MTSS and Core Instruction in Reading

Matthew Burns, Ph.D.

@burnsmk1

Reading Instruction in Elementary School

Two hours each day
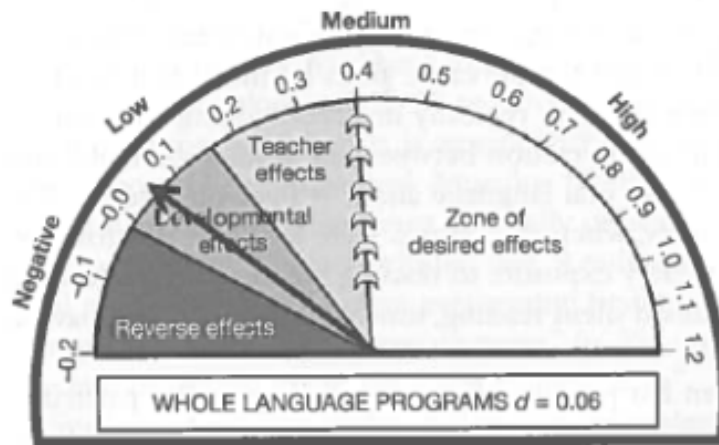
Explicit instruction
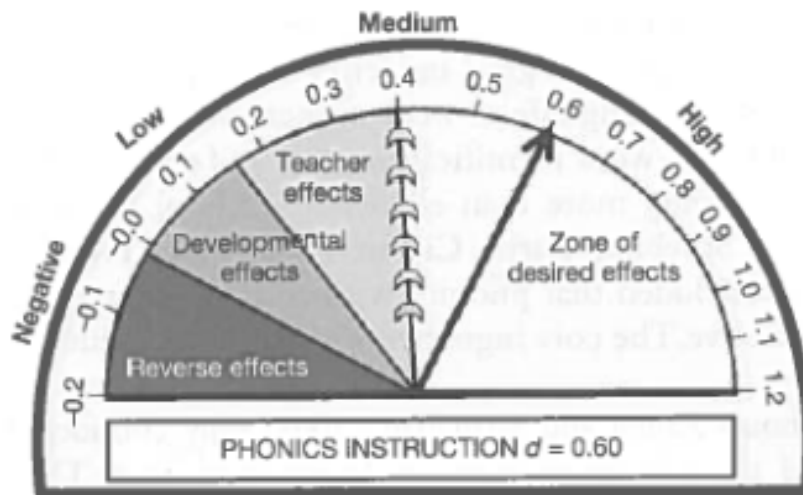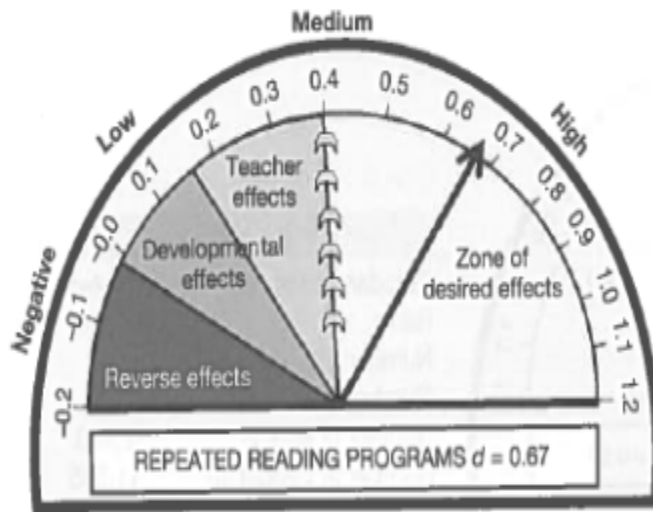
Word study

Free-choice reading

Writing

Hattie – Visible Learning

Medium
Low High
Negative

Teacher effects
Developmental effects
Zone of desired effects
Reverse effects

WHOLE LANGUAGE PROGRAMS *d* = 0.06

KEY	
Standard error	0.056 (Medium)
Rank	129th
Number of meta-analyses	4
Number of studies	64
Number of effects	197
Number of people (1)	630

Medium
Low High
Negative

Teacher effects
Developmental effects
Zone of desired effects
Reverse effects

PHONICS INSTRUCTION *d* = 0.60

KEY	
Standard error	0.221 (High)
Rank	22nd
Number of meta-analyses	14
Number of studies	425
Number of effects	5,968
Number of people (5)	12,124

Medium

Low · 0.1 · 0.2 · 0.3 · 0.4 · 0.5 · 0.6 · 0.7 High

-0.0

Teacher effects

Developmental effects

Negative -0.1

Zone of desired effects

0.8 0.9 1.0 1.1 1.2

Reverse effects

-0.2

REPEATED READING PROGRAMS d = 0.67

KEY	
Standard error	0.080 (High)
Rank	16th
Number of meta-analyses	2
Number of studies	54
Number of effects	156
Number of people (0)	na

Medium

Low · 0.1 · 0.2 · 0.3 · 0.4 · 0.5 · 0.6 · 0.7 High

-0.0

Teacher effects

Developmental effects

Negative -0.1

Zone of desired effects

0.8 0.9 1.0 1.1 1.2

Reverse effects

-0.2

COMPREHENSION PROGRAMS d = 0.58
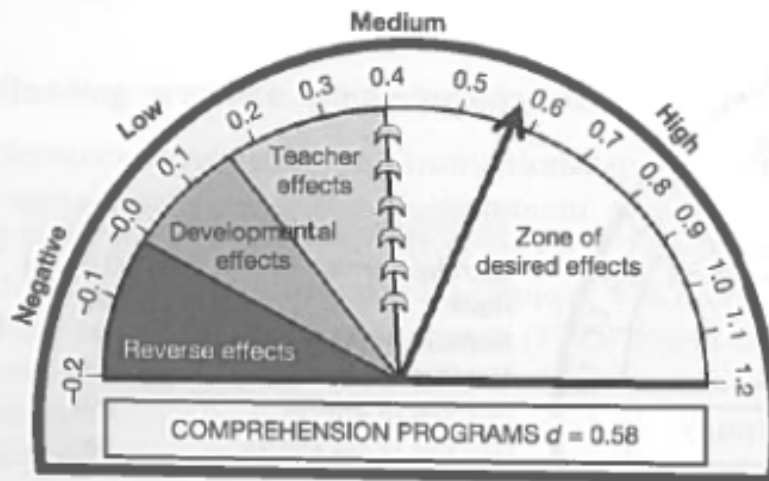
KEY	
Standard error	0.056 (Medium)
Rank	28th
Number of meta-analyses	9
Number of studies	415
Number of effects	2,653
Number of people (6)	11,585

Teacher Roles

- Activator

Drill & practice	$d = 0.99$
Feedback	$d = 0.72$
Meta-cognition	$d = 0.67$
Direct Instruction	$d = 0.59$
Mastery Learning	$d = 0.57$
Formative Assessment	$d = 0.46$
Total	$d = 0.60$

- Facilitator

Simulation/game	$d = 0.32$
Inquiry-based	$d = 0.31$
Class size	$d = 0.21$
Problem-based	$d = 0.15$
Inductive teach	$d = 0.06$
Total	$d = 0.17$

Interventions for Children with Learning and Behavioral Disabilities

Reading comprehension	1.13
Applied behavior analysis	0.93
Direct instruction	0.84
Psycholinguistic training	0.39
Social skills training	0.21
Modality instruction	0.15
Perceptual training	0.08

Kavale & Forness, 2000

National Survey of Special Education Teachers

	Percent used at least weekly
Applied behavior analysis	70.1%
Direct instruction	89.6%
Psycholinguistic training	40.2%
Social skills training	75.8%
Modality instruction	79.9%
Perceptual training	31.6%

Burns & Ysselyke, 2009

Reflection break 1 – What is one thing that I do that activates student learning?

Effective PLCs Matter

On student achievement
Beyond school variables
Beyond starting scores

Check for updates

Factors of Professional Learning Community Implementation and Effect on Student Achievement

Matthew K. Burns, Meredith R. Naughton, June L. Preast, Ze Wang, Robert L. Gordon, Vicki Robb, and Michelle L. Smith

University of Missouri

Components of Effective PLCs (according to research)

Collaborative Leadership Process	Data-Driven Systems for Learning
Learning Community Culture (mission, vision, commitments, smart goals)	Student Learning (unwrapped learning objectives, instructional map)
Building Leadership Team (shared leadership, meeting conditions, communication and feedback, trust)	Assessment (matched to purpose, feedback to students)
Administrative Leadership (model, communication, active involvement)	Continuous Improvement (induction, action research, data analysis, celebration)
Systems of Intervention (focus on results, collectively responsible, tier 1, tier 2, tier 3, protocols, school-wide implementation)	

Burns et al., 2018 – *Journal of Educational and Psychological Consultation*

PLC Meetings:	Agenda
PLC: 1st weekly meeting of the month (Content Focus)	• Grade level teams and coaches with additional personnel as appropriate • School-site established PLC focus on various topics (e.g., math, STEM, behavior, environment, or other school topical initiatives)
PLC: 2nd weekly meeting of the month MTSS (Core Instruction Literacy Focus)	• Grade level teams and coaches with additional personnel as appropriate • Examine various formal and informal data to drive core instruction • Agenda will include embedded professional development on topics that address opportunities and challenges for core instruction
PLC: 3rd weekly meeting of the month (Content Focus)	• Grade level teams and coaches with additional personnel as appropriate • School-site established PLC focus with schools studying varied topics
PLC: 4th weekly meeting of the month MTSS (Data Analysis)	• **Grade level teams and coaches with additional personnel as appropriate (data management team)** • **Analyze screening/benchmark data** • **Analyze progress monitoring data** • **Discuss, monitor and adjust tiered interventions.**

Reflection break 2 – What characteristics of data-driven systems of learning do our PLCs exhibit?

Does This Look Familiar?

MAP Criterion = 212

CBM-ORF Criterion = 141

Student	MAP	CBM-ORF
601	225	209
602	210	113
603	210	135
604	196	138
605	219	145
606	211	75
607	220	128
608	206	132
609	204	126
610	221	214
611	183	88
612	209	137
613	211	158
615	210	122
616	222	133
617	224	158
618	211	85
619	208	140
620	210	137
621	214	125
622	204	101
623	215	122
624	227	172
Median	**211**	**133**

What is the Class Median?

- Median: the middle value in a list of numbers when the values are arranged from lowest to highest.
- Finding the class median:
  - Order student scores from the lowest to highest value.
  - The score in the middle of the list is the median.
  - If there is an even number of scores, take the average of the middle two scores.

What is the Class Median?

