" (p. 9). They make the connection to college and career as well, noting that a survey of midcareer professionals overwhelmingly cited effective writing as an essential skill in their day to day work (p.11). These sentiments have recently been echoed by the national move toward Common Core Standards, which places a strong emphasis on writing.

Researchers find that writing has generally been neglected both in terms of research and classroom practice, with the emphasis placed primarily on reading and oral language (Miller, 2011; Cutler & Graham, 2008; Mathers, Shea & Steigerwald, 2009).

The growing body of current research supports an integrated approach to literacy development that would provide balanced instruction in all four modes of literacy (reading, writing, speaking and listening). This integrated approach would include a strong emphasis on writing instruction and the integration of writing into the daily life of the classroom.

In the introduction to a special issue on reading and writing, Graham (2008) defines what he considers to be four of the key aspects of writing instruction for school-age children: the process by which children develop as writers, effective classroom practices for writing instruction, support for struggling writers, and assessment of student writing (p. 1). Key factors that impact writing ability are knowledge of phonemic awareness and sound-symbol relationships, and fluidity with orthographic representation. As an essential part of this sublexical route to reading and writing fluency, students must master the sound-symbol relationships of our alphabetic system (Ritchev, 2008; Sénéchal, Ouellette, Pagan & Lever, 2012; Dixon, Stuart & Masterson, 2002).

The results of a national study conducted by Mathers, Shea and Steigerwald (2009) and another by Cutler and Graham (2008) conclude that writing has been neglected, at least in part, due to the priority placed on reading. Teacher education programs have failed to provide support in this area; comments from teachers included, “Almost every (teacher preparation) class stressed the importance of reading”, “I can honestly say that I do not recall having any college-level coursework that was related to the teaching of writing”, and “I learned writing was important, but not how to specifically teach it” (Mathers et al, 2009, p.158).

Graham, Harris, Fink-Chorzempa and Mac Arthur (2003) address the issue of the growing diversity in our U.S. public schools and the need to adapt instruction to meet individual student needs. Their study investigated the nature and extent of the instructional adaptations provided for low-achieving students, finding that 45% of teachers make few adaptations for struggling writers, with 20% of those making no adaptations whatsoever. Their research also noted an imbalance in what is taught, finding that on average for every hour spent teaching writing process, 2.6 hours are spent teaching writing mechanics.

Coker (2006) conducted an important study of low-income first-grade urban school children that investigated the interrelatedness of all the literacy strands in regard to writing growth. The factors considered were students' socioeconomic status (SES), knowledge of vocabulary, reading ability, and quality of the first grade teacher. The study indicated that these "diverse influences may have a simultaneous and complex impact on writing development" (p. 482). The study encourages an integrative model of writing instruction that takes into account all the factors outlined above.

### **Developing as a Writer: The Process**

Consistently emphasized in the research is the importance of introducing the mechanics of writing in the early grades as the essential companion piece to process writing and reading instruction. Graham, Berninger, Abbott, Abbott and Whitaker (1997) found that handwriting fluency and spelling in particular have a major impact on student success with writing. As students' writing develops, the fluency of letter formation and increasing confidence with spelling contribute to young writers' ability to express their ideas (Ritchey, 2008).

Three studies indicate that handwriting instruction improves writing performance in one or more areas, including sentence construction, amount of text produced, and quality of writing (Graham, Berninger et al., 1997; Graham, Harris, & Fink, 2000; Jones & Christensen, 1999). Jones and Christensen (1999) found that instruction to improve the handwriting of first graders produced improvements in their letter formation, handwriting fluency, and story writing performance.

Of course, it is not necessary that all the elements of mechanics be in place in order for children to write. As indicated below, it is of key importance that daily writing be implemented within the very first weeks of kindergarten. The daily writing is the opportunity for children to practice what they have learned, and to express themselves as developing readers and writers. Graham, Berninger et al. (1997) note “it is important to take a balanced approach to writing instruction for beginning and developing writers, including explicit instruction in the mechanics of writing along with authentic activities that emphasize meaning and process in the instructional program” (p. 180).

### **The Importance of Daily Writing in Developing Fluency**

A wealth of information on writing process is found in the realm of qualitative research, which was not incorporated into the NRP report (2000). This research provides a plethora of methodologies for introducing writing in the early primary grades, enabling teachers to search out the styles and methods that match with their style and thus will be a good fit for their classrooms. Common themes found throughout the literature addressed the importance of being set up for success. Recommended were a writing center, readily available writing tools, sufficient time to write, and interactions with peers and adults.

This section will summarize several qualitative studies that portray strong models for everyday writing.

Cress (1998) describes the interactive journal writing found in one kindergarten classroom. The teacher begins journal writing in February, preparing simple journals of white copy paper bound in a construction paper cover. This format encourages continuity in the children's writing, as some children develop a story that continues from day to day. It is important to note that with young writers, their picture and dialogue with an adult are important components of the writing process. The teacher talks about their drawing with each student, and writes a specific comment or question on the next page to prompt the next day's writing. The teacher has found that ten pages is an ideal length for stretching story ideas without belaboring them. She encourages that children complete only one page per day, which supports the quality of their drawing and writing as the most important goal.

Hannon (1999) introduced journal writing to her kindergartners with an overhead projector during the second week of school, first modeling the process several times. She chose a topic familiar to all the students, sketched an illustration, and wrote two sentences about the topic. The following week, the students received their own journals. During the first half of the year, the children's entries were primarily drawings with some invented spelling, as well as words from environmental print found in their classroom. All were considered developmentally appropriate forms of emergent writing. The children were later given the option of dialoguing with their teacher in their journals. By the end of the school year, these kindergartners showed considerable growth as writers.

Jones and East (2010) echo the importance of meaningful daily writing routines, coupled with positive interactions with adults. In this yearlong study of first grade writers, the authors quantified the children's growth in writing abilities. The classroom was organized for success, with a Word Wall for high frequency words, access to personal spelling dictionaries, and sound/spelling charts. Students received feedback at least twice per week, either from the teacher or a parent volunteer. Each day, a few students would share their writing with the class. Music was utilized to great effect: classical for calm periods, scary music combined with writing by flashlight, Scottish music with a hidden leprechaun. The students recognized that they were writing for an audience, and had frequent opportunities to read their work to their teacher, their parents, and parent volunteers. Parent volunteers were provided with specific messages they could give the children to support their process as writers.

The student journals were analyzed for spelling, total words, and correct punctuation at three points during the year. Significant growth was found in all three categories, with the greatest gains in total words produced: (14.5 in August and 83.9 in May), and in correct spelling: (20.1 in August and 99.5 in May). Smaller but significant gains were made in punctuation, which is acknowledged as being the last element that students will internalize in their everyday writing (Jones & East, p. 116). The authors concluded that the everyday writing resulted in children feeling confident about their writing abilities as they exited first grade.

### **The Theory that Shapes the Practice**

Lev Vygostky's (1978) theory of child development viewed interaction among peers as an effective way of developing skills and strategies. He suggested that teachers

use cooperative learning exercises where less competent children develop with help from more skillful peers - within the zone of proximal development (ZPD). Vygotsky defined the ZPD as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers” (p. 86). He developed this theory in the course of his extensive observations of school children and how they acquire new knowledge and skills. Vygotsky believed that when a student is in the ZPD for a particular task, providing the appropriate assistance will give the student enough of a "boost" to achieve the task. Once the student, with the benefit of scaffolding, masters the task, the scaffolding can then be removed and the student will then be able to complete the task again on his own. This brilliant and highly accessible theory, often considered synonymous with the more common term of scaffolding, is the cornerstone of effective teaching, and posits why targeted small group work is so effective.

### **Differentiated Instruction and Small Group Work**

Differentiated instruction involves modifying the content, process, product or learning environment to effectively address the variety of student interests, learning preferences, affective needs and readiness levels in today's classrooms (Tomlinson, 2003). A classroom organized for differentiated instruction enables the teacher to meet the disparate needs of the students. According to Allington's (2009) research, the most effective first grade teachers begin the year frontloading small group time to the students with the greatest need. At the beginning of the year, the allocation of time could be as much as 70% for the least able and 30% for the most able students (p. 10). As the year

progresses the most effective teachers gradually move toward a balanced allocation of time. This approach is applicable for kindergarten classrooms as well. Logically, if Tier 1 is implemented effectively in kindergarten, the need for intensive intervention in first grade will be reduced.

Effective implementation of Tier 1 classroom intervention benefits from flexible small groups as a cornerstone of the program (Ritchie, 2014). The ideal teacher/student ratio for an intensive intervention group to be effective is one to three, with the most effective being one to one (Allington, 2009). Larger groupings of four to six are also beneficial, with the teacher pulling students who all need the same instruction (Ashlock, 2006-2007). A small group allows for instruction to be targeted most effectively, thus reducing the amount of time needed to gain proficiency on the specific skills being addressed. Flexible groupings allow for the teacher to pull students as needed, as contrasted with a traditional model of rotating between fixed groups of similar size for equal amounts of time.

### **Chapter 3**

#### **Development of the Literacy Intervention Program and Formative Assessment System**

“Evidence is mounting that the primary specific mechanism that enables early reading success is phonological awareness: conscious access to the phonemic level of the speech stream and some ability to cognitively manipulate representations at this level....A beginning reader must at some point discover the alphabetic principle: that units of print map onto units of sound...(and) it must be acquired if a child is to progress successfully in reading.” (Stanovich, 1986, p. 24-25).

#### **Origins of Tiered Intervention at Pastoral Elementary School**

In 2000, our site principal began actively pursuing trainings, workshops, and professional development opportunities to educate PES staff on the latest literacy research, in pursuit of curricular improvements that would narrow the achievement gap between the Latino and Anglo students. This gap is documented by the Academic Performance Index (API) scores of the State Testing and Reporting System (STAR). In 1999, the baseline year for data that motivated our program of school improvement, the Pastoral Elementary School API scores showed an aggregate score of 690 overall. Disaggregated data illustrated the gap between the native Spanish speakers’ score of 486 versus the score of 774 for native English speakers, a gap of 288 points. (Attachment A).

In 2005, the principal further developed our program of school improvement by creating a school-wide reading support position with the goal of continuing to close the achievement gap between students whose home language was English and those whose home language was Spanish. At that time, the PES API score was 791 overall, with a score of 697 for native Spanish speakers and 851 for native English speakers. The gap had been reduced from 288 points to 154 points in those five years.

I was given the opportunity to move from second grade to take the school-wide position of Literacy Intervention Teacher, and held this position for the past ten years. I worked closely with a highly qualified, bilingual Intervention Tutor who has been with our district for over fifteen years. In 2006 we implemented a system of tiered intervention at our site. The system we established delineates the responsibilities of the classroom teacher to provide thirty minutes of additional support for students who are not meeting grade level standards. It also calls for additional levels of support for students who need more support than is possible in the mainstream classroom. This tiered system was created to mitigate the number of students being referred to Special Education. My program provided Tier 2 and Tier 3 levels of support, with Tier 3 providing support of greater intensity when needed.

As part of my professional development for the position, I attended several conferences during my first two years, most notably a 12-day intensive training for early literacy (Ashlock, 2006-07). I also attended an ELL conference at Sonoma County Office of Education for administrators that focused on closing the academic achievement gap (Administrator ELL Conference, 2006). In addition to conference attendance, I was also trained to administer the CELDT (California English Language Development Test). I read recently published books as we developed the program (Freeman & Freeman, 2004; Howard, 2009; Allington 2006).

With the combined efforts of classroom teachers and the tiered literacy intervention program, by 2012 the API data indicated that the score for native Spanish speakers was 813 and the score for native English speakers was 893. The gap had been

reduced from 288 points to 80 points over the thirteen-year period. The PES score for native Spanish speakers had increased from 486 to 813.

The following sections of this chapter will describe in detail the K-3 system of formative assessments we use, which provide the information needed to effectively target instruction for all students in Tier 1 and Tier 2.

### **Formative Assessments**

A great deal of research on early literacy development has been conducted since the National Reading Report was published (National Institute for Literacy, 2000). This research addresses key components of literacy development (phonemic awareness, phonics, fluency, vocabulary, comprehension) and indicates that a strong battery of formative assessments is key to developing successful early elementary reading instruction (Fuchs, Fuchs & Compton, 2004, 2012; Clemens, Shapiro & Thoemmes, 2011; Linan-Thompson, Vaughn, Prater & Cirino, 2006). Zumeta, Compton and Fuchs (2012) concluded “it is imperative that measurement tools accurately identify students who require extra help in a timely manner” (p. 217) and recommend the use of curriculum-based measurement (CBM) to monitor student progress.

Speece and Ritchey (2005) found that the children who were at risk in mid-first grade continued to perform at a lower level at the end of second grade, noting the “persistent difficulties of students who struggle with the beginning stages of reading acquisition”, and suggest that “skills related to fluency development may need to be incorporated much earlier in the reading curriculum” (p. 396).

A vital component of our success was the development and implementation of the PES K-3 assessment schedule (attachment B). Formative assessments provided the

information we needed to develop an intervention plan specific to each child. Using data from those formative assessments, we strove to match students with similar needs, usually in groups of two or three, and on occasion worked 1:1 with a student based on specific need. This approach to tiered intervention maximized the effectiveness of the intervention, and minimized the amount of time the students were pulled from their classroom.

The first CBM assessment we gave students each year was the DIBELS reading assessment, a screener that provided a first look at student abilities in the area of reading. We then gave two diagnostic assessments, the CORE Phonics assessment and a high frequency words assessment, to determine the appropriate instructional plan for each child.

