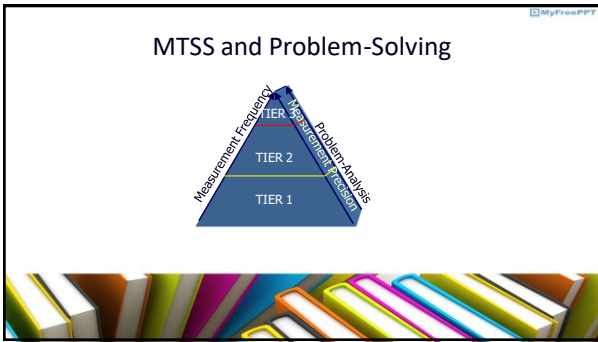
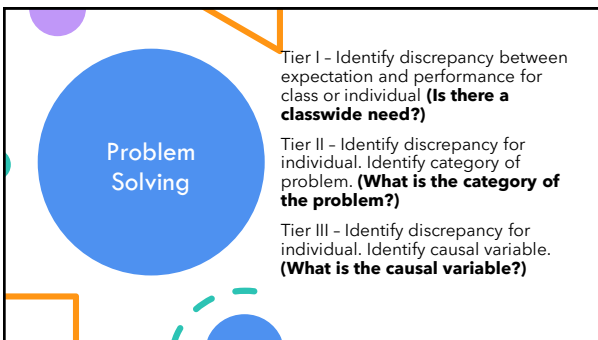




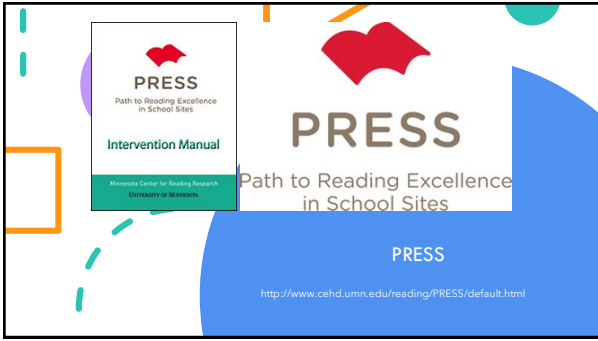
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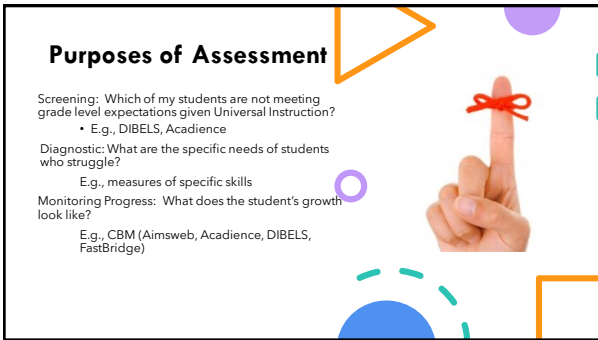
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3



4



5

Assessment Name	Purpose	Grade	Comprehension	Reading Accuracy	Reading Fluency	Reading Comprehension
Acadience Reading Level	Screening	Kindergarten	Met	Met	Met	Met
Acadience Reading Level	Screening	Grade 1	Met	Met	Met	Met
DIBELS 2.0	Screening	Kindergarten	Met	Met	Met	Met
DIBELS 2.0	Screening	Grade 1	Met	Met	Met	Met
DIBELS 2.0	Monitoring Progress	Kindergarten	Met	Met	Met	Met
DIBELS 2.0	Monitoring Progress	Grade 1	Met	Met	Met	Met
DIBELS 2.0	Monitoring Progress	Kindergarten	Met	Met	Met	Met
DIBELS 2.0	Monitoring Progress	Grade 1	Met	Met	Met	Met
FastBridge	Monitoring Progress	Kindergarten	Met	Met	Met	Met
FastBridge	Monitoring Progress	Grade 1	Met	Met	Met	Met
FastBridge	Monitoring Progress	Kindergarten	Met	Met	Met	Met
FastBridge	Monitoring Progress	Grade 1	Met	Met	Met	Met
FastBridge	Monitoring Progress	Kindergarten	Met	Met	Met	Met
FastBridge	Monitoring Progress	Grade 1	Met	Met	Met	Met