MODEL	Winter Benchmark		101
Student	**Grade**	**ORF**	
		WRC	**Errors**
A	3	21	8
B	3	18	6
C	3	87	1
D	3	110	0
E	3	46	6
F	3	92	1
G	3	89	3
H	3	98	1
I	3	119	2
J	3	96	2
K	3	50	8
L	3	122	2
M	3	97	1
N	3	49	6
O	3	105	0
P	3	86	6
Q	3	89	2
R	3	76	3
S	3	112	3
T	3	141	1
U	3	94	2
Class Median			

Winter Benchmark		101	
Student	**Grade**	**ORF**	
		WRC	**Errors**
B	3	18	6
A	3	21	8
E	3	46	6
N	3	49	6
K	3	50	8
R	3	76	3
P	3	86	6
C	3	87	1
G	3	89	3
Q	3	(89)	2
F	3	92	1
U	3	94	2
J	3	96	2
M	3	97	1
H	3	98	1
O	3	105	0
D	3	110	0
S	3	112	3
I	3	119	2
L	3	122	2
T	3	141	1
Class Median		92	

What is the Class Median?

MODEL

Spring Benchmark		75	
Student	**Grade**	**ORF**	
		WRC	**Errors**
A	2	64	5
B	2	22	5
C	2	77	0
D	2	68	4
E	2	21	1
F	2	18	2
G	2	60	0
H	2	70	2
I	2	84	0
J	2	77	0
K	2	26	4
L	2	89	1
M	2	54	0
N	2	46	8
O	2	70	3
P	2	75	0
Q	2	32	6
R	2	35	2
S	2	51	1
T	2	71	1
Class Median			

Spring Benchmark		75		
Student	**Grade**	**ORF**		
		WRC	**Errors**	
F	2	18	2	0
E	2	21	1	0
B	2	22	5	0
K	2	26	4	0
Q	2	32	6	0
R	2	35	2	0
N	2	46	8	1
S	2	51	1	1
M	2	54	0	1
G	2	60	0	1
A	2	64	5	2
D	2	68	4	2
H	2	70	2	2
O	2	70	3	3
T	2	71	1	4
P	2	75	0	4
C	2	77	0	5
J	2	77	0	5
I	2	84	0	6
L	2	89	1	8
Class Median		62		

Kindergarten Peer-Assisted Learning Strategies
Teacher Manual

kindergarten PALS reading

sound play

decoding

partner reading

reader   coach   10 weeks later   reader   coach

MATERIALS
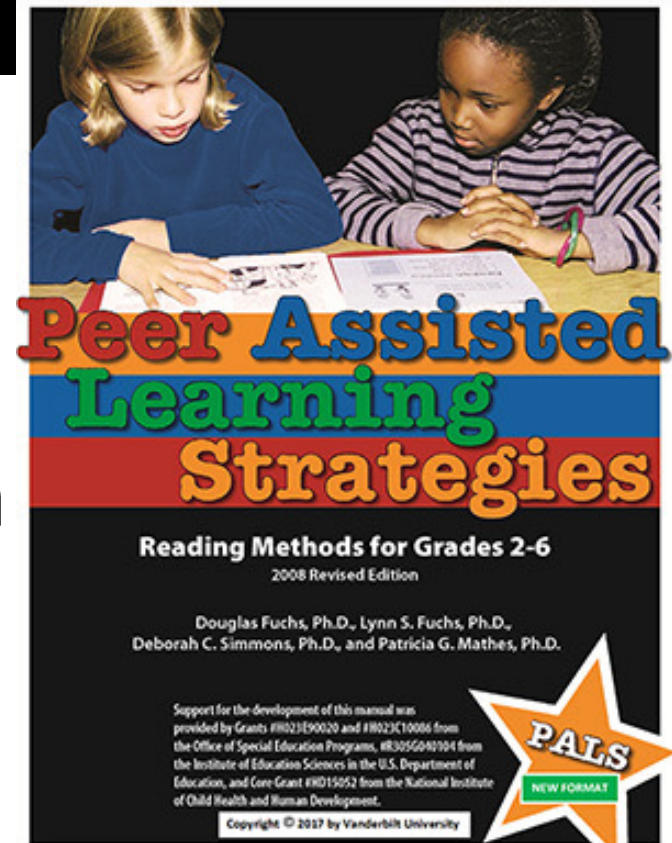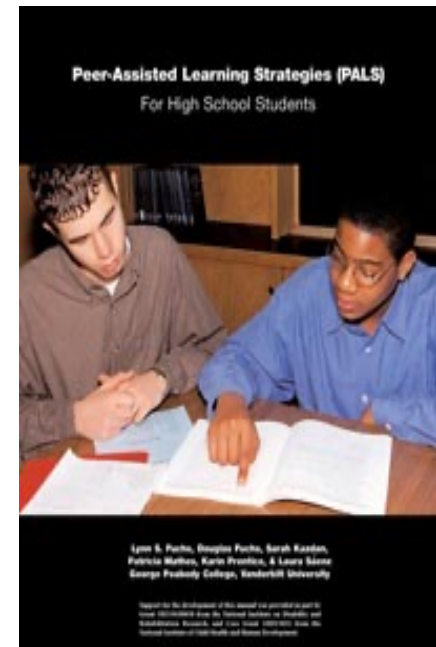
assessment DATA

1 Noah
2 Selena
3 Madelyn
4 Kristin
5 Jack
6 Treyvon
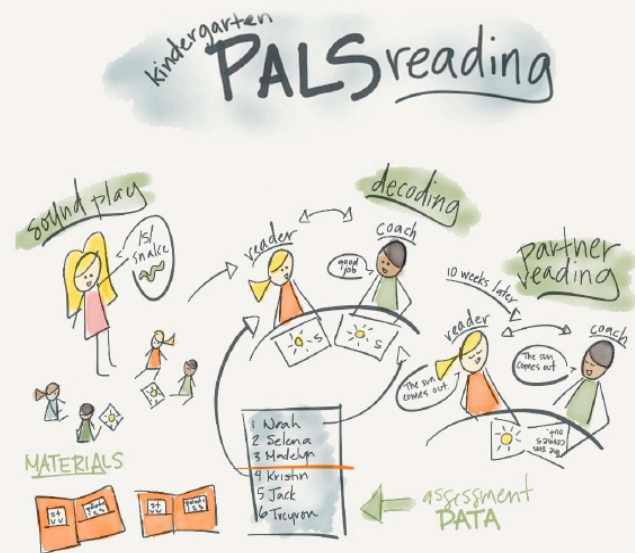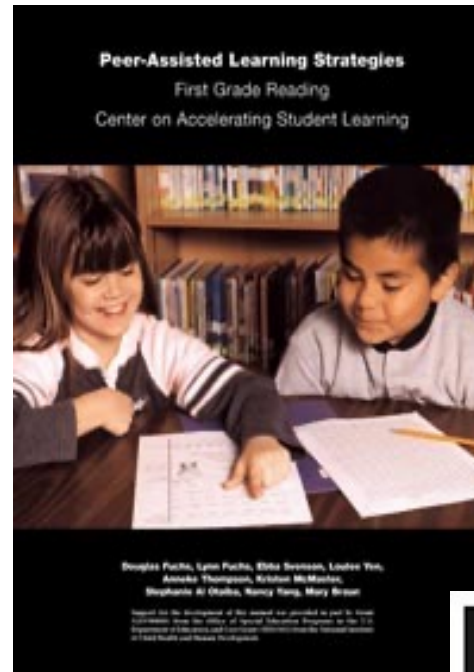
Douglas Fuchs, Lynn Fuchs, Kristen McMaster, Anneke Thompson, Stephanie Al Otaiba, and Loulee Yen

This research was supported in part by Award Number R305G04104 from the Institute of Education, U.S. Department of Education. The content is solely the responsibility of the authors and does not necessarily represent the offical views of the U.S. Department of Education.
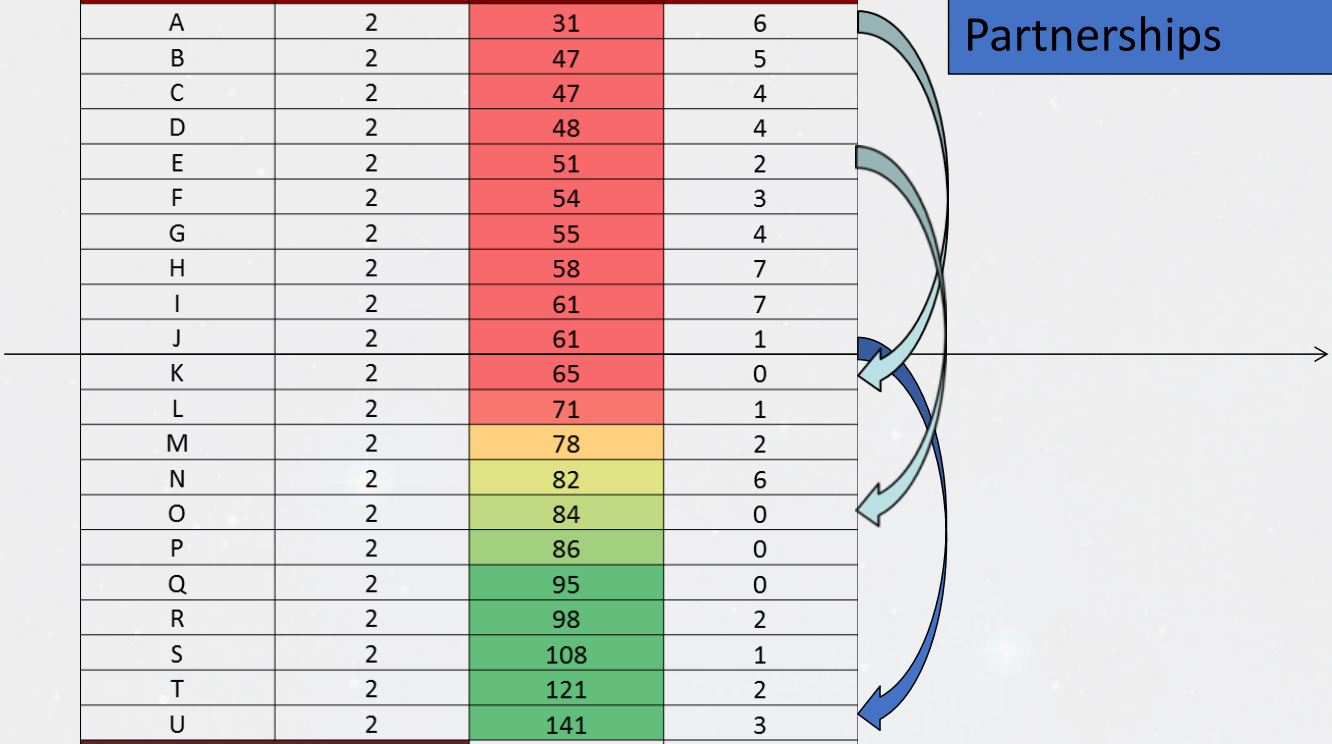
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Peer-Assisted Learning Strategies
First Grade Reading
Center on Accelerating Student Learning

Douglas Fuchs, Lynn Fuchs, Ebba Svenson, Loulee Yen, Anneke Thompson, Kristen McMaster, Stephanie Al Otaiba, Nancy Yang, Mary Brauer

Support for the development of this manual was provided in part by Grant G40180008 from the Office of Special Education Programs at the U.S. Department of Education, and Core Grant HD15052 from the National Institute of Child Health and Human Development.