### **DIBELS Benchmark Reading Assessments**

DIBELS is the acronym for Dynamic Indicators of Basic Early Literacy Skills, a user-friendly assessment system of foundational reading skills developed by Kaminsky and Good (1991) at the University of Oregon. The DIBELS Data System (DDS) has been modified and improved over the years, is computer based, low cost, and provides immediate information on student progress toward goals. We used the DIBELS Next version, which was launched in 2010 and modified in 2012 (University of Oregon, 2012). The modifications included making the third through sixth grade DAZE subtest “optional with endorsement”, and the retell fluency (RTF) for all grade levels and the phoneme segmentation fluency (PSF) at the beginning of first grade “optional without endorsement” (p. 5). The rationale for the change is that the DDS researchers determined that Oral Reading Fluency (ORF) alone was sufficient as an indication of student

progress. The time required for administering the complete battery of subtests was presented as a major factor in this shift (p. 1), and the assumption was made that classroom teachers would utilize curriculum based measurements (CBM) for further analysis of student progress and need for support.

We appreciated that DDS continued to support users in this flexible manner and recognized the time requirement for administering all subtests. The assessment team approach that we developed enabled teachers to remain in their classroom while the individual benchmark assessments were conducted outside the classroom. Additionally, the information we gleaned from administering all subtests provided key formative assessment data.

Recently, DIBELS shifted to “Recommended Goals” while continuing to support use of “Former Goals” (University of Oregon, 2012). The “Recommended Goals” represent a significant increase in expectations, for example increasing the end of year first grade benchmark from 47cwpm to 69cwpm. We found that the Recommended Goals did not sort our primary students into useful instructional categories of Intensive, Strategic, and Core, as the great majority of our emerging readers were then identified as “Intensive”. Additionally, the “Recommended” report ranks students in order of correct words produced, without incorporating any other factors. The “Recommended Goals” also do not compute a student composite score, a prior system improvement that we found beneficial.

The DIBELS benchmark assessments served our school as the primary assessment for reading fluency and comprehension. We have continued to administer all

available subtests, as we have found diagnostic value in the information they provide and have determined that the resulting report provides a more comprehensive view of each child's abilities. The DDS system computes a composite score and then ranks students by that score only if all subtests are conducted and only for the Former Goals. We find this ranking to be preferable to ranking by ORF. For these reasons, we have continued to use the "Former Goals" report for intervention purposes. We now provide second through sixth grade teachers with both reports, "Former Goals" and "Recommended Goals" to support and encourage continued intervention as needed, as well as continued improvement of ORF in the upper grades.

DIBELS provides recommended windows for the administration of the fall, winter, and spring benchmark reading assessments. For the most beneficial results, the administration of the fall benchmark should be scheduled for two to three weeks into the start of the school year. This gives the students time to recover from the "summer slump" and provides a more accurate picture of their current level of proficiency. The midyear assessment is typically administered in January for schools on a traditional calendar. Again, waiting at least a week after the winter break to administer the assessments allows for the students to be settled back into the school routine. Scheduling of the final benchmark assessment must be planned with the state testing dates in mind; additionally, the end of a school year is often full of culminating activities that can interfere with administration of assessments. The second week of May has worked well in recent years.

As a DIBELS Mentor, I am qualified to train our team of certificated teachers and instructional assistants to administer the DIBELS benchmark assessments. Classroom teachers are given advance notice of the assessment days, and assessment schedules are

organized to minimize classroom disruption. The assessment team approach serves two important functions: it simultaneously relieves classroom teachers of the testing responsibilities and provides consistent administration of the benchmark assessments across all classrooms and grade levels.

The DDS system provides comprehensive instructions for administering the assessments for each subtest. With many years of experience in administering DIBELS, we have developed some methodologies to ensure that students are able to perform to their true abilities on these one minute timed tests. The test of Phoneme Segmentation Fluency (PSF) is given to kindergarteners and first graders. This subtest requires a proficient administrator who can provide the next word to the student as soon as the previous word is produced, thus maximizing the student's opportunity to show their level of competence with this key auditory skill.

The Nonsense Word Fluency subtest is given from mid-Kindergarten through the first benchmark of second grade. This subtest presents a page of CVC words to assess the student's knowledge of letter sounds. The students may produce sound-by-sound, sound-sound-sound-blend, or read the CVC word as a whole word without sounding it out. Credit is given for Whole Words Read (WWR) only for words read without first sounding out. For this reason, we encourage more proficient students to audibly read each prompt as a word. This subtest indicates areas of need the student may have. Because they are pseudo words and not in context, the student is looking only at the alphabetic symbols. This subtest often reveals issues of b/d letter reversals and also indicates student proficiency with vowel sounds, which is consistently the error of greatest frequency.

The Oral Reading Fluency (ORF) subtest consists of a one-minute audible reading of a passage followed by a one-minute retell. The instructions inform the students that they will be retelling the passage following their reading it aloud. We have found the retell measure to be particularly beneficial for tracking the progress of our ELL students.

The final DIBELS subtest is the DAZE, which is administered to third through sixth grade and assesses comprehension as a cloze activity. Students are given a two to three-page passage to read. Each sentence is interspersed with boxes containing three words. The student then circles the word they believe best completes the sentence. This assessment is particularly valuable for evaluating students' ability to use syntactic clues as they read and make their word choices. This three-minute assessment is administered whole class.

The DIBELS benchmark assessments continue to be a valuable tool for monitoring student progress across the grade levels. The reports provide a platform for discussion and instructional decisions among the classroom teacher, interventionist, and site principal. They present a thrice-annual snapshot of student progress toward goals. Additionally, the DDS system produces individual reports of student progress that can be used with parent conferences in the fall as well as year-end summaries. The parent reports are available in English and Spanish.

### **CORE Phonics**

CORE Phonics (Consortium on Reading Excellence, 1999) is a diagnostic assessment for determining students' developmental level regarding the acquisition of phonics. It assesses upper and lower case letter names, consonant sounds, long and short vowel sounds, short vowels in CVC words, short vowels with consonant blends, short

vowels with digraphs and trigraphs, vowel pairs, r-controlled vowels, variant vowels (diphthongs), and multisyllabic words. The assessment presents rows of real words and pseudo words for the student to decode. We give this assessment at the end of kindergarten through short vowels in CVC words, again in September of first grade. Subsequent assessments are given as needed to check for phonics mastery. Once the student masters all sections of the CORE Phonics including multisyllabic words, it is no longer given.

### **High frequency words**

Word Identification Fluency (WIF) was found to have “stronger predictive validity than NWF” for first graders (Zumeta, Compton, & Fuchs, p. 203), and regular monitoring of this measure in first grade was recommended. They also note that ORF is not a useful measure in the first half of first grade, as the majority of students are not yet able to read passages. A study by Speece and Ritchey (2005) determined that once students had passed the letter sound fluency (LSF) stage, word reading skills became the best predictor of fluency, a correlation that carried into second grade. Clemens, Shapiro and Thoemmes (2011) found WIF to be the strongest overall predictor of future success, and recommended a combination of PSF or NWF with the WIF as an initial screener for at-risk students. Shefelbine (2016) created a list of irregular sight words in order of frequency, and recommends direct instruction of these words to build fluency; early mastery of these words enhances young students’ ability to read connected text.

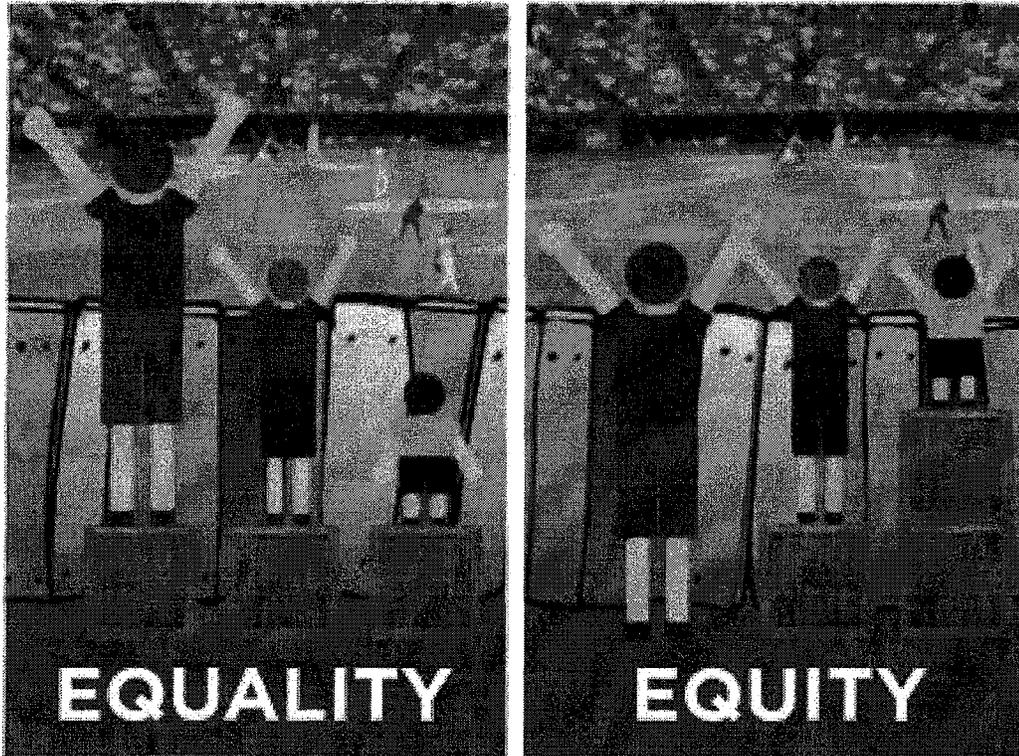
We use a high-frequency list of 300 words for assessment. Our PES goal for acquisition is the first 100 words by the end of first grade, and all 300 high-frequency

words by winter break of the second grade year. This has been an attainable goal for the great majority of students, including students whose home language is other than English.

The formative assessment data is used in the Tier 1 classroom as well as in the Tier 2 classroom to inform small group and individual instruction.

## Chapter 4

### Tier 2 in Action



“Which scenario is the most fair? The one in which they all got one crate each, or the one in which they could all watch the game? In the equity scenario, we did give one of the kids three times what we gave another, but that’s what it took for all of them to have the same experience at the game. It matters whether we’re looking at the beginning or the end of the story: the action or the effect of that action. And that, to me, is the difference between equality and equity.” Anna Mracek Dietrich (Advocacy, 2014)

### Implementation of the Project

A successful system of intervention requires effective formative assessments to determine the student’s current level of achievement. These formative assessments enable classroom teachers to determine the appropriate instructional plan for each student.

Within this framework, the small group work targets each child’s needs, flexible instructional groupings promote maximum effectiveness, and the best result for the

students can be achieved. The earlier these interventions are implemented, the greater the success rate. The balance of this chapter will expand upon Chapter 3, presenting the system of intervention I developed in my Tier 2 program which are adaptable to the Tier 1 classroom.

### **Tier 1 and Tier 2 Instructional Practices**

To support student acquisition of high frequency words, I developed a system which utilizes multicolor 2.75" x 5.5" card stock (6 cards per sheet), collated, cut and punched in the upper left corner by the print shop of our local Office of Education. Each student is assessed using the 300-word list, with notations on a record sheet of a check for words known and a hyphen for those not known. To show mastery, the child must know the word with automaticity. Individual sight word cards are then prepared with a bold black marker for the words not yet mastered, and the words are then put onto a metal o-ring. The top card has the child's name and the words "in progress" below. As students achieve mastery, the words are moved onto a second ring with a top card showing the student's name and "words mastered" below. We present eight to ten new words at a time. As the words are moved to the "mastered" ring, we make additional cards for the "in progress" ring.

The words are introduced with the following script:

"This word is 'which'. What word?" (Student responds).

"Spell 'which'." (Student responds).

"Word?" (Student responds).

This script is used throughout the process. Spelling the word both provides reinforcement of letter names and causes the student to take a close look at the word. For

daily practice, give the student time to produce the word, and present the word again if needed using the above script. If they hesitate, have them spell the word as well. Students are tested for mastery once a week, mastered words are moved onto the other ring and words still needing practice remain. This gives an opportunity to remind the student that we want her/him to know the word “in the snap of a finger”, or with automaticity. The assessor then prepares new words for the practice ring, introducing them with the above script.

Daily practice is ideal, and there are several options for this. Students can be pulled individually to practice with the teacher, instructional assistant, or parent volunteer. Partner reading is another excellent opportunity, with the more fluent partner presenting the words for practice using the above script. As the Literacy Intervention Teacher, I pushed in to the first grade classroom and performed the weekly assessments as well as the preparation and presentation of new words for each student.

The DIBELS class list can be used for pairing students for partner reading, as the “Former Goals Class Report” ranks students in order by a composite fluency level as well as indicating the level of support recommended for the student. The teacher divides the report in the middle, then pairs the first student listed with the first middle student, second with second middle, etcetera. The teacher can then make minor adjustments to partner pairs with other considerations of personalities and temperaments in mind.

### **Templates for Instruction**

As discussed in Chapter 2, interventions at the early grades are essential to student success, so we concentrate our efforts at grade levels K-3. Essential tools for this work are the Templates for Instruction (Attachment C) (WRRFTA 2005). I was trained in the

use of these templates during a 12-day intensive literacy training (Ashlock, 2006-2007). We followed this up with teacher in-service training on use of the templates, and I subsequently trained instructional assistants as well.

Cards #1 and #2 provide the necessary repetitions for mastery of letter names and sounds, and Cards #4 through #6 teach key phonemic awareness skills. Card #3 is used in kindergarten and beyond for introducing and practicing the high frequency words, utilizing the say-spell-say strategy for reinforcement. Card #7 is a highly effective tool for teaching phonemes: digraphs and trigraphs, vowel pairs, r-controlled vowels, and diphthongs. Cards #8 and #9 support students in learning to blend words. Finally, Card #10 is a powerful template for decoding, and has been particularly effective in first grade for practicing word reading as vowel pairs are introduced and also for reading multisyllabic words. For second and third grades, the template is used to gain mastery of challenging spellings such as silent letter pairs, vowel pairs, affixes, and blending/reading multisyllabic words.