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Screeners

Kindergarten

- DIBELS 8
 - LNF
 - PSF (PA)
 - NWF (Decoding)
- Acadience
 - FSF or PSF (PA)
 - NWF (Decoding)

First Grade

- DIBELS 8
 - LNF
 - PSF (PA)
 - NWF (Decoding)
 - ORF (Fluency, Accuracy = Decoding)
- Acadience
 - PSF (PA)
 - NWF (Decoding)
 - ORF (Fluency, Accuracy = Decoding)

7

Screeners

Fall data

Previous year data

Don't screen if you know the answer

8

Effective PLCs Matter

On student achievement
Beyond school variables
Beyond starting scores

Journal of Educational and Psychological Evaluation

Knowledge

Factor of Professional Learning Community Implementation and Effect on Student Achievement

Matthew S. Barr, Meredith A. Neighan, Jane L. Pineda, Dr. Wang, Robert L. Gordon, Vicki Hake, and Michael S. Smith
University of Missouri

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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*

10

PLC Meetings:	Agenda
PLC: 1 st weekly meeting of the month (Content Focus)	<ul style="list-style-type: none"> 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: 2 nd weekly meeting of the month MTSS (Core Instruction Literacy Focus)	<ul style="list-style-type: none"> 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: 3 rd weekly meeting of the month (Content Focus)	<ul style="list-style-type: none"> Grade level teams and coaches with additional personnel as appropriate School-site established PLC focus with schools studying varied topics
PLC: 4 th weekly meeting of the month MTSS (Data Analysis)	<ul style="list-style-type: none"> 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.

11

Criterion = 20
Sounds per minute

Name	Fall
KA	25
BA	29
SW	25
RA	15
TV	15
JP	18
PJ	25
YD	14
CA	29
GA	19
OG	19
SM	4
TJ	12
AD	1
GM	17
QL	25
TE	23
CJ	11
VR	3
LD	2
RL	4
Median	14

Does This Look Familiar?

12

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.

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MODEL

What is the Class Median?

Student Population: 100				Student Population: 100			
Student	Grade	ORF	Errors	Student	Grade	ORF	Errors
A	3	213	8	B	3	152	6
B	3	18	6	A	3	21	8
C	3	87	1	E	3	46	6
D	3	110	5	N	3	49	6
F	3	45	5	K	3	50	6
P	3	92	1	B	3	75	3
G	3	89	3	P	3	86	6
H	3	28	1	C	3	87	1
I	3	119	2	G	3	89	3
J	3	96	2	O	3	89	2
K	3	30	8	F	3	89	1
L	3	122	2	U	3	89	2
W	3	97	1	J	3	89	2
N	3	49	6	M	3	87	1
O	3	103	5	H	3	88	1
P	3	86	6	D	3	109	0
Q	3	89	2	D	3	110	0
R	3	76	3	S	3	112	3
S	3	112	3	I	3	119	2
T	3	141	1	L	3	120	2
U	3	94	2	T	3	141	1
Class Median				Class Median			

14

MODEL

What is the Class Median?

Student Population: 35				Student Population: 35			
Student	Grade	ORF	Errors	Student	Grade	ORF	Errors
A	2	27	5	B	2	21	0
B	2	27	5	E	2	21	0
C	2	27	5	F	2	21	0
D	2	27	5	G	2	21	0
E	2	27	5	H	2	21	0
F	2	27	5	I	2	21	0
G	2	27	5	J	2	21	0
H	2	27	5	K	2	21	0
I	2	27	5	L	2	21	0
J	2	27	5	M	2	21	0
K	2	27	5	N	2	21	0
L	2	27	5	O	2	21	0
M	2	27	5	P	2	21	0
N	2	27	5	Q	2	21	0
O	2	27	5	R	2	21	0
P	2	27	5	S	2	21	0
Q	2	27	5	T	2	21	0
R	2	27	5	U	2	21	0
S	2	27	5	V	2	21	0
T	2	27	5	W	2	21	0
U	2	27	5	X	2	21	0
V	2	27	5	Y	2	21	0
W	2	27	5	Z	2	21	0
Class Median				Class Median			