Peer-Assisted Learning Strategies (PALS)
For High School Students

Lynn S. Fuchs, Douglas Fuchs, Sarah Kazdan, Patricia Mathes, Karin Prentice, & Laura Sáenz
George Peabody College, Vanderbilt University

Support for the development of this manual was provided in part by Grant H158P00004 from the Special Systems on Disability and Rehabilitation Research, and Core Grant HD15052 from the National Institute of Child Health and Human Development.

Peer Assisted Learning Strategies
Reading Methods for Grades 2-6
2008 Revised Edition

Douglas Fuchs, Ph.D., Lynn S. Fuchs, Ph.D., Deborah C. Simmons, Ph.D., and Patricia G. Mathes, Ph.D.

Support for the development of this manual was provided by Grants #H023E90020 and #H023C10006 from the Office of Special Education Programs, #R305G040104 from the Institute of Education Sciences in the U.S. Department of Education, and Core Grant #HD15052 from the National Institute of Child Health and Human Development.

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PALS NEW FORMAT

Classwide Intervention

Spring Benchmark		90	
Student	**Grade**	**ORF**	
		WRC	**Errors**
A	2	31	6
B	2	47	5
C	2	47	4
D	2	48	4
E	2	51	2
F	2	54	3
G	2	55	4
H	2	58	7
I	2	61	7
J	2	61	1
K	2	65	0
L	2	71	1
M	2	78	2
N	2	82	6
O	2	84	0
P	2	86	0
Q	2	95	0
R	2	98	2
S	2	108	1
T	2	121	2
U	2	141	3
Class Median			

Partner Reading Partnerships

Procedure

Partner Reading	Paragraph Shrinking
1. Stronger reader reads aloud for 5 minutes 2. The weaker reader reads aloud the SAME text for 5 minutes	1. For 5 minutes the stronger read continues reading new text in the story, stopping after each paragraph to summarize 2. For 5 minutes the weaker reader continues with the new text, stopping after each paragraph to summarize

Paragraph Shrinking

1

NAME THE MOST IMPORTANT **WHO** OR **WHAT.**

2

TELL THE **MOST IMPORTANT THING** ABOUT THE WHO OR WHAT.

3

SAY THE MAIN IDEA IN **10** WORDS OR LESS.

How to Correct

STOP Stop.

That word is _____.
What word?_____.

Good.

Go back and read that line again.

Timeline

1

Collect Data: Pre-test (fluency and comprehension)

2

Day 1: Train Students on Set Up Procedures and Partner Reading, Practice Reading for 10 minutes, Error Correction

3

Day 2: Train Students on Paragraph Shrinking, Practice Reading for 10 minutes

4

Day 3-10: Partner Reading, Paragraph Shrinking 15 minutes every day

5

Collect Data: Post-test (fluency and comp.)

What we found: 3rd grade Partner Reading data

Third Grade			
Third Grade Benchmark	91 Words Read Correctly (WRC)		
	Pre Intervention Class Median (WRC)	Post Intervention Class Median (WRC)	Slope (WRC)
Class 1	81	104	11.5
Class 2	87	115	14

	WRC	WRC after Intervention
Student 1	48	92
Student 2	122	142
Student 3	126	147
Student 4	82	113
Student 5	102	117
Student 6	77	97
Student 7	51	70
Student 8	84	95
Student 9	80	82
Student 10	102	127
Student 11	83	106
Student 12	38	47
Student 13	104	115
Student 14	152	161
Student 15	143	158
Student 16	115	125
Student 17	142	160
Student 18	114	127
Student 19	13	40
Student 20	75	92
Student 21	141	136
Student 22	87	105
Student 23	49	47
Median	87	113

What we found: 3rd grade Partner Reading data

	Students Below Benchmark Pre Intervention	Students Below Benchmark Post Intervention	Total Students in Class
Third Grade Class 1	10	**5**	20
Third Grade Class 2	13	**5**	23

Growth from Winter to Spring Class-Wide Interventions
10 Classrooms K-3
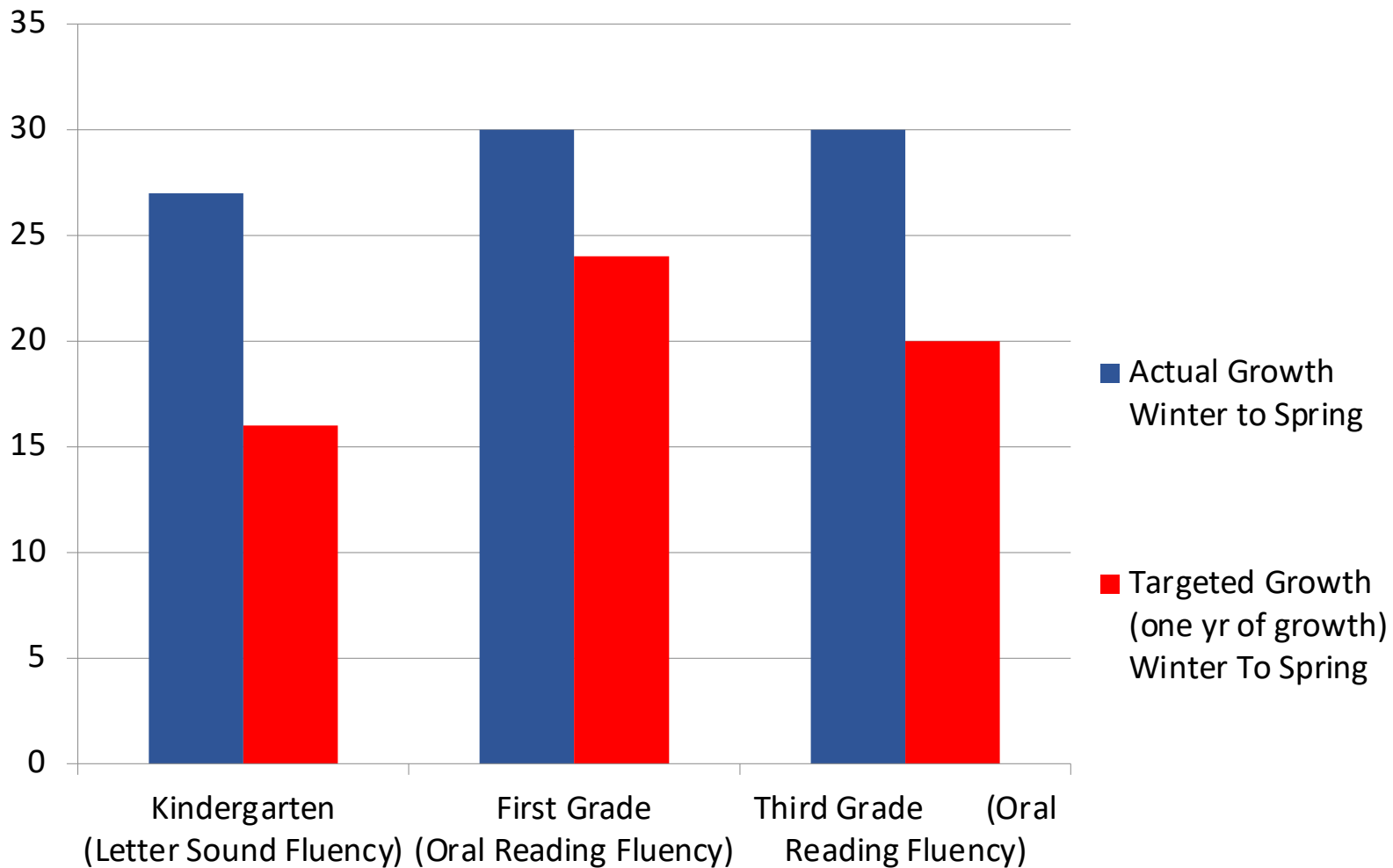
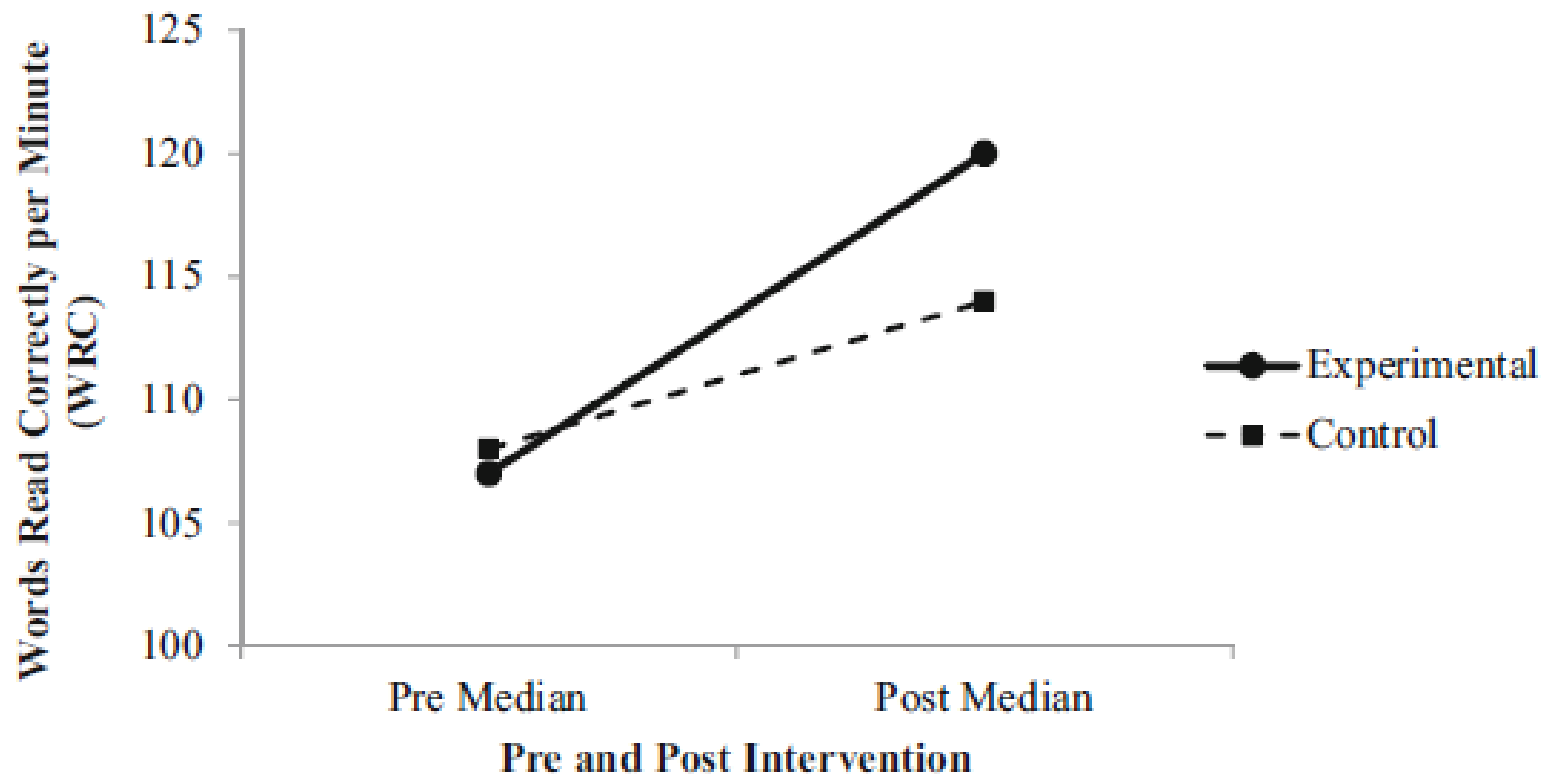Growth from Winter To Spring NO Class-Wide Interventions 11 Classrooms K-3
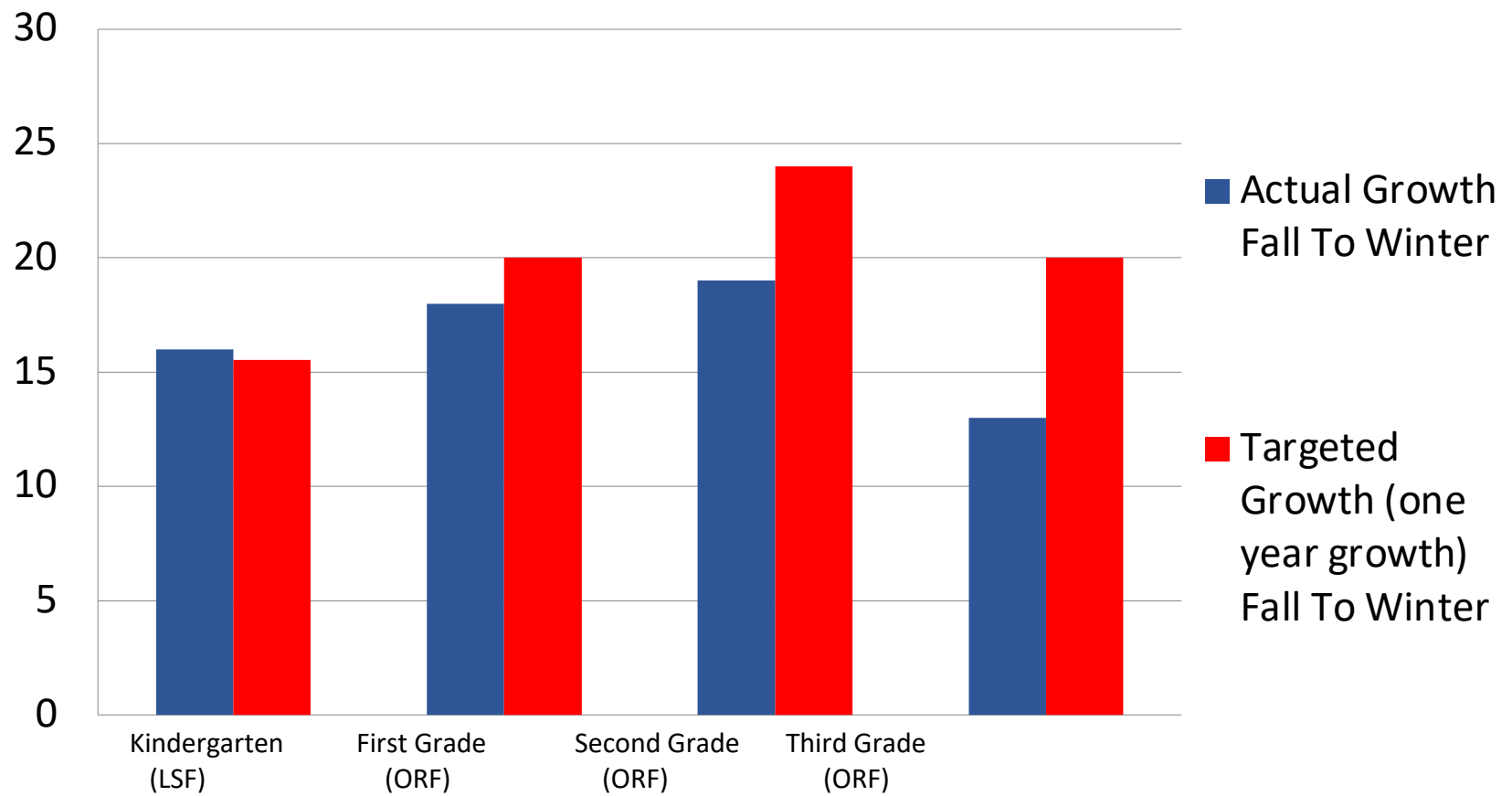
Maki et al. (2020)