Ideally, targeted phonics lessons are followed by whiteboard spelling practice. The use of whiteboards removes the pressure of paper pencil spelling and allows for immediate teacher feedback and student correction. It works both in small group and whole class settings. Card #6, Template for Phoneme Segmentation, supports the students with encoding words that flow from the phonics lesson, training them to record a sound spelling for each phoneme in the word. This serves to solidify student acquisition of the sound spellings being practiced.

### **Tier 2 in Action, K-3**

The PES Tier 2 literacy intervention program supported K-8 students in acquisition of literacy when it was determined that the students needed additional support to achieve grade level literacy goals. We served students across the grade levels, with an emphasis on the primary grades. Approximately 80% of our Tier 2 students are native Spanish speakers. This section will focus on the program we developed for the primary grades.

A key strength of our program was the supportive atmosphere of our Tier 2 classroom. Our horseshoe teaching tables were an essential element, as they allowed for a friendly setting and easy access to each student. We did not use a single intervention program, utilizing several resources and individualizing the approach based on the specific needs of each child. We strove to engage each student's interest in learning and to build their self-confidence. We also had a well-stocked lending library, as the ultimate goal was to develop enthusiastic independent readers.

Tier 2 students came to the intervention classroom for a 30 to 45-minute block two or three times a week for a period of six to twelve weeks, based on student need and in collaboration with the classroom teacher. Progress monitoring was ongoing, and we extended their time with us if the student still needed support at the end of the period. For students who failed to progress at the expected pace, we had the option of increasing the intensity of the intervention to Tier 3. This could mean increasing to five days per week or providing one to one tutoring. Student needs ranged from phonemic awareness, letter names and letter sounds through phonics, comprehension, and fluency. A typical 45-minute session with a group of primary students included template work, whiteboard spelling, fluency practice, and also letter formation as needed. We targeted instruction

based on the individual students' DIBELS, CORE Phonics, and sight word data, grouping students based on the assessment data.

We utilized the templates for word work, aligned with the reading and spelling practice for the day's lesson. Card #10, "Template for Word Reading, Spelling Focused" was the principal template for developing decoding abilities from CVC words through multisyllabic words with affixes. Combined with Card #7, "Template for Sound/Spelling Review", these templates were the cornerstone of our word work and were instrumental in developing students' success with decoding unfamiliar words.

Card #6 "Template for Phoneme Segmentation" is a powerful multilevel instructional tool both for phonemic awareness and for developmental spelling instruction, beginning in kindergarten and continuing through multisyllabic words. We used this template for whiteboard spelling, as it teaches the students to record a sound spelling for each phoneme, and builds their confidence with spelling words, thus increasing their ability to write fluently.

"Triumphs", an intervention component of our adopted ELA program, was our grade-specific high interest decodable reader for fluency practice. This decodable reader encompasses a wide range of genres and contains a significant percentage of nonfiction stories that feature engaging photographs. We selected the stories based on the targeted phonics lesson of the day. As time allowed, we incorporated language arts folder activities and board games to reinforce learning and enjoy a change of pace. The last stop was at our lending library, where students could check out a book to take home. We encouraged students who have younger siblings to take a book for themselves and another to read to their younger siblings.

The Intervention Tutor worked with Kindergarten native Spanish speakers who needed intensive language support as well as newly arrived native Spanish speakers at any grade level. We collaborated in designing instructional plans, and focused the majority of our time on first through third graders.

### **Vignettes**

The following section will paint a representative picture of our program as it moved across the grade levels. In preparation for this section, I have reviewed our student records from several years to compile this snapshot.

Three categories emerged from my analysis of our program. The first category comprised students who responded quickly to Tier 2 and continued to meet all literacy goals in subsequent years. Students in the second category continued to receive Tier 2 services across two or more school years. Embedded in this group were students who failed to thrive despite considerable Tier 2 services as well as others who achieved considerable success over time. The third category included students who received Tier 2 services and were subsequently referred for testing, ultimately qualifying for Special Education services.

The ideal time to begin Tier 2 intervention services is as soon as key literacy goals are not met. The initial referrals to Tier 2 flowed from data discussions of the classroom teacher and intervention teacher. Phonemic awareness (PA) skills are of key importance for kindergarteners, and hearing the initial sound is the DIBELS subtest given in the fall. Typically, we waited to evaluate the class on PA abilities until the January benchmark, at which point students were also assessed for phoneme segmentation. The kindergarten teacher often would refer students early in the year to work with the

bilingual intervention tutor on school readiness, and she focused on phonemic awareness with them as part of her program.

A typical Kinder group might be four students, predominately Latino boys with little or no preschool experience, with fall or winter DIBELS scores of Intensive. The intervention tutor focused on social emotional school readiness skills, getting them ready to learn. Academic focus was on language development and phonemic awareness, as well as reinforcing letter names, letter sounds, and sight words as they were introduced in the Tier 1 classroom. The tutor incorporated music, read aloud, cooperative learning games, and vocabulary development into the daily session. A small tub of realia served as reinforcement of initial sounds as well as vocabulary development.

A first grade tiered intervention group was typically two to four boys and girls grouped for similar needs based on formative assessments. We practiced sight words with templates on the board, utilizing the say-spell-say procedures listed above. We also used templates for practicing letter sounds, consonant blends, digraphs, vowel pairs, and vowel-focused word reading (Ashlock, 2006-2007; Attachment C). The specific templates were built utilizing the students' formative assessment data, and incorporating individual turns provided an immediate check for understanding. This program component was typically ten to fifteen minutes of a 45-minute session.

Our focus in Tier 2 was to accelerate while remediating. Most of the early literacy skills we focused on had previously been taught, just not to mastery. To this end, we taught the "big rules" first and then moved to specifics as needed. For example, "When two vowels go a-walking the first one does the talking" is a general rule that we found was helpful to students. We also focused on the "sh-th-wh-ch" digraphs early in the year,

finding that many of our students were stuck at the level of individual letter sounds and would try to blend “t-h-a-t” without success. Notably, many of the first 100 sight words contain these digraphs.

Of particular note was the importance of teaching letter sounds as “stop” or “continuous” sounds. When students produced a stop sound with the “u” trailing along, it interfered greatly with blending. For instance, with the above example of the word “that”, the child produced “tu-hu-aaa-tu”, thus was unable to blend it into a word. Template 9, “Continuous Blending” was also helpful for these students. Producing the above word would sound like “thaaaat”. We had them read it slow then read it fast.

I created a binder of the most frequently used sound templates for instant access and to eliminate the need to constantly recreate these templates on the board. The binder included separate pages for consonant sounds, vowel sounds, digraphs, silent letters, consonant blends, vowel combinations, r-controlled vowels, and diphthongs. We used the consonant page to reinforce any consonant sounds not yet mastered, differentiating between continuous sounds and stop sounds so the students could hear the difference.

We moved quickly into vowel-focused word reading, first producing the vowel sound or sounds in the word, second blending slowly, finally reading the word fast. For whiteboard work, we made a template comprised of words with the target vowel sounds as well as words from the story we would be reading and a row of multisyllabic words, usually between ten and twelve words total. When working with only one or two children, often I would invite a student up to the board to underline vowel sounds before we read the words for an additional focus opportunity.

Whiteboard spelling practice allowed students to practice encoding, utilizing their auditory segmenting skill. We taught them to record a spelling for every sound that they heard, while giving them the vowel spelling when more than one possibility existed. For example, the decoding practice may have incorporated various spellings for the “long e” phoneme. Due to the complexity of English orthography, there would be more than one possible spelling for this phoneme. Therefore, we provided the target vowel spelling, for example “ea” as in “treat”. As the intention of the lesson was to improve encoding fluency to support their writing, providing the vowel spelling removed the variable and allowed the student to focus on recording consonant blends, common digraphs, and affixes. For example, this spelling lesson could include words such as reach, stream, bleach, reteach, leaping, etc. Developing abilities in spelling enabled students to exhibit greater fluency with writing.

Our primary source for leveled reading was the first grade Triumphs intervention reader, selecting the story based on the word work of the day. We often did a picture walk through the story, discussed genre, made predictions if the story lent itself to that. Students then had the opportunity to read silently to themselves without the pressure of choral reading, as I leaned in to each child individually and they whisper read to me. This gave the student the opportunity to read the passage independently, with support as needed. Then, when we read the story aloud chorally, the students were able to read with greater fluency and increased confidence. (Opitz and Rasinski, 2008). At times we incorporated reading sentence by sentence, which provided fluency practice through repeated reading while supporting their developing fluency regarding ending punctuation.

Noting punctuation is an important component of reading, and many Tier 2 students needed practice in recognizing where sentences end.

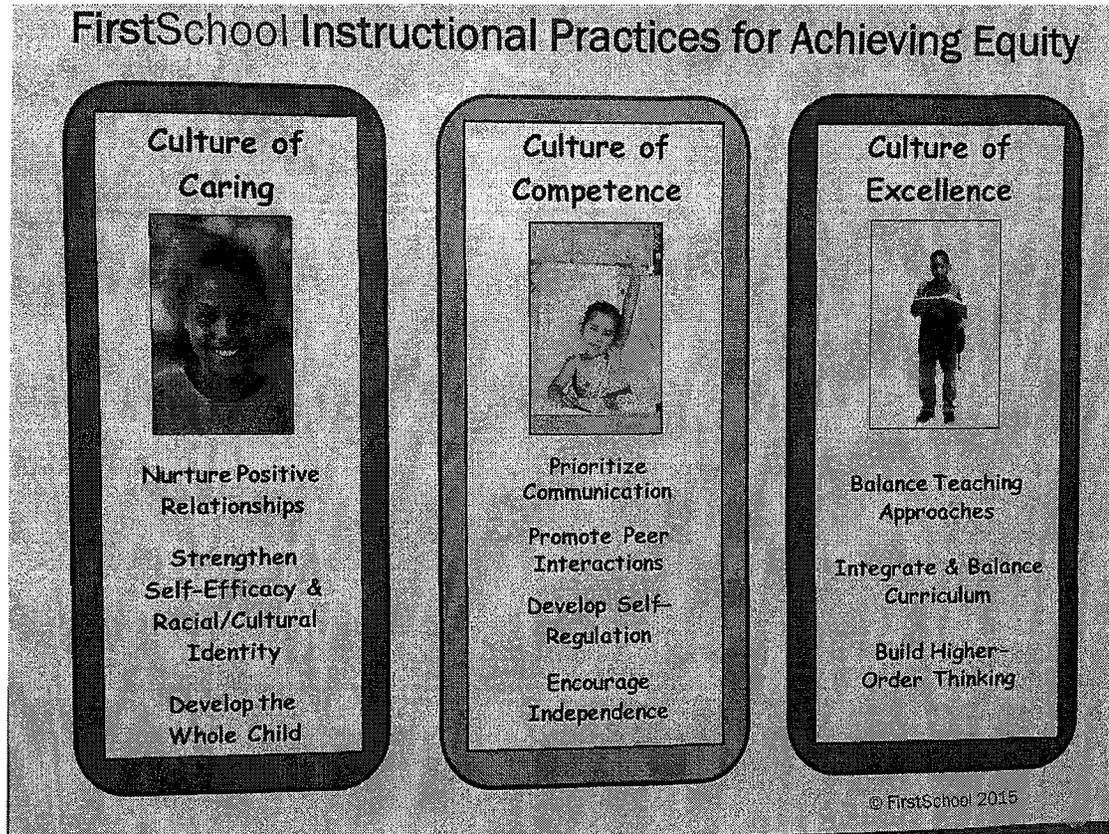
An interesting phenomenon that I frequently saw with Tier 2 students was miscuing articles and prepositions, which often hampered comprehension. Watching students' eye movements as they read was instructive, as you saw their eyes jump over the "easy" joining words to the longer, more challenging words. The children usually inserted the correct part of speech, but not the correct word. Bringing the child's awareness to what they were doing and discussing the importance of these words was usually all that was needed to improve this aspect of their fluency.

The primary focus for second grade and above was continuing to build fluency, vocabulary, and comprehension. Word work focused on multisyllabic word reading fluency, syllable breaks, and affixes, to support decoding of unfamiliar words as they were reading. Emphasis was on authentic texts, often provided by the classroom teacher. Science and social studies texts provided an abundance of decoding opportunities and new vocabulary. Google images often were helpful by providing an instant visual of the new vocabulary word.

For students of all grade levels, a key component to building fluency, comprehension, and vocabulary was expansive independent reading (Shefelbine, 2015; Stanovich, 1986). To this end, we always worked with our students to find a genre, a book series, or an author that interested them. We helped them to choose books from our lending library that matched their reading level, and taught them how to choose the "just right" book on their own. Students who became independent readers and read for pleasure rarely needed additional support.

## Chapter 5

### Reflections and Recommendations



First School Instructional Framework: Classroom Cultures. Permission to reproduce: Sharon Ritchie

### Reflections

The opportunity gap begins at birth. African American, Latino and low-income children often do not have access to early learning experiences or preschool. Additionally, ELs have the challenge of learning a second language. On that first day of kindergarten, they arrive to begin their free, universal public education. As a democratic society, we have a responsibility to welcome them into our classrooms and to provide the support they need to succeed and thrive.

Pastoral Elementary School is a small fish in the very large ocean of K-12 public education in California. Our fifteen-year path of program improvement and student achievement indicates that the concerted effort of a dedicated educational community combined with systems of formative assessments and tiered intervention can have a strong positive impact on student achievement and hold great promise for narrowing the achievement gap. The concrete evidence of this progress is illustrated by the school's STAR scores (Attachment A), which show that our school narrowed the achievement gap from 288 points to 80 points from 1999 through 2012.