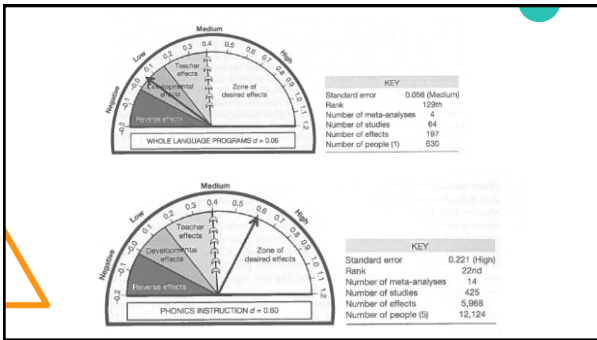
15

90 to 120 Minutes Each Day with Daily Routines

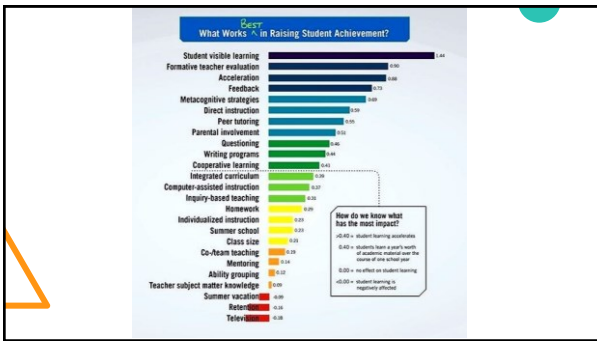
Reading Instruction in K-1

- Concepts of Print
- Phonemic Awareness
- Vocabulary
- Meaningful interaction with text
- Letters/Phonics
- Writing/spelling

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17



18

Teacher Roles			
• Activator		• Facilitator	
Drill & practice	$d = 0.99$	Simulation/game	$d = 0.32$
Feedback	$d = 0.72$	Inquiry-based	$d = 0.31$
Meta-cognition	$d = 0.67$	Class size	$d = 0.21$
Direct Instruction	$d = 0.59$	Problem-based	$d = 0.15$
Mastery Learning	$d = 0.57$	Inductive teach	$d = 0.06$
Formative Assessment	$d = 0.46$		
Total	$d = 0.60$	Total	$d = 0.17$

19



20

IES WWC What Works Clearinghouse

Recommendations Details Panel Related Resources Full Guide (6.2 MB)

This practice guide provides four recommendations for teaching foundational reading skills to students in kindergarten through 3rd grade. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. This guide is geared towards teachers, administrators, and other educators who want to improve their students' foundational reading skills, and is a companion to the practice guide, *Improving Reading Comprehension in Kindergarten Through 3rd Grade*.

- 1 Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. **TIER 4 (NATIONAL)**
• Show More
- 2 Develop awareness of the segments of sounds in speech and how they link to letters. **TIER 1 (STRONG)**
• Show More
- 3 Teach students to decode words, analyze word parts, and write and recognize words. **TIER 1 (STRONG)**
• Show More
- 4 Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. **TIER 2 (MODERATE)**
• Show More

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Classwide Intervention
<http://kc.vanderbilt.edu/pals/>

22

GA	0
AD	1
LD	2
CJ	3
VR	4
SM	4
QL	4
RL	4
TV	12
TJ	12
YD	14
RA	15
GM	17
JP	18
OG	19
SW	20
KA	25
PJ	25
BA	29
CA	29
TE	29

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Classwide Intervention (1st Grade – Build a Word)

- Word lists based on classroom skills and needs
- Magnetic letters
- White boards (or cookie sheets)

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Build a Word Procedure

Teacher-Led	Teams
1. Teacher explains lesson	1. Reader 1 reads the word list as Reader 2 follows along
2. Models first word for students	2. Reader 2 reads the word list as Reader 1 follows along
3. Students chorally read word lists (up to 10 words)	3. Readers 1 and 2 take turns building words (Reader 1 goes first) with letter cards or magnetic letters and Elkonin boxes

25






In Action



<https://www.presscommunity.org/video/158/>

26

Partner Reading 5 Easy Rules

1. Talk only to your partner and only about your reading 
2. Keep your voices low 
3. Cooperate with your partner 
4. Try your best 
5. Follow directions 

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27

How to Correct

Stop.

Can you figure it out? *If not, say:*
 That word is ____.
 What word? ____

Good.

Go back and read it again.