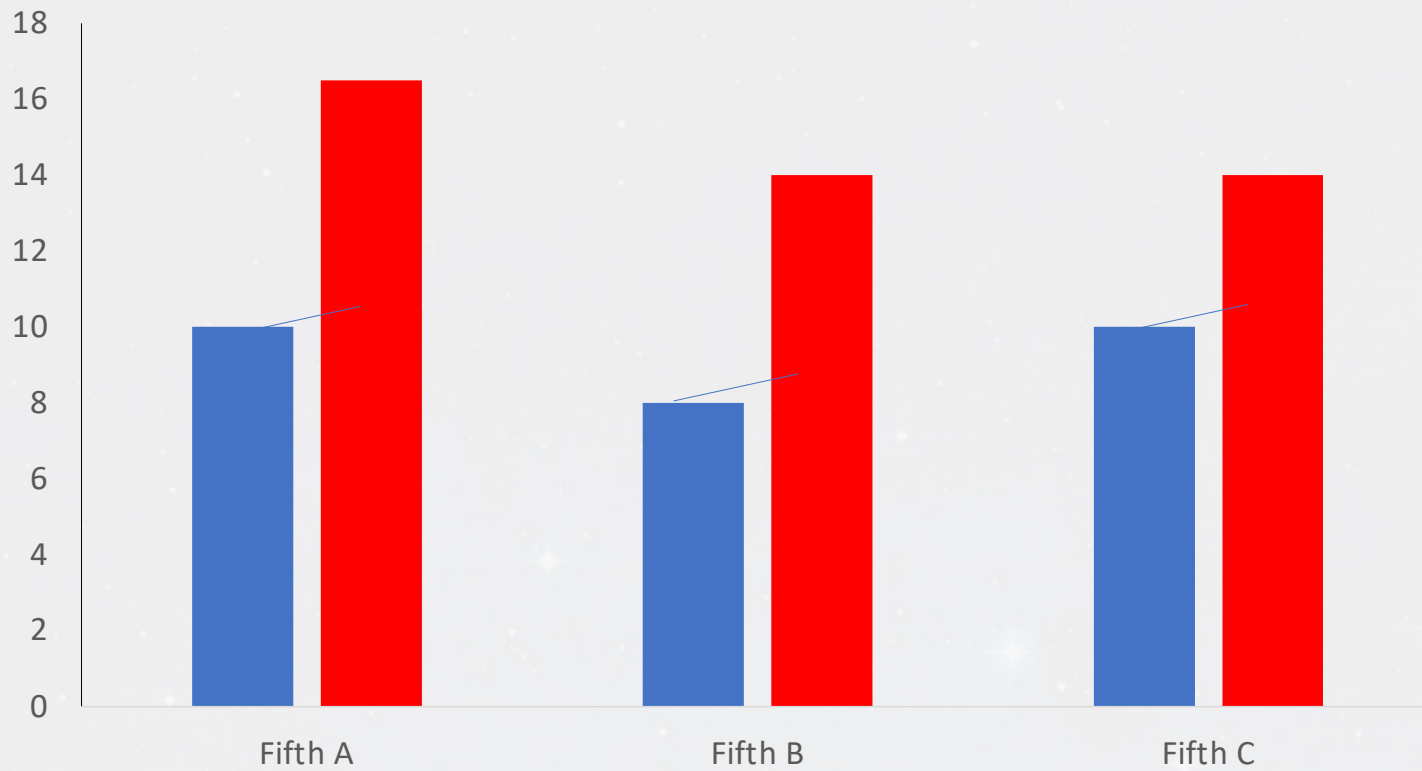**Fig. 1** Curriculum-based measure for reading median scores for treatment and control classrooms