During this period, we have been fortunate to receive a series of five year PreK-3 grants from Marin Community Foundation. The purpose of the grants is to improve the educational outcomes for economically disadvantaged students. The pedagogical direction of the current five-year grant (2015-2020) is the instructional framework of FirstSchool (2014), presented in graphic form at the beginning of this chapter. The FirstSchool approach builds upon the work of the previous two grants and reinforces the focus of a child-centered classroom culture and curriculum.

### **Applying Tier 2 Practices to the Tier 1 Classroom**

Howard (2009) calls Tier 1 instruction “the most critical ingredient in the RTI mix” (p. 54). Differentiated instruction involves modifying the content, process, product or learning environment to effectively address the variety of student interests, learning preferences, affective needs and readiness levels in today's classrooms (Tomlinson, 2003). A classroom organized for differentiated instruction enables the teacher to meet the disparate needs of the students (Howard, 2009). According to Allington's (2009) research, the most effective first grade teachers begin the year frontloading small group

time to the students with the greatest need. At the beginning of the year, the allocation of time could be as much as 70% for the least able and 30% for the most able students (p. 10). As the year progresses, the most effective teachers gradually move toward a balanced allocation of time. This approach is applicable for kindergarten classrooms as well, and the Tier 2 strategies detailed in Chapter 4 are easily adapted to Tier 1 instructional groupings. In the absence of a Tier 2 intervention program, a strong K-1 program becomes even more essential. A balanced approach to literacy is essential, as young students need both foundational skills and rich literature to become prosodic and enthusiastic readers.

Efficient and consistent use of the Templates for Instruction (Ashlock, 2006-2007) appears to accelerate rapid acquisition of phonics. The CORE Phonics Survey sorts the students by their developmental level, which enables the teacher to target instruction most effectively. With the zone of proximal development (ZPD) in mind (Vygotsky, 1978), teaching vowel sounds using four-letter words with consonant blends provides the opportunity for mastery of both categories simultaneously. Monitor student progress approximately every six weeks, resort the groups, and begin anew.

Based on my experience, focusing on the reciprocal relationship between reading (decoding) and writing (encoding) appears to accelerate student mastery of the alphabetic principle. The say-spell-say method of practicing sight words reinforces letter names as well as spelling of the many irregular words. I have observed an increase in students' confidence and fluency with writing as they master phoneme segmentation fluency and apply it in their daily work.

Independent reading and writing activities provide meaningful individual work which allows the teacher to focus on a small group. The section on writing research in Chapter 2 presents strong support for daily writing. Whereas the time constraints of the Tier 2 program allowed little time for writing, it is a great fit for the Tier 1 classroom. Teaching developmental spelling strategies to students empowers them as writers, eliminating or greatly reducing the common refrain of “How do you spell...”. Providing plentiful high quality tools for writing honors the child’s work and perhaps increases their interest in the process.

### **Reading**

Whole class reading, small group reading with the teacher, partner reading with a peer, or individual practice all have a place in the reading curriculum. Notably, “Round Robin” reading has been found to be the least effective reading strategy. “Good-Bye Round Robin” (Opitz & Rasinski, 2006) is a great resource for finding alternatives to this outmoded method, applicable to varied classroom settings.

A leveled small group with the teacher is highly effective. The “lean in” strategy is powerful, as all students in the group are reading and rereading the leveled text silently to themselves at their own pace until the teacher leans in. The student then whisper reads to the teacher, and the teacher is then able to address the student individually with targeted support as needed before moving on to the next student.

### **Writing**

Writing time provides children with the opportunity to express themselves through writing and drawing. The most important aspect of the writing curriculum is that it be an integrated component of every day. A well-stocked writing center will include

high quality materials, both paper and implements for writing and drawing. Providing monthly journals gives the student ready access to the materials and provides a record of student progress over time. Chapter 2 provides several examples of approaches to teaching writing in the early grades.

Daily writing is the child's opportunity to tell a story in pictures and words. The process of writing integrates all they have learned about sound symbol relationships, phonemic awareness, and mechanics. Typically, the child's writing will progress in line with their stage of development. One child may represent a story with scattered consonants, another may be writing whole words phonetically.

Individual book boxes are a practice that I have observed while visiting other PreK-3 grant schools. Students are given time each week to return books they have read to the classroom library and fill their box with different books at their reading level. Their box is readily available whenever there is time in the day to read, and transition time is minimized.

### **Reflections on Tier 2**

My transition from the classroom to Tier 2 literacy intervention was quite smooth. While teaching second and third grade as a new teacher, I was naturally drawn to the students who were facing significant obstacles to success, particularly in the area of reading. I am an avid reader myself, so of course wanted each and every one of my students to discover the pleasure of reading a good book. My accomplished readers were on their own, working in partners or individually on reading, comprehension, and writing activities. If only I knew then what I know now!

The Ashlock (2006-2007) training was research based, and provided a solid foundation for the Tier 2 program. I continued to attend trainings and read journals, exploring different methodologies and seeing what produced the best results. The small group setting of Tier 2 allowed for undivided focus on the tutoring students. We were fortunate to have the Intervention Tutor, who was highly trained and amazing to listen to while she worked with children. She and I collaborated on a daily basis, usually eating our lunch together in the room while talking about our students and aspects of our program.

Our classroom was a warm and welcoming place, and our program was very popular with the students. We met them at their level and moved them along from there, celebrating their successes and building their confidence as readers.

### **Recommendations**

Though the program of intervention I put into place in Pastoral Elementary could be considered a success, upon my retirement in June, 2015, my position as Literacy Intervention Teacher was not filled due to budget constraints. This has resulted in the intervention tutor attempting to fill the gap by administering benchmark assessments and CELDT as well as coordinating the MCF grant. This has impacted her availability for tutoring Tier 2 students.

My recommendation is that my site position be replaced with a district-wide position of Literacy Coach. The District Literacy Coach could serve as the Grant Coordinator for the current MCF FirstSchool grant, which is in place through June 2020. The District Literacy Coach could also train staff to administer the schoolwide benchmark assessments in the areas of reading, writing, and math, insuring consistency

of data collection across the district. Training of instructional assistants in early literacy skills would expand the number of staff members able to provide support to students. Another key role of the District Literacy Coach could be supporting classroom teachers with integration of the new instructional practices of the MCF FirstSchool grant.

### **Potential for Future Research**

The Tier 1 and 2 instructional practices described in Chapter 4 proved effective in our program, within the context of our small school. Would they be applicable to a larger school with several classrooms at each grade level? In what ways would systems need to be modified? For example, the individualized sight word system worked well in our small school, but would likely prove unwieldy in a larger school. Perhaps batches of preprinted sight word cards could be used in small groups, using the sight word assessment to check for mastery. It would be informative to test out both systems and compare the results.

Phonics instruction is also an area that lends itself to further research. Publisher programs introduce phonemes one at a time, not teaching the diphthongs until near the end of first grade and then again at the end of second grade, third grade, etc. Yet most students would be able to read “boy” and “toy” as sight words much earlier in the first grade year. Why wait until the end of the year to generalize that knowledge?

I have administered the CORE Phonics assessment countless times, and students typically are stronger with the real words and fall off with the pseudo words. Mastery of the phonemes are of particular importance for ELs, as they are more likely to encounter words that are not in their oral vocabulary and must rely on decoding strategies. A solid grasp of the phonemes is also important in higher grades for decoding multisyllabic words with ease.

If I were to return to the classroom, I would introduce and practice all the general rules early in the first grade year, beginning with vowel pairs. I would use word families to practice the vowel patterns, and then reinforce in small group for students who need additional practice. My hypothesis is that this would provide sufficient scaffolding for many of the students in the class, freeing up small group time for the students who need many repetitions to achieve mastery. This would be a great research project for a school with several first grade classrooms. If the results match my hypothesis, theoretically it could influence the structure of publisher programs in the future.

**Attachment A**  
**API, Pastoral Elementary School\***  
**Grades 2 through 8**  
**1999-2012**

Testing Year	API School	Change	SED**	API*** Latino	API Anglo	Latino/Anglo Gap
1999	690		501	486	774	288
2000	710	20	525	494	793	299
2001	755	45	645	573	823	250
2002	739	-16	653	629	784	155
2003	744	5	647	646	782	136
2004	731	-13	645	632	774	142
2005	791	60	711	697	851	154
2006	772	-19	721	720	811	91
2007	827	55	772	756	895	139
2008	826	-1	786	784	873	89
2009	826	0	772	785	876	91
2010	820	-6	771	764	870	106
2011	841	21	771	789	892	103
2012	850	9	792	813	893	80
14 year gain	160			327	119	

\*Pseudonym

\*\*Socioeconomically Disadvantaged

\*\*\*Academic Performance Index

Source: State Testing and Reporting (STAR), 1999-2012

**Attachment B**  
**PreK-3<sup>rd</sup> Assessment Schedule**  
**English Language Arts**

PreK-K	Kinder Readiness Survey
K-3 <sup>rd</sup>	DIBELS Benchmark Assessments Sept, Jan, May; PM as needed
	Dolch Sight Word Assessment:
	1 <sup>st</sup> : Sept, PM as needed through first 100 words
	2 <sup>nd</sup> : Sept, PM as needed through 300 words
	3 <sup>rd</sup> : Sept for any new students
	CORE Phonics Assessment
	Kinder: June through CVC words
	1 <sup>st</sup> – 3 <sup>rd</sup> : Sept, PM as needed until student passes screening through multisyllabic nonsense words
1 <sup>st</sup> – 3 <sup>rd</sup>	Elementary Spelling Inventory, Words Their Way
	1 <sup>st</sup> – 3 <sup>rd</sup> : September and May, PM as needed
2 <sup>nd</sup> – 3 <sup>rd</sup>	San Diego Quick
	2 <sup>nd</sup> -3rd: May
K-3 <sup>rd</sup>	CELDT, September – October, hand-scored

**Attachment C**  
**Templates for Instruction**



January 25, 2016

Ashlock Consulting gives permission to Sandy Kaplan to reproduce the Templates for Effective Instruction in their original form with all footers and copyright citations in the body of her thesis entitled "ELLS, Equity and Early Intervention".

Sincerely,

A handwritten signature in cursive script that reads "Jennifer J. Ashlock".

Jennifer J. Ashlock  
President  
Ashlock Consulting, Inc.  
P.O. Box 4515  
Petaluma, CA 94945

Card #1	Template for Letter Recognition (Name) Review													
Steps	Explanation/Script													
<b>TASK</b>	Letter/name review													
<b>PREPARATION</b>	Write the letters from the Lesson Map on the board.													
<b>SIGNALING PROCEDURE</b> Use appropriate signals to elicit unison student responses.	<table border="1"> <thead> <tr> <th></th> <th>Do</th> <th>Say</th> </tr> </thead> <tbody> <tr> <td>Focus</td> <td>Touch just to the left of the letter.</td> <td>Name?</td> </tr> <tr> <td>Wait time</td> <td>2 seconds</td> <td></td> </tr> <tr> <td>Signal for student response</td> <td>Tap under letter.</td> <td></td> </tr> </tbody> </table>			Do	Say	Focus	Touch just to the left of the letter.	Name?	Wait time	2 seconds		Signal for student response	Tap under letter.	
	Do	Say												
Focus	Touch just to the left of the letter.	Name?												
Wait time	2 seconds													
Signal for student response	Tap under letter.													
<b>1. EXPLAIN TASK</b> Briefly name and explain the task to students prior to starting the activity.	<p>Say: <i>You're going to practice saying the names for some letters. When I touch next to a letter, figure out the name in your head. Say the name of the letter when I tap under it.</i></p>													
<b>2. MODEL RESPONSE</b> Model desired response to the task with several examples using signaling procedure above.	<p>(Model only the first couple of times you do this template.) Say: <i>I'll model how to say the name of the first two letters. My turn.</i> Model, using the signaling procedure above, with only teacher responding.</p>													
<b>3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID</b> Use effective signaling, monitoring, and pacing procedures.	<p>Say: <i>Your turn.</i> Use the signaling procedure above with only students responding.</p>													
<b>4. CORRECTION PROCEDURE</b>	<p>To correct students: Say: <i>My turn.</i> Use signaling procedure above with only teacher responding to correct students on missed item. Say: <i>Your turn.</i> Use signaling procedure above with only students responding. Back up two letters and continue.</p>													
<b>5. INDIVIDUAL TURNS</b>	<p>When the group is answering all items correctly, provide individual turns as a check. Call on several students for one letter each. Call on students in an unpredictable order. Call more frequently on students who made errors. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.</p>													

June 2005 (Revised June 2007) DRAFT Templates, a product of the National Center for Reading First Technical Assistance (NCRFTA).  
Developed by the Western Regional Reading First Technical Assistance Center (WRRF-TAC) in collaboration with Ashlock Consulting, Inc.

The intellectual property represented in these materials, as well as the materials themselves, are protected by copyright. In addition, the provisions of EDGAR Section 80.34, apply to these materials. Any use of these materials, including, but not limited to, copying, distribution, or sale is expressly prohibited without the written consent of the developer.