28

Timeline

- 1
Collect Data: Pre-test (e.g., NWF)
- 2
Day 1: Train Students on Set Up Procedures and Partner Reading
- 3
Day 2: Train Students on building a word
- 4
Day 3-20: Build a Word 5 minutes every day
- 5
Collect Data: Post-test (e.g., NWF, same as pretest)

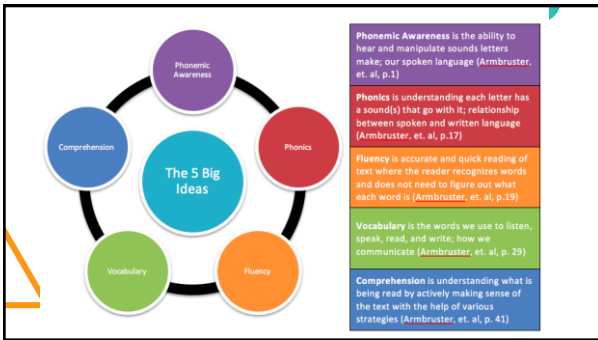
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Name	Pre-Test	Post Test
KA	25	27
BA	29	26
SW	20	25
RA	15	24
TV	12	24
JP	18	23
PJ	25	22
YD	14	22
CA	29	35
GA	0	23
OG	19	29
SM	4	20
TJ	12	20
AD	4	17
GM	17	28
OL	4	21
TE	29	38
CJ	3	15
VR	3	14
LD	2	11
RL	4	10
	14	23

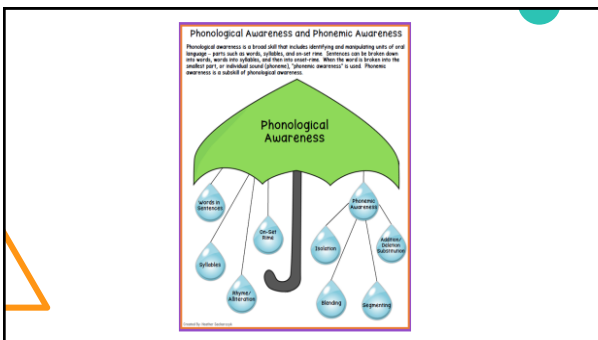
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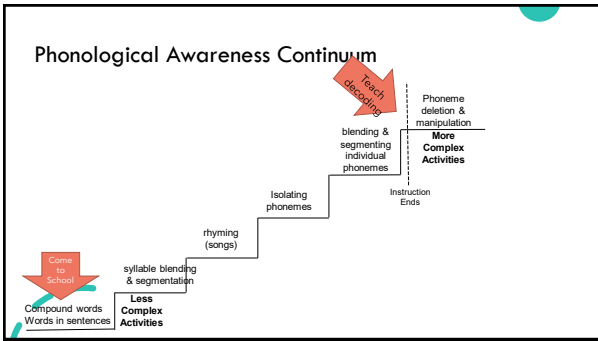
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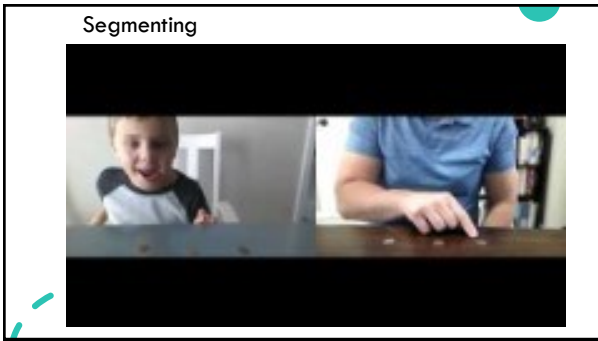
34



35



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Sequence to Teach

Stage	Rhyming	Isolation	Blending	Segmenting	Manipulating
Acquisition	Provide a word	Word starts with	Blend two sounds	Count sounds	Delete sound
	Categorize	Word ends with	Blend three sounds	Tap for each sound	Substitute sound
	Judge	Sound in the middle		Name the sound	
Proficiency	Nursery Rhymes Ship is loaded with	I Spy	Guess the word	Big, Bigger, or Biggest	Sound Switcheroo

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ACTIVITY 27: Big, Bigger, Biggest

SKILL: oral segmentation

Using the picture cards on pages 28 and 29, or pictures cut out from magazines, display two pictures. Ask children to count how many sounds they hear in each picture name. Then have children select the picture whose name has the most sounds. For example, if the two pictures are pie and car the children would count two sounds for pie (/p/ /i/) and three sounds for car. (/k/ /s/ /r/). They would then choose car, because it has more sounds. Continue with the following picture sets.