Science Project

- Approximately 140 4th and 5th graders
- Science content
- Readworks.org
- Science MAZE
- 2 weeks
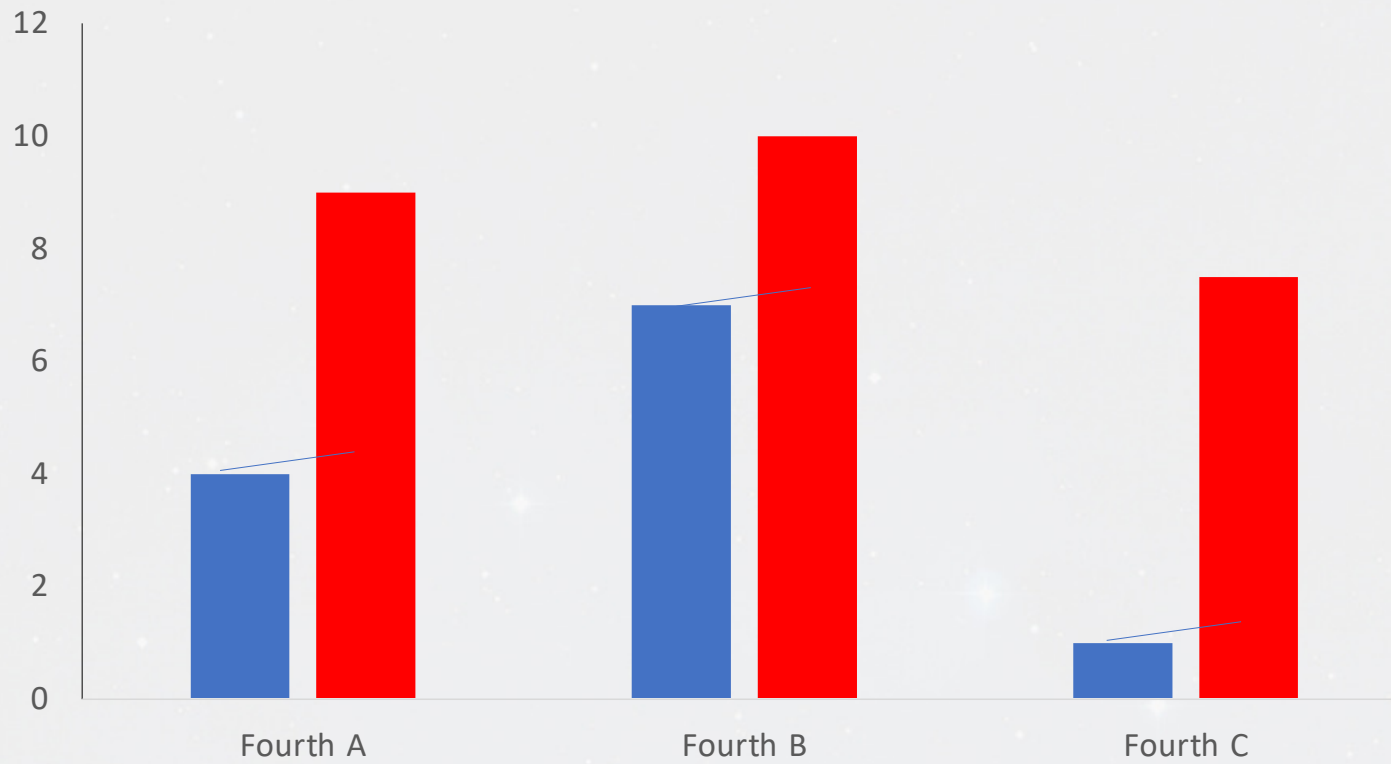
MAZE Growth 5th Grade
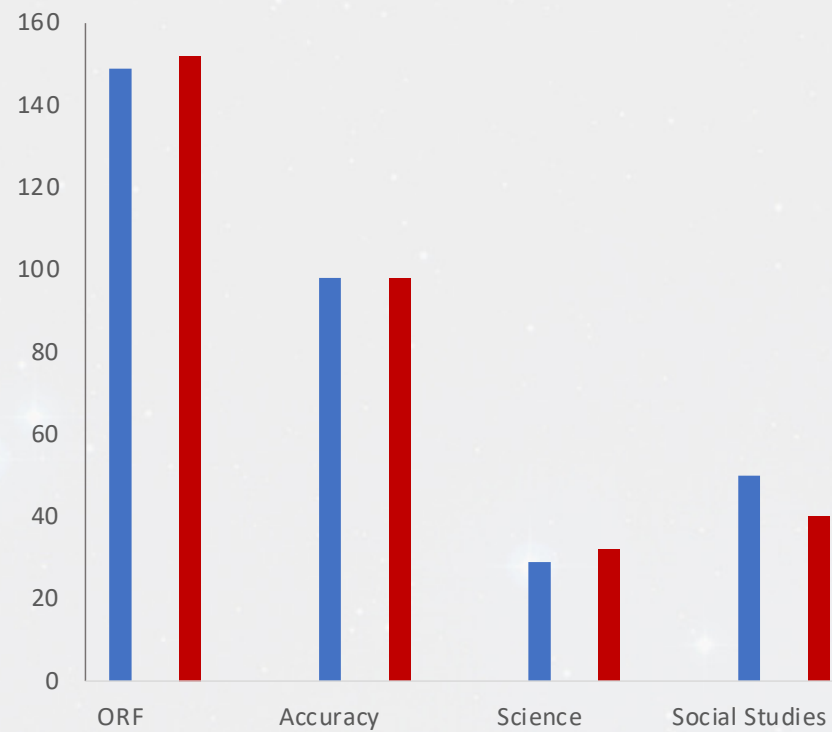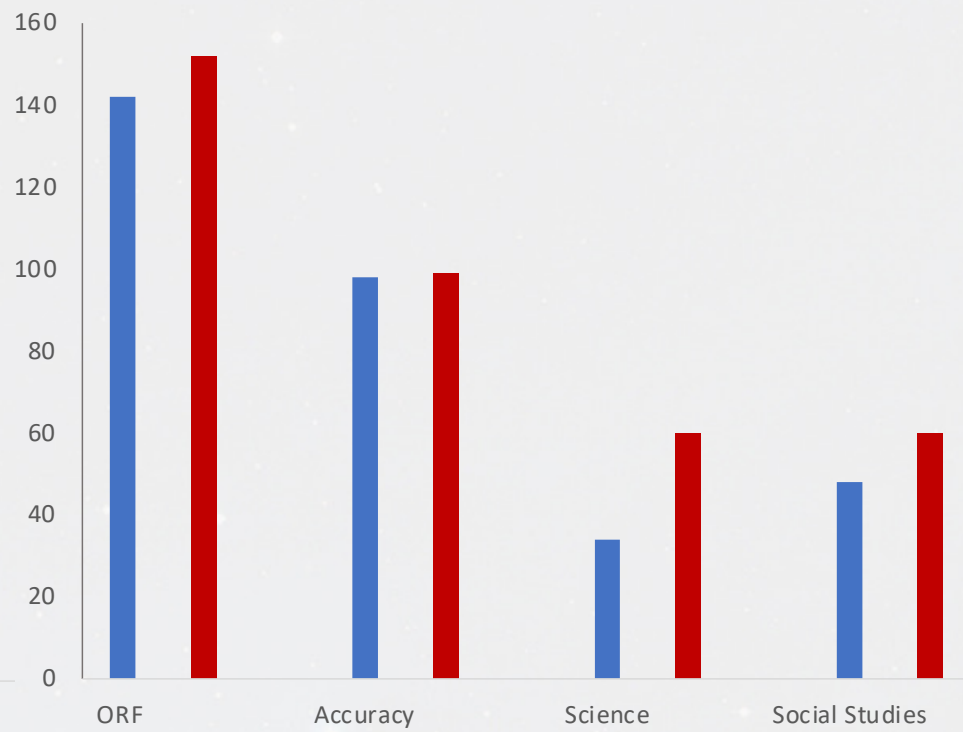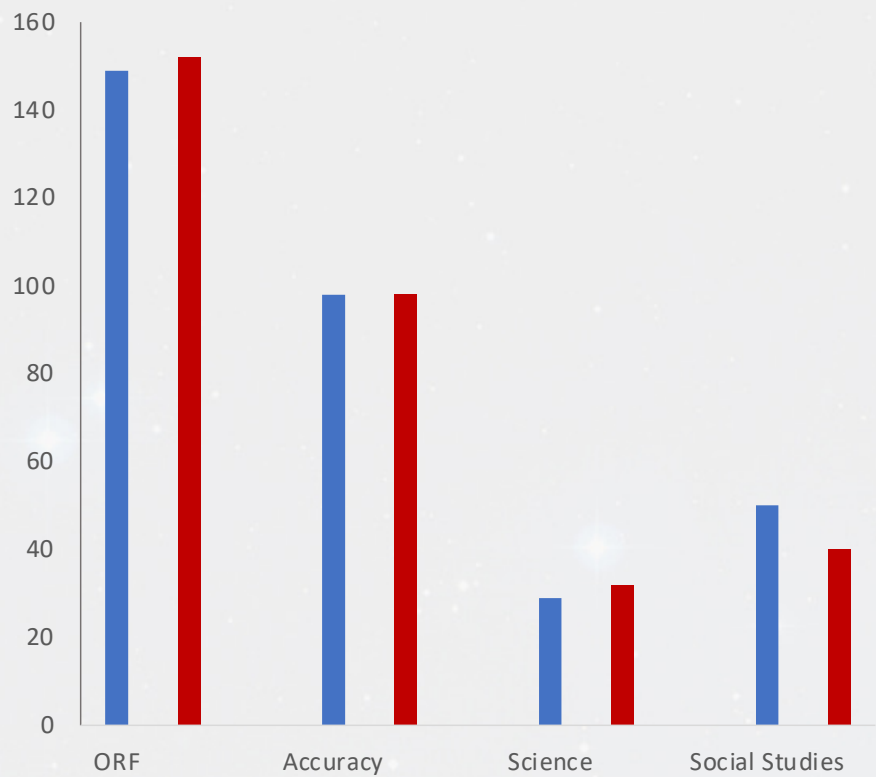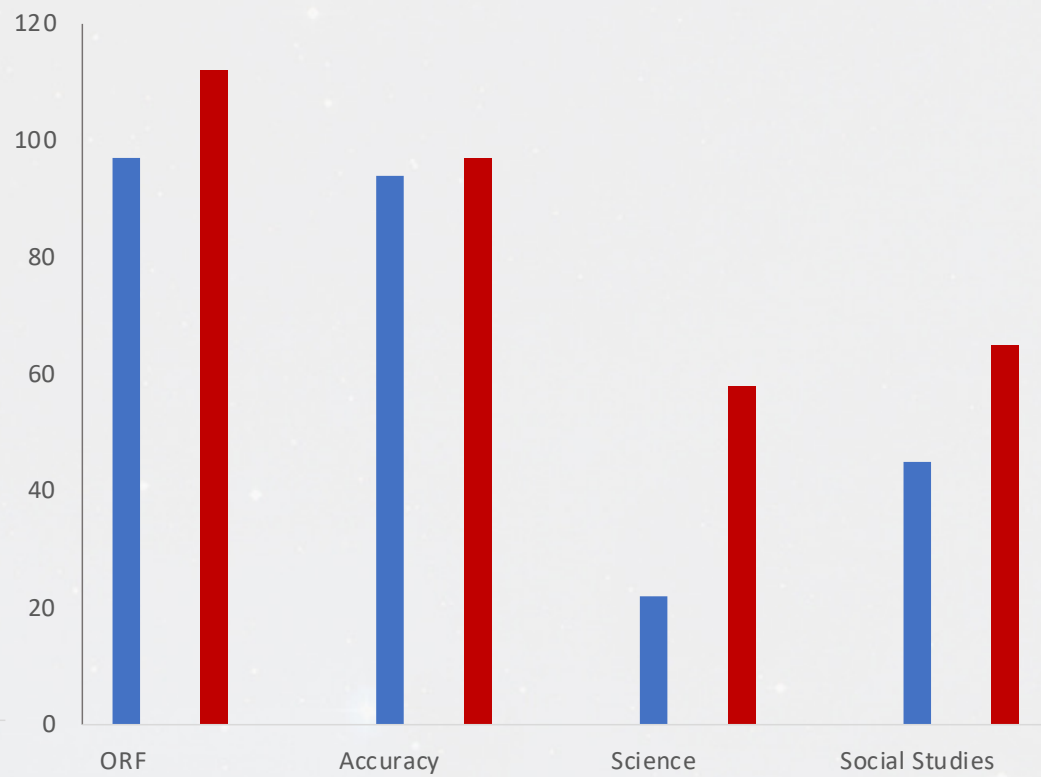
Control Group

Partner Reading

Control Group

Partner Reading ELL

Lindsay Kemeny
@LindsayKemeny

...

Two weeks ago our class median for words correct per minute was 50 (2nd grade) . -Now our class median is 66! This is thanks to a class wide intervention I implemented after learning from @burnsmk1. I love doing mini-research in my classroom!