Card #2	Template for Letter/Sound Review										
Steps	Explanation/Script										
<b>TASK</b>	Letter/sound review										
<b>PREPARATION</b>	Write letters from the Lesson Map on the board.										
<b>SIGNALING PROCEDURE</b> Use appropriate signals to elicit unison student responses.	<table border="1" data-bbox="854 443 1240 554"> <thead> <tr> <th data-bbox="854 443 1008 470">Focus</th> <th data-bbox="1008 443 1122 470">Do</th> <th data-bbox="1122 443 1240 470">Say</th> </tr> </thead> <tbody> <tr> <td data-bbox="854 470 1008 497">Wait time</td> <td data-bbox="1008 470 1122 497">Touch just to left of letter.</td> <td data-bbox="1122 470 1240 497">Sound?</td> </tr> <tr> <td data-bbox="854 497 1008 525">Signal for student response</td> <td data-bbox="1008 497 1122 525">2 seconds</td> <td data-bbox="1122 497 1240 525">Tap/touch under letter*.</td> </tr> </tbody> </table>		Focus	Do	Say	Wait time	Touch just to left of letter.	Sound?	Signal for student response	2 seconds	Tap/touch under letter*.
Focus	Do	Say									
Wait time	Touch just to left of letter.	Sound?									
Signal for student response	2 seconds	Tap/touch under letter*.									
	* Tap under stop sounds, touch for two seconds under continuous sounds.										
<b>1. EXPLAIN TASK</b> Briefly name and explain the task to students prior to starting the activity.	Say: <i>You're going to practice saying the <u>sounds</u> for some letters. When I touch next to a letter, figure out the sound in your head. When I touch under the letter say the sound as long as I continue to touch under the letter.</i>										
<b>2. MODEL RESPONSE</b> Model desired response to the task with several examples using signaling procedure above.	(Model only the first couple of times you do this template.) Say: <i>I'll model how to say the sound of the first two letters when I touch under them. My turn.</i> Model, using the signaling procedure above, with only teacher responding.										
<b>3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID</b> Use effective signaling, monitoring, and pacing procedures.	Say: <i>Your turn.</i> Use the signaling procedure above with only students responding.										
<b>4. CORRECTION PROCEDURE</b>	To correct students: Say: <i>My turn.</i> Use signaling procedure above with only teacher responding to correct students on missed item. Say: <i>Your turn.</i> Use signaling procedure above with only students responding. Back up two letters and continue.										
<b>5. INDIVIDUAL TURNS</b>	When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one sound each. Call on students in an unpredictable order. Call more frequently on students who made errors. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.										

June 2005 (Revised June 2007) DRAFT Templates, a product of the National Center for Reading First Technical Assistance (NCRFTA).  
Developed by the Western Regional Reading First Technical Assistance Center (WRRFTAC) in collaboration with Ashlock Consulting, Inc.

The intellectual property represented in these materials, as well as the materials themselves, are protected by copyright. In addition, the provisions of EDGAR Section 80.34, apply to these materials. Any use of these materials, including, but not limited to, copying, distribution, or sale is expressly prohibited without the written consent of the developer.

Card #3	Template for Practicing Word Reading (regular and irregular words)													
Steps	Explanation/Script													
<b>TASK</b>	Regular and irregular word reading													
<b>PREPARATION</b>	Write words from the Lesson Map on the board.													
<b>SIGNALING PROCEDURE</b> Use appropriate signals to elicit unison student responses.	<table border="1"> <thead> <tr> <th></th> <th>Do</th> <th>Say</th> </tr> </thead> <tbody> <tr> <td><b>Focus</b></td> <td>Touch just to the left of word.</td> <td><b>Word?</b></td> </tr> <tr> <td><b>Wait time</b></td> <td>2 seconds</td> <td></td> </tr> <tr> <td><b>Signal for student response</b></td> <td>Slide hand under word quickly.</td> <td></td> </tr> </tbody> </table>			Do	Say	<b>Focus</b>	Touch just to the left of word.	<b>Word?</b>	<b>Wait time</b>	2 seconds		<b>Signal for student response</b>	Slide hand under word quickly.	
	Do	Say												
<b>Focus</b>	Touch just to the left of word.	<b>Word?</b>												
<b>Wait time</b>	2 seconds													
<b>Signal for student response</b>	Slide hand under word quickly.													
<b>1. EXPLAIN TASK</b> Briefly name and explain the task to students prior to starting the activity.	Say: <i>You're going to practice reading words. When I touch just to the left of a word, figure out the word in your head. When I slide my hand under the word, say the word.</i>													
<b>2. MODEL RESPONSE</b> Model desired response to the task with several examples using signaling procedure above.	(Model only the first couple of times you do this template.) Say: <i>I'll model how to say the first two words when I slide my hand under them. My turn.</i> Model, using the signaling procedure above, with only teacher responding.													
<b>3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID</b> Use effective signaling, monitoring, and pacing procedures.	Say: <i>Your turn.</i> Use the signaling procedure above with only students responding.													
<b>4. CORRECTION PROCEDURE</b>	<p>To correct students for <u>regular words</u>:</p> <p>Say: <i>My turn.</i> Use signaling procedure above with only teacher responding to correct students on missed item. Say: <i>Your turn.</i> Use signaling procedure above with only students responding. Then use one of the following routines on the missed word:</p> <ol style="list-style-type: none"> <li>1. Sound-by-Sound Blending (Card 8)</li> <li>2. Continuous Blending (Card 9)</li> <li>3. Word Reading-Spelling Focused (Card 10)</li> </ol> <p>Back up two words and continue.</p> <p>To correct students for <u>irregular words</u>:</p> <p>Say: <i>My turn.</i> Use signaling procedure above with only teacher responding. Say: <i>Your turn. Word? _____, Spell _____.</i> Tap under each letter as students spell the word aloud. <i>Word? _____.</i> Back up two words and continue.</p>													

Continued on next page.

June 2005 (Revised June 2007) DRAFT Templates, a product of the National Center for Reading First Technical Assistance (NCRFTA).  
Developed by the Western Regional Reading First Technical Assistance Center (WRRFTAC) in collaboration with Ashlock Consulting, Inc.

The intellectual property represented in these materials, as well as the materials themselves, are protected by copyright. In addition, the provisions of EDGAR Section 80.34, apply to these materials. Any use of these materials, including, but not limited to, copying, distribution, or sale is expressly prohibited without the written consent of the developer.

Card #4	Template for Onset-Rime Blending Instruction													
Steps	Explanation/Script													
<p><b>TASK</b></p> <p><b>PREPARATION</b></p> <p><b>SIGNALING PROCEDURE</b> Use appropriate signals to elicit unison student responses.</p> <p><b>1. EXPLAIN TASK</b> Briefly name and explain the task to students prior to starting the activity.</p> <p><b>2. MODEL RESPONSE</b> Model desired response to the task with several examples using signaling procedure above.</p> <p><b>3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL UNDERSTANDING APPEARS TO BE SOLID</b> Use effective signaling, monitoring, and pacing procedures.</p> <p><b>4. CORRECTION PROCEDURE</b></p> <p><b>5. INDIVIDUAL TURNS</b></p>	<p>Onset-Rime Blending</p> <p>Have white board marker with green cap and words from Lesson Map available.</p> <table border="1" data-bbox="870 453 1325 604"> <thead> <tr> <th></th> <th>Do</th> <th>Say</th> </tr> </thead> <tbody> <tr> <td>Focus</td> <td>● Tap green cap of whiteboard marker. ● Tap white part of marker.</td> <td>● /k/ ● /at/</td> </tr> <tr> <td>Wait time</td> <td>None</td> <td></td> </tr> <tr> <td>Signal for student response</td> <td>Quickly slide finger above marker from left to right from student perspective.</td> <td></td> </tr> </tbody> </table> <p>Say: <i>You're going to put together the first sound(s) and the end part of a word to make a whole word. I'll tap the marker as I say the parts. When I slide my finger above the marker, you say the word.</i></p> <p>(Model only the first couple of times you do this template.) Say: <i>I'll model two words for you. I'll say the first sound(s) and the end part, then I'll say the whole word. My turn.</i> Model, using the signaling procedure above, with only teacher responding.</p> <p>Say: <i>Your turn.</i> Use the signaling procedure above with only students responding.</p> <p>To correct students: Say: <i>My turn.</i> Use signaling procedure above with only teacher responding to correct students on missed item. Say: <i>Your turn.</i> Use signaling procedure above with only students responding. Back up two words and continue.</p> <p>When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.</p>			Do	Say	Focus	● Tap green cap of whiteboard marker. ● Tap white part of marker.	● /k/ ● /at/	Wait time	None		Signal for student response	Quickly slide finger above marker from left to right from student perspective.	
	Do	Say												
Focus	● Tap green cap of whiteboard marker. ● Tap white part of marker.	● /k/ ● /at/												
Wait time	None													
Signal for student response	Quickly slide finger above marker from left to right from student perspective.													

June 2005 (Revised June 2007) DRAFT Templates, a product of the National Center for Reading First Technical Assistance (NCRFTA).  
Developed by the Western Regional Reading First Technical Assistance Center (WRRFTAC) in collaboration with Ashlock Consulting, Inc.

The intellectual property represented in these materials, as well as the materials themselves, are protected by copyright. In addition, the provisions of EDGAR Section 30.04, apply to these materials. Any use of these materials, including, but not limited to, copying, distribution, or sale is expressly prohibited without the written consent of the developer.

Card #5		Template for Phoneme Blending Instruction													
Steps	Explanation/Script														
<p><b>TASK</b></p> <p><b>PREPARATION</b></p> <p><b>SIGNALING PROCEDURE</b> Use appropriate signals to elicit unison student responses.</p> <p><b>1. EXPLAIN TASK</b> Briefly name and explain the task to students prior to starting the activity.</p> <p><b>2. MODEL RESPONSE</b> Model desired response to the task with several examples using signaling procedure above.</p> <p><b>3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL UNDERSTANDING APPEARS TO BE SOLID</b> Use effective signaling, monitoring, and pacing procedures.</p> <p><b>4. CORRECTION PROCEDURE</b></p> <p><b>5. INDIVIDUAL TURNS</b></p>	<p>Phoneme blending</p> <p>Prepare chains of 2, 3, 4, and 5 cubes prior to lesson. Have words from Lesson Map available.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 55%;">Do</th> <th style="width: 30%;">Say</th> </tr> </thead> <tbody> <tr> <td><b>Focus</b></td> <td>Tap one cube as you say each sound from left to right from student perspective; one second between each sound.</td> <td>/k/ /a/ /t/</td> </tr> <tr> <td><b>Wait time</b></td> <td>None</td> <td></td> </tr> <tr> <td><b>Signal for student response</b></td> <td>Quickly slide finger above cubes from left to right from student perspective</td> <td></td> </tr> </tbody> </table> <p><b>Say:</b> <i>You're going to practice blending individual sounds to make words. I'll tap a cube as I say each sound in the word. When I slide my finger above the cubes you'll say the whole word.</i></p> <p>(Model only the first couple of times you do this template.) <b>Say:</b> <i>I'll model for you how to blend the sounds I say into a word. I'll model two words. My turn.</i> Model, using the signaling procedure above, with only teacher responding.</p> <p><b>Say:</b> <i>Your turn.</i> Use the signaling procedure above with only students responding.</p> <p>To correct students: <b>Say:</b> <i>My turn.</i> Use signaling procedure above with only teacher responding to correct students on missed item. <b>Say:</b> <i>Your turn.</i> Use signaling procedure above with only students responding. Back up two words and continue.</p> <p>When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.</p>				Do	Say	<b>Focus</b>	Tap one cube as you say each sound from left to right from student perspective; one second between each sound.	/k/ /a/ /t/	<b>Wait time</b>	None		<b>Signal for student response</b>	Quickly slide finger above cubes from left to right from student perspective	
	Do	Say													
<b>Focus</b>	Tap one cube as you say each sound from left to right from student perspective; one second between each sound.	/k/ /a/ /t/													
<b>Wait time</b>	None														
<b>Signal for student response</b>	Quickly slide finger above cubes from left to right from student perspective														

June 2005 (Revised June 2007) DRAFT Templates, a product of the National Center for Reading First Technical Assistance (NCRFTA).  
Developed by the Western Regional Reading First Technical Assistance Center (WRRFTAC) in collaboration with Ashlock Consulting, Inc.

The intellectual property represented in these materials, as well as the materials themselves, are protected by copyright. In addition, the provisions of EDGAR Section 80.34, apply to these materials. Any use of these materials, including, but not limited to, copying, distribution, or sale is expressly prohibited without the written consent of the developer.

Card #6	Template for Phoneme Segmentation													
Steps	Explanation/Script													
<p><b>IDENTIFY TASK</b></p> <p><b>PREPARATION</b></p> <p><b>SIGNALING PROCEDURE</b> Use appropriate signals to elicit unison student responses.</p> <p><b>1. EXPLAIN TASK</b> Briefly name and explain the task to students prior to starting the activity.</p> <p><b>2. MODEL RESPONSE</b> Model desired response to the task with several examples using signaling procedure above.</p> <p><b>3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL UNDERSTANDING APPEARS TO BE SOLID</b> Use effective signaling, monitoring, and pacing procedures.</p> <p><b>4. CORRECTION PROCEDURE</b></p> <p><b>5. INDIVIDUAL TURNS</b></p>	<p>Phoneme Segmenting</p> <p>Have words from Lesson Map available.</p> <table border="1" data-bbox="841 428 1295 596"> <thead> <tr> <th></th> <th>Do</th> <th>Say</th> </tr> </thead> <tbody> <tr> <td><b>Focus</b></td> <td>Hold up a closed fist, fingers facing you.</td> <td><i>Pan.</i></td> </tr> <tr> <td><b>Wait time</b></td> <td>None</td> <td></td> </tr> <tr> <td><b>Signal for student response</b></td> <td>Every second hold up one finger in a left to right progression from student perspective for every sound in the word.</td> <td></td> </tr> </tbody> </table>		Do	Say	<b>Focus</b>	Hold up a closed fist, fingers facing you.	<i>Pan.</i>	<b>Wait time</b>	None		<b>Signal for student response</b>	Every second hold up one finger in a left to right progression from student perspective for every sound in the word.		<p>Say: <i>You're going to practice saying the sounds in words. I'll say a word. Each time I hold up a finger, you'll say a sound in the word.</i></p> <p>(Model only the first couple of times you do this template.) Say: <i>I'll model how to say the sounds in two words. I'll say a sound each time I hold up a finger. My turn.</i> Model, using the signaling procedure above, with only teacher responding.</p> <p>Say: <i>Your turn.</i> Use the signaling procedure above with only students responding.</p> <p>To correct students: Say: <i>My turn.</i> Use signaling procedure above with only teacher responding to correct students on missed item. Say: <i>Your turn.</i> Use signaling procedure above with only students responding. Back up two words and continue.</p> <p>When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.</p>
	Do	Say												
<b>Focus</b>	Hold up a closed fist, fingers facing you.	<i>Pan.</i>												
<b>Wait time</b>	None													
<b>Signal for student response</b>	Every second hold up one finger in a left to right progression from student perspective for every sound in the word.													