- tie (2), sun (3)
- leaf (3), bee (2)
- lock (3), clock (4)
- soap (3), snake (4)
- tie (2), six (4)

When children become skilled at this, increase the number of pictures to three.

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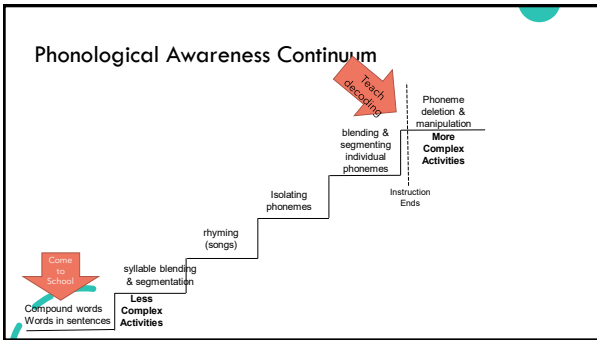
ACTIVITY 41: Sound Switcheroo

SKILL: phonemic manipulation

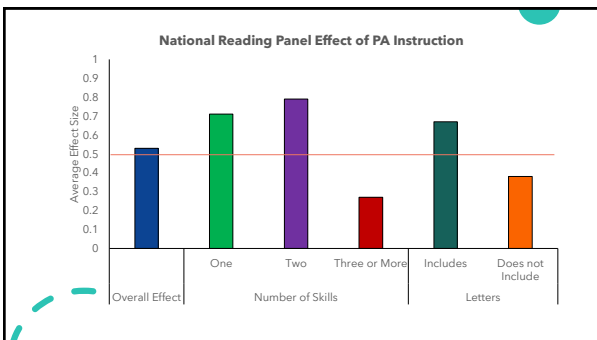
Explain to children that you will say a word. You want them to listen carefully to the sounds in the word. You will then play switcheroo with one of these sounds. That is, you will change one sound in the word—the beginning, middle, or ending sound. You want them to tell you which sound was switched. For example, if you say *mat* and then *sat*, children should respond that /m/ was switched with /s/. Continue with the following word pairs:

- man/pan
- far/fat
- run/sun
- hat/hot
- pick/pack
- ball/bell
- leaf/loaf
- pig/pin
- fish/dish
- gate/game
- tap/tape
- van/ran
- zip/lip
- cup/cap
- hot/hop

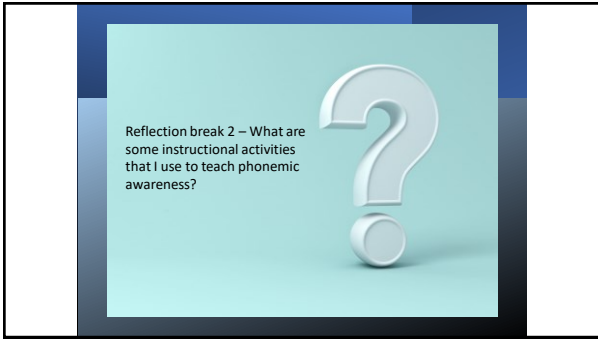
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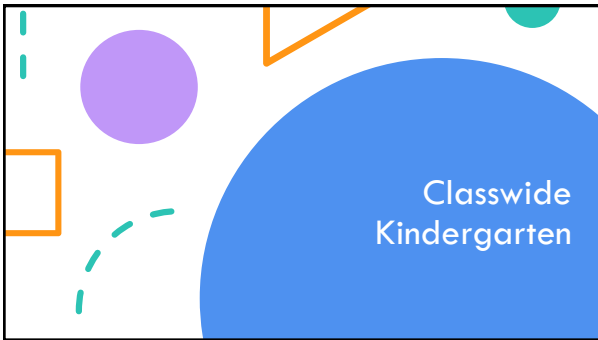
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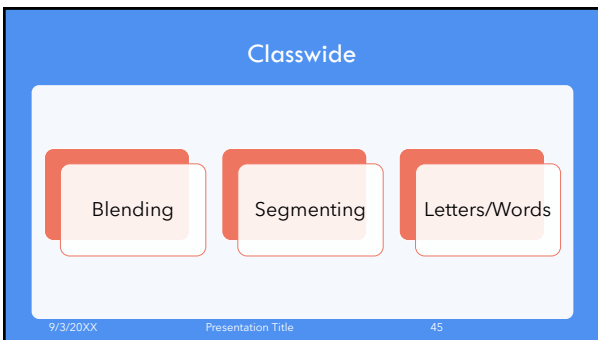
42