8:17 PM · Oct 12, 2021 · Twitter Web App

15 Retweets   **8** Quote Tweets   **144** Likes

Reflection break 3 – What barriers would keep you from attempting classwide intervention in your classroom?

Small-Groups in Core
Instruction

Do Reading Groups Work?

- Allow for differentiation

- Previously based on student aptitude (remember Red Robin?)

- Within-class grouping led to positive effects for different ability groups (Lou, 2013).

BUT

- Level ≠ Skill

- Focus on skill

Problem 1 with level

- Assessment of level are inaccurate

- F&P BAS led to 54% correct decisions

shutterstock.com · 1317073241

Problem 2 – level assessments underestimate good readers and overestimate low readers

Group	Frustration n (%)	Instructional n (%)	Independent n (%)
Low = ORF $\leq$ 25th Percentile	7 (58%)	5 (41.7%)	0 (0.0%)
Middle = 26th to 75th Percentile	2 (9.5%)	4 (19.0%)	15 (71.4%)
High = ORF $\geq$ 76th Percentile	1 (3.2%)	9 (29.0%)	21 (67.7%)

Problem 3 – there are considerable skill differences among kids at the same level

Student	MAP RIT	MAP %ile	F&P	ORF	Accuracy
1	149	1	G	30	77%
2	158	3	G	37	88%
3	159	4	G	30	94%
4	170	27	G	32	87%
5	166	17	G	58	89%
6	188	73	G	80	98%
7	157	1	G	26	93%
8	149	1	G	27	84%
9	160	6	G	36	86%
10	154	1	G	30	77%
11	160	6	G	31	82%
12	166	17	G	44	90%
13	163	11	G	47	90%
14	161	8	G	61	95%
15	167	19	G	70	100%
16	155	1	G	17	77%

Purposes of Assessment

Screening: Which of my students are not meeting grade level expectations given Universal Instruction? (e.g., Star Reading, CBM-R)

Diagnostic: What are the specific needs of students who struggle with reading or math? (e.g., measures of skills)

Monitoring Progress: What does the student's growth look like? (CBM)
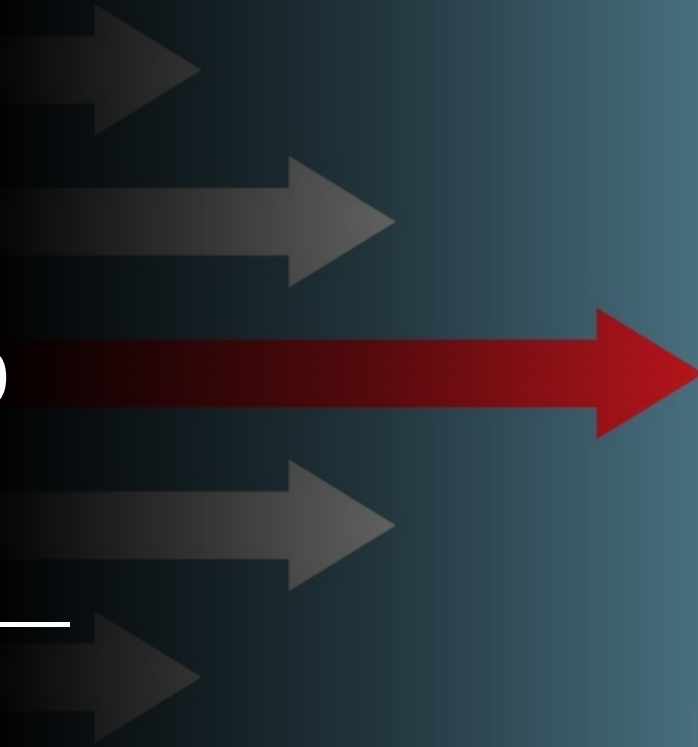
Reflection break 4 – What classroom assessments do I use that measure more than level?

Targeting Small-Group Instruction

The 5 Big Ideas

Phonemic Awareness

Comprehension

Phonics

Vocabulary

Fluency

Phonemic Awareness is the ability to hear and manipulate sounds letters make; our spoken language (Armbruster, et. al, p.1)

Phonics is understanding each letter has a sound(s) that go with it; relationship between spoken and written language (Armbruster, et. al, p.17)

Fluency is accurate and quick reading of text where the reader recognizes words and does not need to figure out what each word is (Armbruster, et. al, p.19)

Vocabulary is the words we use to listen, speak, read, and write; how we communicate (Armbruster, et. al, p. 29)

Comprehension is understanding what is being read by actively making sense of the text with the help of various strategies (Armbruster, et. al, p. 41)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
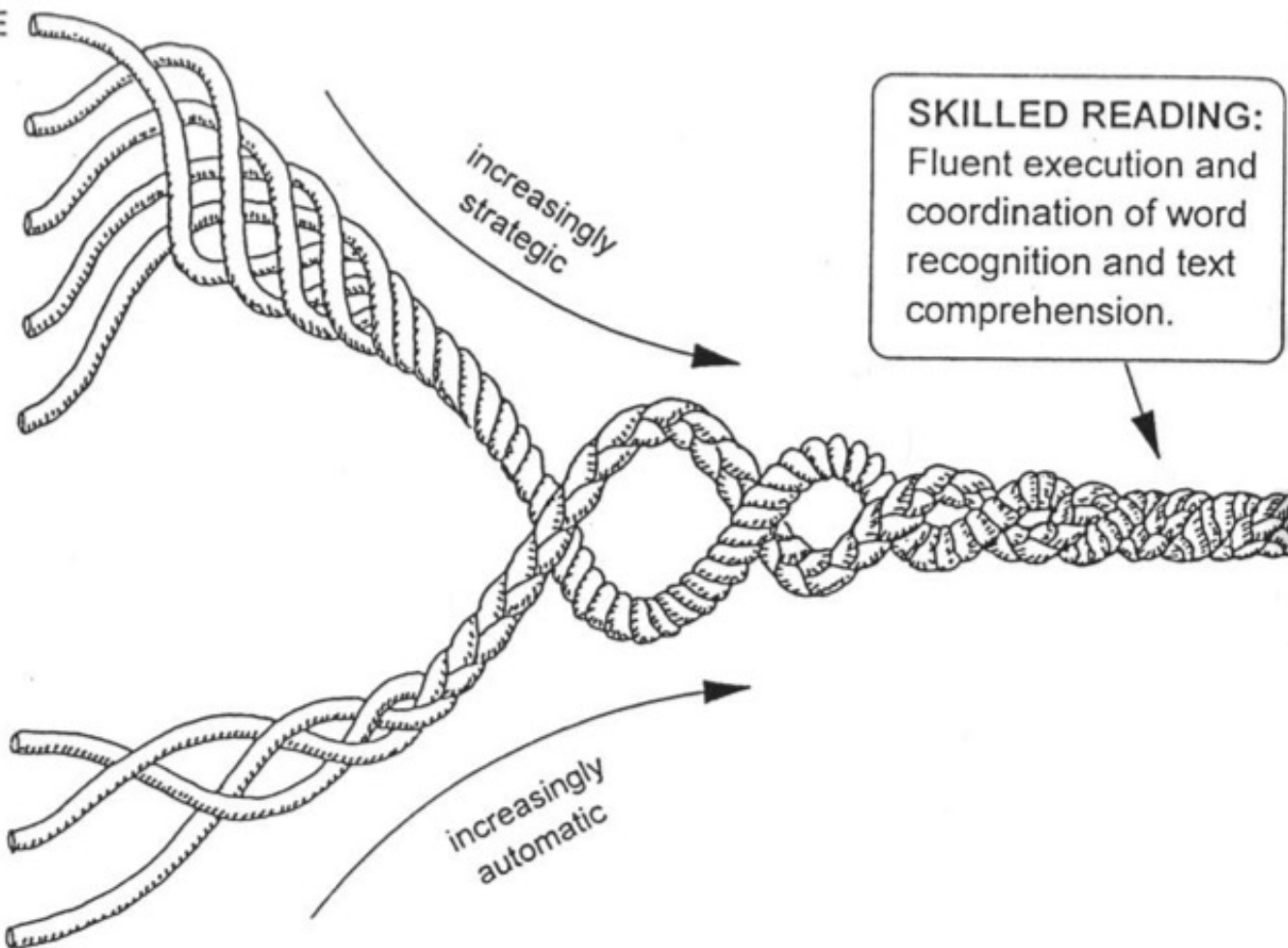(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

increasingly strategic

increasingly automatic

SKILLED READING: Fluent execution and coordination of word recognition and text comprehension.

Purposes of Assessment

Screening: Which of my students are not meeting grade level expectations given Universal Instruction? (e.g., Star Reading, CBM-R)

Diagnostic: What are the specific needs of students who struggle with reading or math? (e.g., measures of skills)

Monitoring Progress: What does the student's growth look like? (CBM)

Assessment

Phonemic awareness — First Sound Fluency, Phoneme Segmentation Fluency

Decoding — Nonsense Word Fluency, Letter Sound Fluency
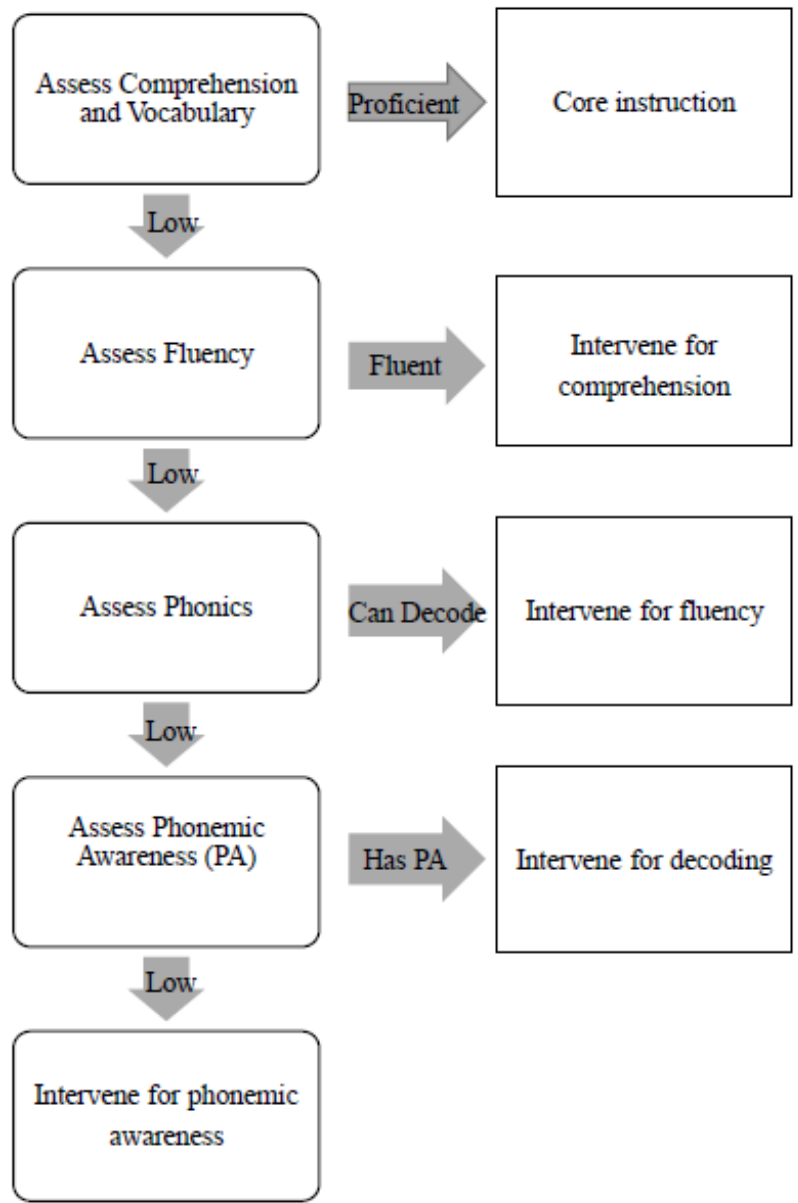
Fluency — CBM Reading Fluency

Comprehension — Maze and Retell

Accuracy is Key!