June 2005 (Revised June 2007) DRAFT Templates, a product of the National Center for Reading First Technical Assistance (NCRFTA).  
Developed by the Western Regional Reading First Technical Assistance Center (WRRFTAC) in collaboration with Ashlock Consulting, Inc.

The intellectual property represented in these materials, as well as the materials themselves, are protected by copyright. In addition, the provisions of EDCAR Section 80.34, apply to these materials. Any use of these materials, including, but not limited to, copying, distribution, or sale is expressly prohibited without the written consent of the developer.

Card #7	Template for Sound/Spelling Review													
Steps	Explanation/Script													
<b>TASK</b>	Sound/spelling review													
<b>PREPARATION</b>	Write spellings from the Lesson Map on the board.													
<b>SIGNALING PROCEDURE</b>	<table border="1" data-bbox="852 436 1237 569"> <thead> <tr> <th data-bbox="852 436 1008 462">Focus</th> <th data-bbox="1008 436 1122 462">Do</th> <th data-bbox="1122 436 1237 462">Say</th> </tr> </thead> <tbody> <tr> <td data-bbox="852 462 1008 510"></td> <td data-bbox="1008 462 1122 510">Touch just to the left of the spelling.</td> <td data-bbox="1122 462 1237 510">Sound?</td> </tr> <tr> <td data-bbox="852 510 1008 535">Wait time</td> <td colspan="2" data-bbox="1008 510 1237 535">2 seconds</td> </tr> <tr> <td data-bbox="852 535 1008 569">Signal for student response</td> <td data-bbox="1008 535 1122 569">Tap under spelling.</td> <td data-bbox="1122 535 1237 569"></td> </tr> </tbody> </table>		Focus	Do	Say		Touch just to the left of the spelling.	Sound?	Wait time	2 seconds		Signal for student response	Tap under spelling.	
Focus	Do	Say												
	Touch just to the left of the spelling.	Sound?												
Wait time	2 seconds													
Signal for student response	Tap under spelling.													
Use appropriate signals to elicit unison student responses.														
<b>1. EXPLAIN TASK</b>	Say: <i>You're going to practice saying the <u>sounds</u> for some spellings. When I touch next to a spelling, figure out the sound in your head. When I tap under the spelling, say the sound.</i>													
Briefly name and explain the task to students prior to starting the activity.														
<b>2. MODEL RESPONSE</b>	(Model only the first couple of times you do this template.)													
Model desired response to the task with several examples using signaling procedure above.	Say: <i>I'll model how to say the sounds of the first two spellings. My turn.</i> Model, using the signaling procedure above, with only teacher responding.													
<b>3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID</b>	Say: <i>Your turn.</i> Use the signaling procedure above with only students responding.													
Use effective signaling, monitoring, and pacing procedures.														
<b>4. CORRECTION PROCEDURE</b>	To correct students: Say: <i>My turn.</i> Use signaling procedure above with only teacher responding.													
Use signaling procedure above with only students responding.	Say: <i>Your turn.</i> Use signaling procedure above with only students responding. Back up two spellings and continue.													
<b>5. INDIVIDUAL TURNS</b>	When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one spelling each. Call on students in an unpredictable order. Call more frequently on students who made errors. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.													

June 2005 (Revised June 2007) DRAFT Templates, a product of the National Center for Reading First Technical Assistance (NCRFTA).  
Developed by the Western Regional Reading First Technical Assistance Center (WRRFTAC) in collaboration with Ashlock Consulting, Inc.

The intellectual property represented in these materials, as well as the materials themselves, are protected by copyright. In addition, the provisions of EDGAR Section 80.34, apply to these materials. Any use of these materials, including, but not limited to, copying, distribution, or sale is expressly prohibited without the written consent of the developer.



<p><b>3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID</b> Use effective signaling, monitoring, and pacing procedures.</p>	<p>Say: <b>Your turn.</b> Use the above signaling procedure with only students responding.</p>
<p><b>4. CORRECTION PROCEDURE</b></p>	<p>To correct students: Sound Error:</p> <ul style="list-style-type: none"> <li>• Say: <b>My turn.</b> Use signaling procedure above (without rewriting missed spelling) with only teacher responding to correct students on missed sound.</li> <li>• Say: <b>Your turn.</b> Use signaling procedure above with only students responding.</li> <li>• Erase letters. Say: <b>Let's start over.</b> Re-present word.</li> </ul> <p>Blending or Word Error:</p> <ul style="list-style-type: none"> <li>• Say: <b>My turn.</b> Use signaling procedure above with only teacher responding to correct students on missed item.</li> <li>• Say: <b>Your turn.</b> Use signaling procedure above with only students responding.</li> <li>• Finish word.</li> <li>• Erase missed word.</li> <li>• Back up two words and continue.</li> <li>• Re-present missed word using all steps in signaling procedure with only students responding.</li> </ul>
<p><b>5. INDIVIDUAL TURNS</b></p>	<p>When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.</p>

June 2005 (Revised June 2007) DRAFT Templates, a product of the National Center for Reading First Technical Assistance (NCRFTA).  
Developed by the Western Regional Reading First Technical Assistance Center (WRRFTAC) in collaboration with Ashlock Consulting, Inc.

The intellectual property represented in these materials, as well as the materials themselves, are protected by copyright. In addition, the provisions of EDGAR Section 80.34, apply to these materials. Any use of these materials, including, but not limited to, copying, distribution, or sale is expressly prohibited without the written consent of the developer.

Card #9		Template for Continuous Blending																										
Steps		Explanation/Script																										
<b>TASK</b>		Continuous Blending																										
<b>PREPARATION</b>		Write words from Lesson Map on board.																										
<b>SIGNALING PROCEDURE</b> Use appropriate signals to elicit unison student responses.		<table border="1"> <thead> <tr> <th>Blending</th> <th>Do</th> <th>Say</th> </tr> </thead> <tbody> <tr> <td><b>Focus</b></td> <td>Touch just to the left of word*.</td> <td><b>Blend.</b></td> </tr> <tr> <td><b>Wait time</b></td> <td>1 second</td> <td></td> </tr> <tr> <td><b>Signal for student response</b></td> <td>Loop finger quickly from letter to letter. Touch under each letter for 1-2 seconds for continuous sounds and an instant for stop sounds.**</td> <td></td> </tr> <tr> <td colspan="3"><b>Word Reading</b></td> </tr> <tr> <td><b>Focus</b></td> <td>Touch just to the left of word.</td> <td><b>Word?</b></td> </tr> <tr> <td><b>Wait time</b></td> <td>None</td> <td></td> </tr> <tr> <td><b>Signal for student response</b></td> <td>Slide hand quickly under word.</td> <td></td> </tr> </tbody> </table>			Blending	Do	Say	<b>Focus</b>	Touch just to the left of word*.	<b>Blend.</b>	<b>Wait time</b>	1 second		<b>Signal for student response</b>	Loop finger quickly from letter to letter. Touch under each letter for 1-2 seconds for continuous sounds and an instant for stop sounds.**		<b>Word Reading</b>			<b>Focus</b>	Touch just to the left of word.	<b>Word?</b>	<b>Wait time</b>	None		<b>Signal for student response</b>	Slide hand quickly under word.	
Blending	Do	Say																										
<b>Focus</b>	Touch just to the left of word*.	<b>Blend.</b>																										
<b>Wait time</b>	1 second																											
<b>Signal for student response</b>	Loop finger quickly from letter to letter. Touch under each letter for 1-2 seconds for continuous sounds and an instant for stop sounds.**																											
<b>Word Reading</b>																												
<b>Focus</b>	Touch just to the left of word.	<b>Word?</b>																										
<b>Wait time</b>	None																											
<b>Signal for student response</b>	Slide hand quickly under word.																											
		<p>* For words beginning with a stop sound start by pointing under the first letter.                      ** For words that contain letters that make stop sounds in the middle or at the end of the word, move quickly off of those letters.</p>																										
		<p><b>EXAMPLE</b></p> <ol style="list-style-type: none"> <li>Write <i>slam</i> on board.</li> <li>Touch just to left of the <i>s</i>.</li> <li>Say: <i>Blend.</i></li> <li>Loop finger quickly from letter to letter. Touch under each letter for 1-2 seconds. Students should say sound as long as you touch under each letter.</li> <li>Touch just to the left of <i>slam</i>.</li> <li>Say: <i>Word.</i></li> <li>Slide hand under entire word quickly.</li> </ol>																										
<ol style="list-style-type: none"> <li><b>EXPLAIN TASK</b> Briefly name and explain the task to students prior to starting the activity.</li> <li><b>MODEL TASK</b> Model desired response to the task with several examples using signaling procedure above.</li> </ol>		<p>Say: <i>You're going to blend sounds to make words. When I touch under a letter you'll say the sound for that letter. You'll blend the sounds into a word. When you blend, don't stop between the sounds. After you blend all the sounds, you'll say the whole word.</i></p> <p>(Model only the first couple of times you do this template.)                      Say: <i>I'll model how to blend two words. My turn.</i>                      Model for students, using the signaling procedure above, with only teacher responding.</p>																										

Continued on next page

June 2005 (revised June 2007) DRAFT Templates, a product of the National Center for Reading First Technical Assistance (NCRFTA).  
 Developed by the Western Regional Reading First Technical Assistance Center (WRRFTAC) in collaboration with Ashlock Consulting, Inc.

The intellectual property represented in these materials, as well as the materials themselves, are protected by copyright. In addition, the provisions of EDGAR Section 60.34, apply to these materials. Any use of these materials, including, but not limited to, copying, distribution, or sale is expressly prohibited without the written consent of the developer.

<p><b>3. PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS SOLID</b> Use effective signaling, monitoring, and pacing procedures.</p>	<p>Say: <b>Your turn.</b> Use the signaling procedure above with only students responding.</p>
<p><b>4. CORRECTION PROCEDURE</b></p>	<p>To correct students: Sound/Blending Error:</p> <ul style="list-style-type: none"> <li>• Stop and say: <b>My turn.</b> Use signaling procedure above with only teacher responding to correct students on missed sound.</li> <li>• Say: <b>Your turn.</b> Use signaling procedure above with only students responding.</li> <li>• Say: <b>Let's start over.</b> Re-present word.</li> </ul> <p>Word Error:</p> <ul style="list-style-type: none"> <li>• Say: <b>My turn.</b> Use signaling procedure above with only teacher responding to correct students on missed item.</li> <li>• Say: <b>Your turn.</b> Use signaling procedure above with only students responding.</li> <li>• Back up two words and continue.</li> <li>• Re-present missed word using all steps in signaling procedure with only students responding.</li> </ul>
<p><b>5. INDIVIDUAL TURNS</b></p>	<p>When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors. If a student makes an error on an individual turn, you may provide the Correction Procedure with all students responding.</p>

June 2005 (Revised June 2007) DRAFT Templates, a product of the National Center for Reading First Technical Assistance (NCRFTA).  
Developed by the Western Regional Reading First Technical Assistance Center (WRRFTAC) in collaboration with Ashlock Consulting, Inc.

The intellectual property represented in these materials, as well as the materials themselves, are protected by copyright. In addition, the provisions of EDGAR Section 00.54, apply to these materials. Any use of these materials, including, but not limited to, copying, distribution, or sale is expressly prohibited without the written consent of the developer.

Card #10	Template for Word Reading—Spelling Focused																									
Steps	Explanation/Script																									
<p><b>TASK</b></p> <p><b>PREPARATION</b></p> <p><b>SIGNALING PROCEDURE</b> Use appropriate signals to elicit unison student responses.</p>	<p>Spelling focused word reading</p> <p>Write words from Lesson Map on board.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Sound/Spelling</th> <th style="background-color: #cccccc;">Do</th> <th style="background-color: #cccccc;">Say</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;"><b>Focus</b></td> <td>Touch under focus spelling*</td> <td><b>Sound?</b></td> </tr> <tr> <td style="background-color: #cccccc;"><b>Wait time</b></td> <td>1 second</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;"><b>Signal for student response</b></td> <td>Tap under spelling.</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;"><b>Word reading</b></td> <td></td> <td></td> </tr> <tr> <td style="background-color: #cccccc;"><b>Focus</b></td> <td>Touch just to the left of word.</td> <td><b>Word?</b></td> </tr> <tr> <td style="background-color: #cccccc;"><b>Wait time</b></td> <td>2 seconds</td> <td></td> </tr> <tr> <td style="background-color: #cccccc;"><b>Signal for student response</b></td> <td>Slide hand swiftly under word.</td> <td></td> </tr> </tbody> </table> <p>* If spelling has two letters, touch with two fingers together.</p> <p><b>EXAMPLE</b></p> <ol style="list-style-type: none"> <li>1. Write <i>join</i> on board.</li> <li>2. Touch with two fingers together under <i>oi</i> and say: <b>Sound?</b></li> <li>3. Tap under <i>oi</i>/spelling with two fingers together to prompt students to say /oy/.</li> <li>4. Touch just to the left of word and say: <b>Word?</b> Pause two seconds.</li> <li>5. Slide hand swiftly under whole word to prompt students to say <i>join</i>.</li> </ol>		Sound/Spelling	Do	Say	<b>Focus</b>	Touch under focus spelling*	<b>Sound?</b>	<b>Wait time</b>	1 second		<b>Signal for student response</b>	Tap under spelling.		<b>Word reading</b>			<b>Focus</b>	Touch just to the left of word.	<b>Word?</b>	<b>Wait time</b>	2 seconds		<b>Signal for student response</b>	Slide hand swiftly under word.	
Sound/Spelling	Do	Say																								
<b>Focus</b>	Touch under focus spelling*	<b>Sound?</b>																								
<b>Wait time</b>	1 second																									
<b>Signal for student response</b>	Tap under spelling.																									
<b>Word reading</b>																										
<b>Focus</b>	Touch just to the left of word.	<b>Word?</b>																								
<b>Wait time</b>	2 seconds																									
<b>Signal for student response</b>	Slide hand swiftly under word.																									
<ol style="list-style-type: none"> <li>1. <b>EXPLAIN TASK</b> Briefly name and explain the task to students prior to starting the activity.</li> <li>2. <b>MODEL TASK</b> Model desired response to the task with several examples using signaling procedure above.</li> <li>3. <b>PROVIDE PRACTICE USING WHOLE-GROUP RESPONSES UNTIL KNOWLEDGE APPEARS TO BE SOLID</b> Use effective signaling, monitoring, and pacing procedures.</li> </ol>	<p>Say: <b>Today you'll be reading words. First you'll say the sound for a spelling. Then you'll say the word.</b></p> <p>(Model only the first couple of times you do this template.) Say: <b>I'll model how to read two words. My turn.</b> Model for students, using the signaling procedure above, with only teacher responding.</p> <p>Say: <b>Your turn.</b> Provide practice using the above signaling procedure with only students responding.</p>																									

**Continued on next page**

June 2005 (Revised June 2007) DRAFT Templates, a product of the National Center for Reading First Technical Assistance (NCRFTA) Developed by the Western Regional Reading First Technical Assistance Center (WRRFTAC) in collaboration with Ashlock Consulting, Inc.