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Segmenting, Blending, Letter/Words

- 5 mins segmenting (2 sounds then 3)
- 5 mins blending (2 sounds then 3)
- Show new letters and words
- Practice (Reader 1 goes first)
- Add words

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Suggested Order

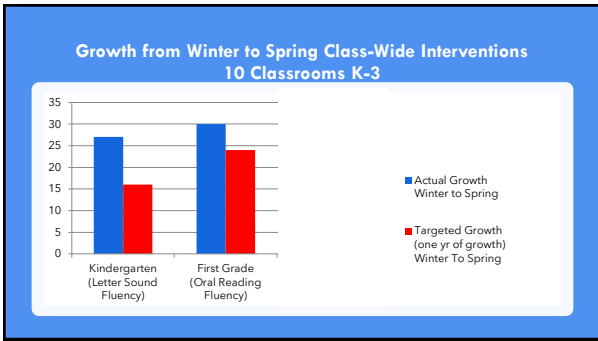
- **Week 1**
- s, m - s, m, a, m (can just do chorally)
- s, as - s, a, m, s, as, am, sam
- t, e, mat, set - t, e, a, t, e, m, s, t, e, mat, set, met, sat
- f, n, fat, ten - f, n, a, m, f, n, s, t, e, f, n, ten, fat, man, fan
- fat, set, man, as, met, sam, fan, ten, am, mat, sat
- **Week 2**
- r, i, rat, fin - r, i, n, t, r, l, f, s, r, i, rat, fin, ran, tin
- h, b, hit, bat - h, b, e, r, h, b, a, i, h, b, hit, bat, hen, rib
- l, u, let, sun - l, u, s, e, l, u, t, b, r, i, h, l, u, let, sun, tub, lab
- o, d, hot, fed - o, d, f, l, e, r, o, d, a, h, u, o, d, hot, fed, lot, den
- rat, hit, sun, fed, fin, bat, let, den, ran, hen, tub, lot, rib, lab, hot
- **Week 3**
- g, c, got, can - g, c, d, t, g, c, o, i, b, g, k, got, can, bag, cot
- j, p, jet, mop - j, p, e, t, j, p, m, b, o, jet, mop, job, cap
- k, z, kit, zip - k, z, i, p, a, k, z, g, j, k, z, kit, zip, ken, zap
- v, y, van, yet - v, y, e, t, g, c, v, y, j, p, a, n, k, z, v, y, yet, van, yap, vet
- yet, kit, mop, got, bag, jet, zip, van, yap, ken, job, can, vet, cot, zap, cap

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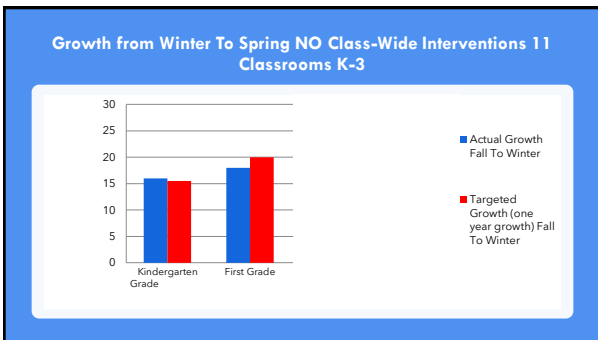
Suggested Order

- **Week 4**
- w, x, wet, six - w, x, t, e, m, w, e, a, s, o, n, i, w, x, wet, six, max, won
- qu, quit - qu, i, t, l, s, quit, quiz, quip
- th, sh, that, ship - th, sh, qu, a, t, i, p, e, n, th, sh, that, ship, then, shot
- ch, wh, chip, what - ch, wh, i, t, a, ch, wh, p, s, chip, what, chat, whip
- wet, quit, that, chip, six, quiz, ship, what, max, quip, then, chat, won, shot, whip
- **Week 5**
- Practice randomly picked sets of 10 words
- OR - add graphemes (e.g., vowel teams, consonant blends) with same pattern

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