- Less than 93% of words read correctly – not breaking the code

```
┌─────────────────────┐                    ┌─────────────────────┐
│ Assess Comprehension│   Proficient       │                     │
│   and Vocabulary    │ ═══════════▶       │  Core instruction   │
└─────────────────────┘                    └─────────────────────┘
          ║
         Low
          ▼
┌─────────────────────┐                    ┌─────────────────────┐
│                     │     Fluent         │    Intervene for    │
│   Assess Fluency    │ ═══════════▶       │   comprehension     │
└─────────────────────┘                    └─────────────────────┘
          ║
         Low
          ▼
┌─────────────────────┐                    ┌─────────────────────┐
│                     │   Can Decode       │                     │
│   Assess Phonics    │ ═══════════▶       │ Intervene for fluency│
└─────────────────────┘                    └─────────────────────┘
          ║
         Low
          ▼
┌─────────────────────┐                    ┌─────────────────────┐
│  Assess Phonemic    │    Has PA          │                     │
│  Awareness (PA)     │ ═══════════▶       │Intervene for decoding│
└─────────────────────┘                    └─────────────────────┘
          ║
         Low
          ▼
┌─────────────────────┐
│ Intervene for phonemic│
│      awareness      │
└─────────────────────┘
```

Student ID	MAP	CBM Fall	Errors	Accuracy %
611	183	88	4	95.7
604	196	138	0	100
609	204	126	2	98.4
622	204	101	2	98.1
608	206	132	2	98.5
619	208	140	0	100
612	209	137	0	100
602	210	113	3	97.4
603	210	135	3	97.8
615	210	122	9	93.1
620	210	137	0	100
606	211	75	9	89.3
613	211	158	2	98.8
618	211	85	10	89.5
621	214	125	4	96.9
623	215	122	5	96.1
605	219	145	1	99.3
607	220	128	3	97.7
610	221	214	0	100
616	222	133	1	99.3
617	224	158	0	100
601	225	209	1	99.5
624	227	172	0	100

Student Number 606

Low Comp (MAP)

Low Fluency (CBM-R)

Low Accuracy (89.3%)

Decoding!

Student ID	MAP	CBM Fall	Errors	Accuracy %
611	183	88	4	95.7
604	196	138	0	100
609	204	126	2	98.4
622	204	101	2	98.1
608	206	132	2	98.5
619	208	140	0	100
612	209	137	0	100
602	210	113	3	97.4
603	210	135	3	97.8
615	210	122	9	93.1
620	210	137	0	100
606	211	75	9	89.3
613	211	158	2	98.8
618	211	85	10	89.5
621	214	125	4	96.9
623	215	122	5	96.1
605	219	145	1	99.3
607	220	128	3	97.7
610	221	214	0	100
616	222	133	1	99.3
617	224	158	0	100
601	225	209	1	99.5
624	227	172	0	100

Student Number 620

Low Comp (MAP)

Low Fluency (CBM-R)

High Accuracy (100%)

Fluency!

Reflection break 5 – What focus does student 608 need? How about 618?

What About Phonemic Awareness?

- Immediate Effect = 0.53
  - Follow up 0.45 to 0.23
- Number of Skills
  - One = 0.71
  - Two = 0.79
  - Three or More 0.27
- Letters
  - Includes = 0.67
  - Does not include = 0.38
- Grade
  - Preschool = 1.25
  - Kindergarten = 0.48
  - First = 0.49

PA and Struggling Readers

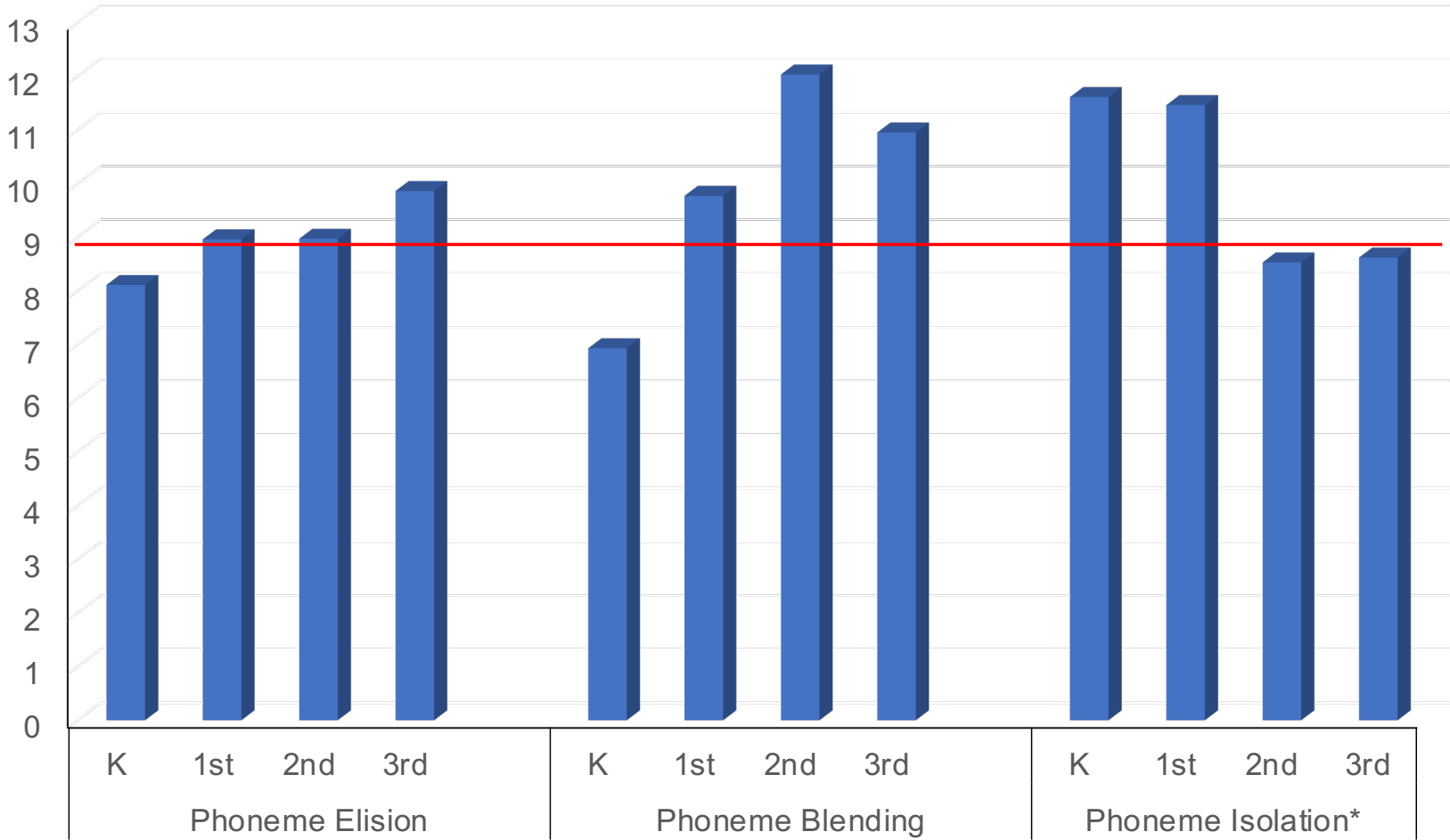- 123 struggling readers (as measured by Star-Reading)

Average CTOPP PA Composite Score by Grade
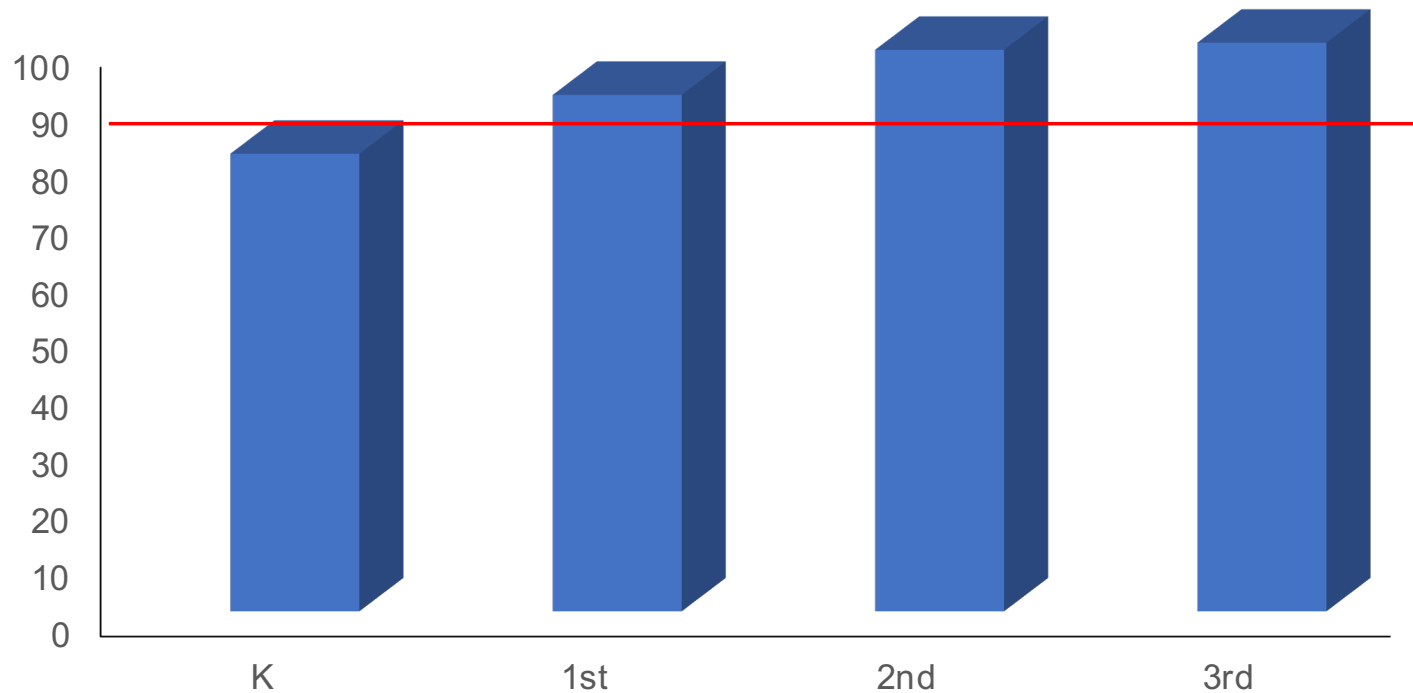
$F(3, 119) = 13.36, p < .001, \eta^2 = .25$

Relationship Between DIBELS Composite and CTOPP Score			
Grade	*N*	Correlation	Number of Students Low PA
Kindergarten	28	.35*	20 (70%)
First Grade	26	.19	10 (38%)
Second Grade	32	.27	7 (21%)
Third Grade	37	.02	5 (14%)

Average CTOPP PA Subtest Score by Grade

Regression of Oral Reading Fluency on Phonemic Awareness (as Measured by Comprehensive Test of Phonological Processing Second Edition) and Reading Decoding (as Measured by Nonsense Word Fluency) with Decoding in Model 2 with Students in Second and Third Grades (n = 69).