The intellectual property represented in these materials, as well as the materials themselves, are protected by copyright. In addition, the provisions of EDGAR Section 80.34, apply to these materials. Any use of these materials, including, but not limited to, copying, distribution, or sale is expressly prohibited without the written consent of the developer.



## Bibliography

- Adams, M. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Administrator ELL Conference (2006), Sonoma County Office of Education. Project ExC-ELL: Expediting Comprehension for English Language Learners.
- Allington, R.L. (2009). *What really matters in response to intervention: Research-based designs*. Boston: Pearson.
- Allington, R.L. (2012). *What really matters for struggling readers: Designing research-based programs*. Boston: Pearson.
- Allington, R.L. ((2014). How reading volume affects both reading fluency and reading achievement. *International Electronic Journal of Elementary Education*, 7(1), 13-26. Downloaded from <http://0-content.ebscohost.com.iii.sonoma.edu>
- Ashlock Consulting, Inc. (2006-2007). *Program-specific professional development for reading instruction*. <http://www.ashlockconsulting.com>.
- Archer, A.L. (2011). Anita Archer explains the use of instructional routines in the classroom. Retrieved from <https://www.youtube.com/watch?v=ZzvPwvxBrQ>.
- Banks, J.A. (1998). The lives and values of researchers: Implications for educating citizens in a multicultural society. *Educational Researcher*, 27(7), 4-17.
- Baxter, P., Jack, S. (2008). Qualitative case study methodology: study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559. Retrieved from <http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf>
- Bear, D.R. & Invernizzi, M. (2004). *Words their way: Word study for phonics, vocabulary, and spelling instruction (3<sup>rd</sup> edition)*. New York: Pearson.
- Berman, S. (2013). The resegregation of America's schools. *School Administrator*, 70(11), 14-21. Retrieved from <http://www.aasa.org/content.aspx?id=30808>
- Berninger, V. W., Abbott, R. D., Vermeulen, & K., Fulton, C. M. (2006). Paths to reading comprehension in at-risk second-grade readers. *Journal of Learning Disabilities*, 39(4), 334-351.
- Blachman, B. A., Schatschneider, C., Fletcher, J. M., Francis, D. J., Clonan, S. M., Shaywitz, & B. A., Shaywitz, S. E. (2004). Effects of intensive reading remediation for second and third graders and a 1-year follow-up. *Journal of Educational Psychology*, 96(3), 444-461. DOI: 10.1037/0022-0663.96.3.444

- Blume, H. (2016, September 10). Feds say some students went a decade without help learning English. After lawsuit, state pledges new support. *Los Angeles Times*. Retrieved from <http://www.latimes.com/local/lanow/la-me-edu-state-will-help-english-learners-20160909-snap-story.html>
- Boscardin, C. K., Muthén, B., Francis, D.J. (2008). Early identification of reading difficulties using heterogeneous developmental trajectories. *Journal of Educational Psychology, 100*(1), 192-208. DOI: 10.1037/0022-0663.100.1.192
- Bourke, L., Davies, S.J., Sumner, E., Green, C. (2013). Individual differences in the development of early writing skills: testing the unique contribution of visuo-spatial working memory. *Reading & Writing, 27*(2), 315-335. DOI: 10.1007/s11145-013-9446-3
- California Common Core State Standards (2013). Downloaded from <http://www.cde.ca.gov/be/st/ss/documents/finaledccsstandards.pdf>
- California Department of Education (2013). Standardized testing and reporting. Retrieved from <http://star.cde.ca.gov>
- California Department of Education (1999-2013). Academic performance index (API) report. Retrieved from <http://api.cde.ca.gov/reports/API/APISearchName.asp?TheYear=&cTopic=API&cLevel=School&cName=tomales&cCounty=&cTimeFrame=S>
- California Department of Education (2015). State schools chief Torlakson calls first year of CAASPP results california's starting point toward goal of career and college readiness. Retrieved from <http://www.cde.ca.gov/nr/ne/yr15/yr15rel69.asp>
- California Department of Education (2015). Facts about English learners in California – caledfacts. Retrieved from <http://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp>
- California Department of Education (2012). *2012-13 CELDT information guide*. Downloaded from <http://www.cde.ca.gov/ta/tg/el/>
- California Department of Education (2011-2015). Teachers and students by ethnicity. Retrieved from <http://www.ed-data.org/index>
- Cavoukian, R. (1976). *Willoughby wallaby woo, singable songs for the very young*. Retrieved from [http://www.proteacher.org/a/136914\\_lyrics+to+Willoughby+Wallaby+Woo.html](http://www.proteacher.org/a/136914_lyrics+to+Willoughby+Wallaby+Woo.html)
- Center for Applied Linguistics (2013). Retrieved from <http://www.cal.org/jsp/TWI/SchoolListings.jsp>

- Clay, M. (1985). *The early detection of reading difficulties* (3<sup>rd</sup> ed.). Auckland, New Zealand: Heinemann.
- Clemens, N.H., Shapiro, E.S., Thoemmes, F. (2011). Improving the efficacy of first grade reading screening: an investigation of word identification fluency with other early literacy indicators. *School Psychology Quarterly*, 26(3), 231-244. DOI: 10.1037/a0025173
- Coker, D. (2006). Impact of first-grade factors on the growth and outcomes of urban schoolchildren's primary-grade writing. *Journal of Educational Psychology*, 98(3), 471-488. DOI: 10.1037/0022-0663.98.3.471
- Consortium on Reading Excellence, Inc. (1999). *Assessing reading: Multiple measures for kindergarten through eighth grade*. Novato: Arena Press.
- Cress, S.W. (1998). A sense of story: Interactive journal writing in kindergarten. *Early Childhood Education Journal*, 26(1), 13-17. Retrieved from 0-web.a.ebscohost.com.iii.sonoma.edu
- Cummings, K. D., Kennedy, P. C., Otterstedt, J., Baker, S. K., & Kame'enui, E. J. (2011). *DIBELS Data System: 2010-2011 Percentile Ranks for DIBELS Next Benchmark Assessments* (Technical Report 1101). Eugene, OR: University of Oregon. Retrieved from [https://dibels.uoregon.edu/docs/techreports/DIBELS\\_Next\\_Percentile\\_Ranks\\_Report.pdf](https://dibels.uoregon.edu/docs/techreports/DIBELS_Next_Percentile_Ranks_Report.pdf)
- Cutler, L. & Graham, S. (2008). Primary grade writing instruction: A national survey. *Journal of Educational Psychology*, 100(4), 907-919. DOI: 10.1037/a0012656
- Deacon, S. H. (2012). Sounds, letters and meanings: The independent influences of phonological, morphological and orthographic skills on early word reading accuracy. *Journal of Research in Reading*, 35(4), 456-475. DOI: 10.1111/j.1467-9817.2010.01496.x
- Dietrich, A.M. (2014) We're not the same: Equality vs. equity. Retrieved from <http://www.annamdietrich.com/blog/2014/11/30/equality-vs-equity>
- Dixon, M., Stuart, M., & Masterson, J. (2002). The relationship between phonological awareness and the development of orthographic representations. *Reading and Writing: An Interdisciplinary Journal*, 15, 295-316. Retrieved from 0-web.a.ebscohost.com.iii.sonoma.edu
- Dolch, E. W. (1948). *Problems in reading*. Twin Cities: Garrard Press.
- Ed-Data (2011-2012). California teachers by race/ethnicity. Retrieved from <http://www.ed-data.k12.ca.us/Pages/Home.aspx>.

- Ehri, L.C. & Wilce, L.S. (1985). Movement into reading: Is the first stage of printed word learning visual or phonetic? *Reading Research Quarterly* 20: 163-179.
- Espinoza, M. (2015, July 12). Santa Rosa Junior College launches Latino student success effort. *Press Democrat*. Retrieved from <http://www.pressdemocrat.com/news/4174241-181/santa-rosa-junior-college-launches>
- Espinoza, M. (2015, May 8). Santa Rosa Junior College's Latino enrollment skyrockets. *Press Democrat*. Retrieved from <http://www.pressdemocrat.com/news/2224318-181/santa-rosa-junior-colleges-latino>
- First School (2016). Retrieved from <http://firstschool.fpg.unc.edu> . See also Ritchie, Sharon.
- Flippo, R.F. (1999). *Educational Leadership*, 57(2), 38-41. Retrieved from <http://0-content.ebscohost.com.iii.sonoma.edu>
- Fountas, I.C. & Pinnell, G.S. (2012). Guided reading: The romance and the reality. *The Reading Teacher*, 66(4), 268-284. DOI:10.1002/TRTR.01123
- Francis, D., Rivera, M., Lesaux, N., Kieffer, M. & Rivera, H. (2006). Practical guidelines for the education of English language learners: Research-based recommendations for instruction and academic interventions. Portsmouth, New Hampshire: RMC Research Corporation, Center on Instruction. Retrieved from <http://www.centeroninstruction.org/files/ELL1%2DInterventions%2Epdf>
- Frank Porter Graham Child Development Institute. Retrieved from <http://fpg.unc.edu>
- Freeman, D.E. & Freeman, Y.S. (2004). Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, grammar. Portsmouth: Heinemann.
- Frost, J. (2001). Phonemic awareness, spontaneous writing, and reading and spelling development from a preventive perspective. *Reading and Writing: An Interdisciplinary Journal*, 14, 487-513. Retrieved from <http://0-content.ebscohost.com.iii.sonoma.edu>
- Fuchs, D., Fuchs, L.S. & Compton, D.L. (2012). Smart RTI: A next-generation approach to multilevel prevention. *Exceptional Children*, 78(3), 263-279. Retrieved from <http://0-content.ebscohost.com.iii.sonoma.edu>
- Gandara, P. & Rumberger, R. (2003). The inequitable treatment of English learners in California's public schools. University of California Linguistic Minority Research Institute. Obtained from

<http://www.diversitylearningk12.com/resources/CH15/Inequitable%20Treatment%20of%20English%20Learners.pdf>

- Gillanders, C., Mason, E. & Ritchie, S. (2011). First school – an approach that prepares prek-3 educators to effectively interpret and respond to school data. *Young Children, November, 66(6)*, 12-9. Retrieved from <http://fpg.unc.edu/resources>
- Good, R.H., & Kaminski, R.A. (Eds.) (2002). *Dynamic indicators of basic early literacy skills* (6<sup>th</sup> Eugene, OR: Institute for the Development of Educational Achievement. Retrieved from <http://dibels.uoregon.edu>
- Good, S., Masewicz, S. & Vogel, L. (2010). Latino English language learners: Bridging achievement and cultural gaps between schools and families. *Journal of Latinos and Education, 9(4)*, 321-339. DOI: 10.1080/15348431.2010.491048.
- Graham, S. (2008). Research on writing development, practice, instruction, and assessment. *Reading & Writing, 21*, 1-2. DOI: 10.1007/s11145-007-9069-7.
- Graham, S., Berninger, V.W., Abbott, R.D., Abbott, S.P., & Whitaker, D. (1997). Role of mechanics in composing of elementary school students: a new methodological approach. *Journal of Educational Psychology, 89(1)*, 170-182. Retrieved from [0-web.a.ebscohost.com.iii.sonoma.edu](http://web.a.ebscohost.com.iii.sonoma.edu)
- Graham, S. & Harris, K.R. (2005). Improving the writing performance of young struggling writers: Theoretical and programmatic research from the Center on Accelerating Student Learning. *The Journal of Special Education, 39(1)*, 19-33. Retrieved from [0-web.a.ebscohost.com.iii.sonoma.edu](http://web.a.ebscohost.com.iii.sonoma.edu)
- Graham, S., Harris, K.R., Fink-Chorzempa, B., & MacArthur, C. (2003). Primary grade teachers' instructional adaptations for struggling writers: A national survey. *Journal of Educational Psychology, 95(2)*, 279-292. DOI: 10.1037/0022-0663.95.2.279
- Graham, S., Harris, K.R., & Fink, B. (2000). Is handwriting causally related to learning to write? Treatment of handwriting problems in beginning writers. *Journal of Educational Psychology, 92(4)*, 620-633. DOI: 10.1037/90022-0663.92.4.620
- Graham, S., Harris, K.R., Mason, L., Fink-Chorzempa, B., Moran, S. & Saddler, B. (2008). How do primary grade teachers teach handwriting? A national survey. *Reading & Writing, 21*, 49-69. DOI: 10.1007/s11145-007-9064-z
- Hall, S. (2015). How to use grounded theory in research. Obtained from <http://classroom.synonym.com/use-grounded-theory-research-4830.html>
- Hannon, J. (1999). Talking back: Kindergarten dialogue journals. *The Reading Teacher, 53(3)*, 200-203. Retrieved from [0-web.a.ebscohost.com.iii.sonoma.edu](http://web.a.ebscohost.com.iii.sonoma.edu)