Variable	Model 1				Model 2				Model 3			
	B	SE	Beta	T	B	SE	Beta	t	B	SE	Beta	t
Constant	-0.16	0.71		-0.23	-0.42	0.47		-0.89	-0.31	0.54		-0.57
Phoneme Blending	0.04	0.05	.11	0.85	0.01	0.03	.02	0.29	0.01	0.04	.03	0.36
Phoneme Isolation	-0.04	0.06	-.08	-0.67	0.04	0.04	.08	0.93	0.04	0.04	.08	0.99
Reading Decoding					0.77	0.08	.77	9.27	0.79	0.10	.78	8.33*
Phoneme Elision									-0.02	0.04	-.04	-0.47

$R^2 = .02$, $\Delta = .02$, $F = 0.51$	$R^2 = .58$, $\Delta = .56$, $F = 85.85*$	$R^2 = .58$, $\Delta < .01$, $F = 0.22$

*$p < .05$

Analysis to Action

Benchmark Data Worksheet 2nd-6th grade

PRESS
Path to Reading Excellence
in School Sites

Meeting Date: 1/12/14 Teacher Name: Ittner Assessment Analyzed: ORF Class Wide Median: 93.5/2

Determine Need:	Action Items:	
Is a Whole Class Intervention necessary ? Yes (No) If yes, then…	• Determine appropriate Class Wide Intervention: _____ • Determine Start Date:_____ • Determine End Date:_____ • Schedule Fidelity Check:_____ • Progress Monitor Assessment_____	
Which students fall within the at-risk range? **Are there any students we missed?**	Among students identified as needing a Tier 2 intervention, what is the category of the problem? (phonemic awareness, decoding, fluency, vocabulary, comprehension)	What intervention do you plan to use to address the problem?

Student Name:	WRC/Error	Accuracy		
1. Student A	34/6	85%	decoding	
2. Student B	41/5	89%	decoding	
3. Student C	44/4	92%	decoding	
4. Student D	58/4	94%	fluency	
5. Student E	67/2	97%	fluency	
6. Student F	78/3	96%	fluency	
7. Student G	83/4	95%	fluency	
8.				

Benchmark Criterion   FALL: ____ WINTER: 91 SPRING: ____

Repeated Readings

- One of the oldest and most well-researched interventions
- High OTR
- Generalizes to passage and similar ones

Repeated Reading

Objective: To increase fluent reading on passages for students who
- read with high accuracy
- show benefit from repeated practice on the same passage

Materials: 2 copies each of texts that the student can read with <u>at least</u> 95% accuracy
Stop-watch
Pencil/pen for teacher to mark errors
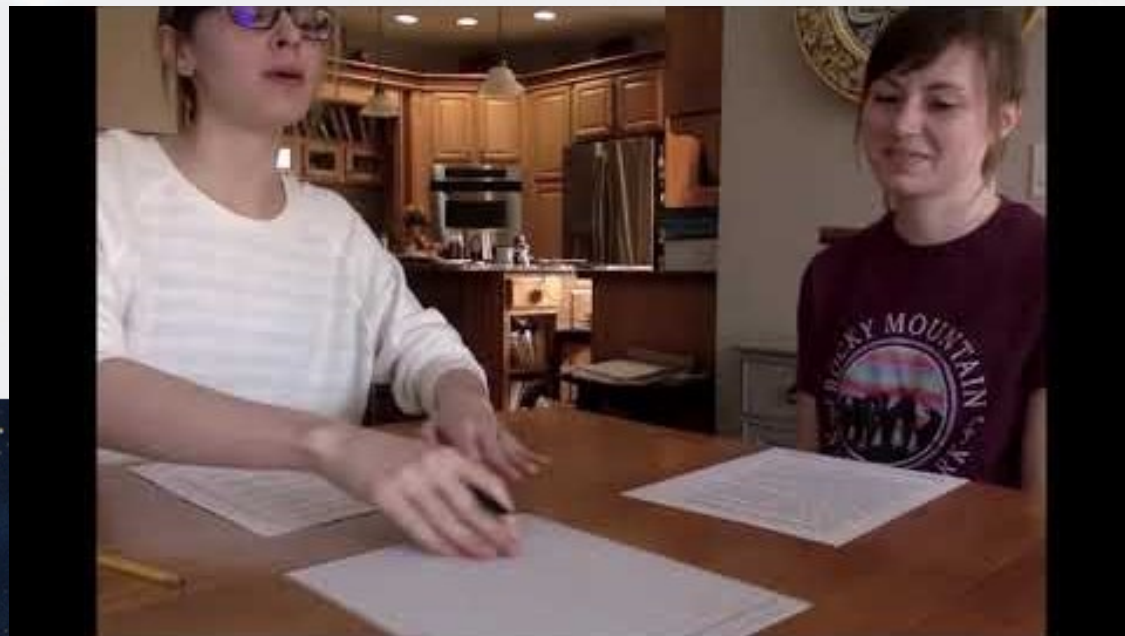
Sequence:
1. Teacher explains that students will be reading a passage multiple times to work on increasing fluency (fluency is rate <u>and</u> accuracy <u>and</u> expression – not just speed)
2. Teacher gives copies of passages to student
3. (Optional Step) Student whisper reads passage to him/herself while tracking with his/her finger to figure out unknown words. Students may ask about any unknown words.
4. Teacher explains that for the first reading out-loud, the student will read for 1 minute.
5. Teacher says "<u>Begin</u>" (not "Start") and starts stop-watch.
6. Student reads passage out-loud.
7. Teacher marks errors and monitors stopwatch. At one minute, teacher says "Stop" and marks the last word read by the student.
8. Teacher records number of correct words per minute and graphs results, showing the graph to the student.
9. Teacher provides standard error correction for each word the student read in error. ("That word is _____. What word?" The student repeats the word. Teacher says, "Yes. That word is _____." Student goes back to the beginning of the sentence to begin again.)
10. Repeat steps 5-9 at least two more times for a minimum of 3 timed readings (student reads, teacher times, words read correctly are recorded, and errors are corrected). Additional repetitions may be completed if student's fluency continues to improve through these readings.

Strategies

What was Taught	Materials	How it was Taught
Reciprocal Teaching (Palinscar& Brown, 1984) •Activate Prior knowledge •Predict •Summarize •Generate Questions •Clarify	4th grade passages and questions	Each individual strategy is taught by: Modeling Working with the student Having the student work independently

Fab Four Bookmark

Predict

Use clues from the text or illustrations to predict what will happen next.

I think...because...
I'll bet...because...
I suppose...because...
I think I will learn...because...

Question

Ask questions as you read. Some are answered in the book, and others are inferred.

I wonder....
Who? What? When? Where? Why? How?
Why do you think?

Clarify

How can you figure out tricky or hard words and ideas?

I didn't get the [word, part, idea] so I:
- Reread
- Read on
- Sound words out
- Ask if it makes sense
- Talk to a friend

Summarize

Using your *own* words, tell the main ideas from the text in order.

This text is about....
This part is about....
First,....
Next,....
Then,....
Finally,....

Predict

1. Look at the main title

2. Scan the page to look at major headings

3. Look at any illustrations (e.g., maps, captions, tables)

4. Predict what the story is about

5. Write predictions down and read

Summarize

1. Read the passage
2. Write one or two sentences that sum it up
3. Two common errors
   - Providing too much detail
   - Only referencing a section of the passage
4. Provide feedback with questions
   - Does your summary cover the *whole* story, or just a part of it?
   - If I asked you to tell me what the story was about using only 2 sentences, what would you say?").
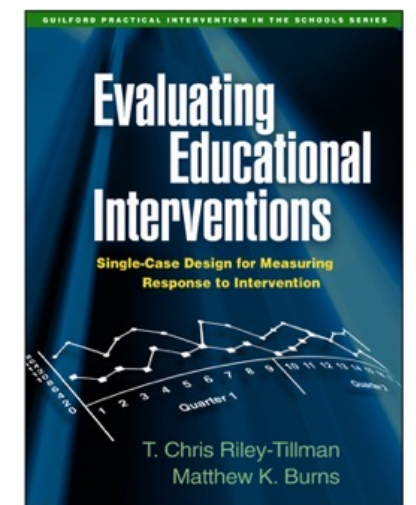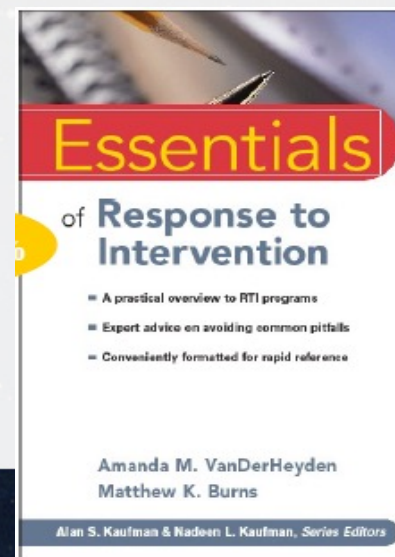
Generate Questions

1. Create a list of main ideas

2. Write down a question that the main idea will answer.

    - "Who", "What", "Where, "When", "Why" and "How."

3. Look at the summary you just wrote, does that answer your questions?

Clarifying

1. Look for unknown words or unclear sentences

2. Use the surrounding text or a dictionary to figure out the meaning

3. Replace the word in the text and read the sentence aloud

4. Ask prompting questions (e.g., "Does that make sense to you?")

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