- Handwriting Without Tears (2015). Retrieved from: <https://www.hwtears.com/hwt>
- Hatcher, P., Hulme, C., & Ellis, A. (1994). Ameliorating early reading failure by integrating the teaching of reading and phonological skills: The phonological linkage hypothesis. *Child Development, 65*, 41-57.
- Hawley, W.D. & Nieto, S. (2010). Another inconvenient truth: Race and ethnicity matter. *Educational Leadership, 68(3)*, 66-71.
- Hill, L. (2012). California's English learner students. *Public Policy Institute of California*. Downloaded from [http://www.ppic.org/main/publication\\_quick.asp?i=1031](http://www.ppic.org/main/publication_quick.asp?i=1031)
- Holliman, A., Critten, S., Lawrence, T., Harrison, E. Wood, C. & Hughes, D. (2014). Modeling the relationship between prosodic sensitivity and early literacy. *Reading Research Quarterly, 49(4)*, 469-482. DOI: 10.1002/rrq82
- Howard, M. (2009). *RTI from all sides: What every teacher needs to know*. Portsmouth: Heinemann.
- Individuals with Disabilities Education Act (2004 and 2006). Retrieved from <http://idea.ed.gov>
- Individuals with Disabilities Education Act (2007). *Questions and answers on response to intervention (rti) and early intervening services (eis)*. Retrieved from [idea.ed.gov/explore/view/p/,root,dynamic,QaCorner,8](http://idea.ed.gov/explore/view/p/,root,dynamic,QaCorner,8),
- Jones, D. & Christensen, C.A. (1999). Relationship between automaticity in handwriting and students' ability to generate written text. *Journal of Educational Psychology, 91(1)*, 44-49. Retrieved from [0-web.a.ebscohost.com.iii.sonoma.edu](http://web.a.ebscohost.com.iii.sonoma.edu)
- Jones, J. & East, J. (2010). Empowering primary writers through daily journal writing. *Journal of Research in Childhood Education, 24*, 112-122. DOI: 10.1080/02568541003635151
- Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology, 80*, 437-447.
- Linan-Thompson, S. (2010). Response to instruction, English language learners and disproportionate representation: The role of assessment. *Psicothema, 22(4)*, 970-974. Retrieved from [0-web.a.ebscohost.com.iii.sonoma.edu](http://web.a.ebscohost.com.iii.sonoma.edu)
- Linan-Thompson, S., Vaughn, S., Prater, K. & Cirino, P.T. (2006). The response to intervention of English language learners at risk for reading problems. *Journal of Learning Disabilities, 39(5)*, 390-398.

- López, F. (2010). Identity and motivation among Hispanic English language learners in disparate educational contexts. *Education Policy Analysis Archives*, 18(16). Retrieved from <http://epaa.asu.edu/ojs/article/view/717>
- Los Angeles Times (2013). In the news: English learners. Retrieved from <http://articles.latimes.com/keyword/english-learners>
- Lyon , G. R., & Fletcher, J. M. (2001). Early warning systems. *Education Matters*, 1(2), 22-29.
- Mackenzie, N. & Hemmings, B. (2014). Predictors of success with writing in the first year of school. *Issues in Educational Research*, 24(1), 41-54. Retrieved from <http://0-content.ebscohost.com.iii.sonoma.edu>
- Mann, V.A. (1993). Phoneme awareness and future reading ability. *Journal of Learning Disabilities*, 26(4), 259-269. Retrieved from [0-web.a.ebscohost.com.iii.sonoma.edu](http://0-web.a.ebscohost.com.iii.sonoma.edu)
- Mathers, B.G., Shea, C., & Steigerwald, S. (2009). “Most of the focus was on reading”: A comparison of elementary teachers’ preparation in reading and writing. *College Reading Association Yearbook*, Issue 30, 151-163. Retrieved from [0-web.a.ebscohost.com.iii.sonoma.edu](http://0-web.a.ebscohost.com.iii.sonoma.edu)
- Mathews, S.E. (2012). Singing smoothes classroom transitions. *Dimensions of early childhood*, 40(1), 13-17.
- Mathis, W.J. & Welner, K.G. (2016). Do choice policies segregate schools? *National Education Policy Center*. Retrieved from <http://nepc.colorado.edu/files/publications/Mathis%20RBOPM-3%20Choice%20Segregation.pdf>  
<http://nepc.colorado.edu/files/publications/Mathis%20RBOPM-3%20Choice%20Segregation.pdf>
- Miller, B. & McCardle, P. (2011). Reflections on the need for continued research on writing. *Reading & Writing*, 24(2), 121-132. DOI:10.1007/s11145-010-9267-6
- Morrison, G.M., Cosden, M. A., O’Farrell, S. L. & Campos, E. (2003). Changes in Latino students’ perceptions of school belonging over time: Impact of language proficiency, self-perceptions and teacher evaluations. *The California School Psychologist*, 8, 87-98.
- Nation’s Report Card (2015). National Assessment of Educational Progress. Downloaded from [http://www.nationsreportcard.gov/reading\\_math\\_2015](http://www.nationsreportcard.gov/reading_math_2015)
- National Commission on Writing in America’s Schools and Colleges (2003). Copyright 2003 by College Entrance Examination Board.

- National Institute for Literacy (2000). *National reading panel: Teaching children to read*. Washington, D.C.: National Institutes of Health.
- National Reading Panel, see National Institute for Literacy (2000).
- Nisbett, R.E. (2010). Think big, bigger...and smaller. *Educational Leadership*, 68(3), 10-15.
- Olinghouse, N.G. (2008). Student- and instruction-level predictors of narrative writing in third grade students. *Reading and Writing*, 21, 3-26. DOI: 10.1007/s11145-007-9062-1
- Olsen, L. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California's long term English learners*. Retrieved from <http://www.californianstogether.org>.
- Opitz, M.F., & Rasinski, T.V. (2008). *Good-Bye Round Robin*. Portsmouth: Heinemann
- Orosco, M.J. (2010). A sociocultural examination of response to intervention with Latino English language learners. *Theory into Practice*, 49, 265-272. DOI: 10.1080/00405841.2010.510703
- Paquette, K.R. & Rieg, S.A. (2008). Using music to support the literacy development of young English language learners. *Early Childhood Education Journal*, 36, 227-232: DOI: 10.1007/s10643-008-0277-9
- Rack, J.P., Hulme, C. & Snowling, M.J. (1993). Learning to read: A theoretical synthesis. In: H. Reese (ed.), *Advances in child development and behavior* (pp. 100-128). San Diego, California: Academic Press.
- Raffi, see Cavoukian, R.
- Read Naturally (2016). <https://www.readnaturally.com>
- Ritchey, K.D. (2008). The building blocks of writing: Learning to write letters and spell words. *Reading & Writing*, 21, 27-47. DOI: 10.1007/s11145-007-9063-0
- Ritchie, S. (Ed.) (2014). *First School: Transforming PreK-3<sup>rd</sup> Grade for African American, Latino, and Low Income Children*. New York: Teachers College Press.
- Rivera, Tomás (2009). See Tomás Rivera Policy Institute.
- Ross, S.G. & Begeny, J.C. (2011). Improving Latino, English language learners' reading fluency: The effects of small-group and one-on-one intervention, *Psychology in the Schools*, 48(6), 604-618. DOI: 10.1002/pits.20575

- Rothstein, R. (2008). Whose problem is poverty? *Educational Leadership*, 65(7), 10-15.
- Schatschneider, C., Francis, D. J., Carlson, C. D., Fletcher, J. M., & Foorman, B. R. (2004). Kindergarten prediction of reading skills: A longitudinal comparative analysis. *Journal of Educational Psychology*, 96(2), 265-282.
- Seawright, J. & Gerring, J. (2008). Case selection techniques in case study research: A menu of qualitative and quantitative options. *Political Research Quarterly*, 61(2), 294-308. Retrieved from <http://0-www.jstor.org.iii.sonoma.edu/stable/pdf/20299733.pdf?acceptTC=true>
- Sénéchal, M., Ouellette, G., Pagan, S. & Lever, R. (2012). The role of invented spelling on learning to read in low-phoneme awareness kindergartners: A randomized-control-trial study. *Reading & Writing*, 25, 917-934. Retrieved from [0-web.a.ebscohost.com.iii.sonoma.edu](http://0-web.a.ebscohost.com.iii.sonoma.edu)
- Shanahan, T. (1997). Reading-writing relationships, thematic units, inquiry learning...In pursuit of effective integrated literacy instruction. *The Reading Teacher*, 51(1), 12-19.
- Shaywitz, S. E., & Shaywitz, B. A. (1996). Unlocking learning disabilities: The neurological basis. In S. C. Cramer & W. Ellis (Eds.), *Learning disabilities: Lifelong issues* (pp. 255-260). Baltimore: Paul H. Brookes.
- Shefelbine, J. (2015). Downloaded from <http://www.scholastic.com/teachers/article/john-shefelbine>
- Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, D.C.: National Academy Press.
- Speece, D.L. & Ritchey, K.D. (2005). A longitudinal study of the development of oral reading fluency in young children at risk for reading failure. *Journal of Learning Disabilities*, 38(5), 387-399. Retrieved from [0-web.a.ebscohost.com.iii.sonoma.edu](http://0-web.a.ebscohost.com.iii.sonoma.edu)
- Stage, S.A. & Wagner, R.K. (1992). Development of young children's phonological and orthographic knowledge as revealed by their spellings. *Developmental Psychology*, 28(2), 287-296. Retrieved from [0-web.a.ebscohost.com.iii.sonoma.edu](http://0-web.a.ebscohost.com.iii.sonoma.edu)
- Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21, 360-407.
- State Testing and Reporting System  
<http://api.cde.ca.gov/reports/API/APISearchName.asp?TheYear=&cTopic=API&cLevel=School&cName=tomales&cCounty=&cTimeFrame=S>

- Stuart, M. (2004). Getting ready for reading: A follow-up study of inner city second language learners at the end of key stage I. *British Journal of Educational Psychology*, 74, 15-36. Retrieved from 0-web.a.ebscohost.com.iii.sonoma.edu
- Stuebing, K. K., Fletcher, J. M., LeDoux, J. M., Lyon, G. R., Shaywitz, S. E., & Shaywitz, B. A. (2002). Validity of IQ-discrepancy classifications of reading disabilities: A meta-analysis. *American Educational Research Journal*, 39, 469-518.
- Taberski, S. (2009). *It's ALL about comprehension*. Portsmouth NH: Heinemann.
- Tómas Rivera Policy Institute (2009). ¿Qué pasa? Are ELL students remaining in English learning classes too long? Downloaded from <http://trpi.org>.
- Tomlinson, C.A., Brighton, C., Hertberg, H., Callahan, C.M., Moon, T.R., Brimijoin, K., Conover, L.A. & Reynolds, T. (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: A review of literature. *Journal for the education of the gifted*, 27(2/3), 119-145. Downloaded from <http://files.eric.ed.gov/fulltext/EJ787917.pdf>
- Torlakson, Tom (2015). State schools chief Torlakson calls first year of CAASPP results California's starting point toward goal of career and college readiness. Downloaded from <http://www.cde.ca.gov/nr/ne/yr15/yr15rel69.asp>.
- U.S. Department of Education (2001). No Child Left Behind Act. Retrieved from <https://www2.ed.gov/policy/elsec/leg/esea02/index.html>.
- University of Oregon (2015). DIBELS data system. Downloaded from <https://dibels.uoregon.edu>.
- University of Oregon, Center on Teaching and Learning (2012). *DIBELS Next Recommended Benchmark Goals: Technical Supplement* (Technical Report 1204). Eugene, Or: Author. Retrieved from <https://dibels.uoregon.edu/docs/techreports/DDS2012TechnicalSupplement.pdf>.
- Vaughn, S., Linan-Thompson, S., Kouzekanani, K., Bryant, D.P., Dickson, S. & Blozis, S.A. (2003). Reading instruction grouping for students with reading difficulties. *Remedial and Special Education*, 24(5), 301-315. Retrieved from Retrieved from 0-web.a.ebscohost.com.iii.sonoma.edu
- Verstegen, D.A. (2015). On doing an analysis of equity and closing the opportunity gap. *Education Policy Analysis Archives*, 23(41), 1-17. Downloaded from <http://dx.doi.org/10.14507/epaa.v23.1809>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

- Western Regional Reading First Technical Assistance (2005 rev 2007). Reading First Templates for Instruction (rev 2007). Downloaded from [http://www.cde.state.co.us/sites/default/files/documents/coloradoliteracy/clf/downloads/instructional\\_templates.pdf](http://www.cde.state.co.us/sites/default/files/documents/coloradoliteracy/clf/downloads/instructional_templates.pdf)
- Williams, A. (2011). A call for change: Narrowing the achievement gap between white and minority students. *The Clearing House*, 84, 65-71. DOI: 10.1080/00098655.2010.511308
- Xu, Y. & Drame, E. (2008). Culturally appropriate context: Unlocking the potential of response to intervention for English language learners. *Early Childhood Education Journal*, 35, 305-311. DOI 10.1007/s10643-007-0213-4
- Zumeta, R.O., Compton, D.L., & Fuchs, L.S. (2012). Using word identification fluency to monitor first-grade reading development. *Council for Exceptional Children*, 78(2), 201-220. Retrieved from 0-web.a.ebscohost.com.iii.sonoma.edu