MTSS FOR ENGLISH LANGUAGE LEARNERS: Appropriately Using Screening and Progress Monitoring Data

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SESSION DESCRIPTION

In this session, we will discuss critical considerations in using screening and progress monitoring data to support English Learners’ literacy development. The factors that influence EL’s academic success such as language supports and cultural relevance will be examined and an overlay for adapting literacy interventions will be presented.

RTI/MTSS FOR ENGLISH LEARNERS
A school district’s process to determine if a student responds to scientific, research-based instruction shall include **appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.

\[8\]NYCRR §100.2(ii)(1)(i)]

**EXAMPLE OF A STANDARD TREATMENT MODEL**

<table>
<thead>
<tr>
<th>Tiers</th>
<th>Core Program – 90 Minutes Daily</th>
<th>Interventions</th>
<th>Time and Group Size</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Journeys</td>
<td>1st Tier Core</td>
<td>Tier 2 Intervention: Core + 30 minutes</td>
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<tr>
<td></td>
<td></td>
<td>Reading Recovery</td>
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<tr>
<td>2</td>
<td>Journeys</td>
<td>2nd Tier Core</td>
<td>Tier 2 Intervention: Core + 30 minutes</td>
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<td>Reading Recovery</td>
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</tr>
<tr>
<td>3</td>
<td>Journeys</td>
<td>3rd Tier Core</td>
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**QUALITY INDICATORS FOR IMPLEMENTING RTI WITH LEP/EL STUDENTS (RESPONSE TO INTERVENTION: GUIDANCE FOR NEW YORK STATE SCHOOL DISTRICTS, 2010)**

- ESL is an integral part of core instruction for all LEP/EL students, not an “intensive intervention” or additional tier in the RTI process.
- ESL methodology is employed in all three tiers and native language instruction or support is provided when needed to help rule out limited English proficiency or lack of appropriate instruction as causes of learning difficulties.
- Culturally responsive instruction is employed in all three tiers.

- What are the pros of a Standard Treatment Model for all students? For ELs?
- What are the cons of a Standard Treatment Model for all students? For ELs?
QUALITY INDICATORS FOR IMPLEMENTING RTI WITH LEP/EL STUDENTS (RESPONSE TO INTERVENTION GUIDANCE FOR NEW YORK STATE SCHOOL DISTRICTS, 2010)

• Evidence-based practices/interventions shown to be effective and validated for LEP/EL students are used.
• Interventions are adapted to reflect cultural and linguistic considerations; adapted intervention protocols are standardized, implemented with fidelity, and revised as needed based on sufficient data reflecting student results and program efficacy.
• The performance of “true peers” (i.e., students with the same native language and culture and similar educational histories) is considered when setting benchmarks, monitoring progress, and deciding whether a LEP/ELL student is responding adequately to instruction or needs more intensive intervention.

TIER 1: CHARACTERISTICS OF EL STUDENTS NEEDING SMALL GROUP OR INDIVIDUAL SUPPORTS

Achievement is both at a lower level when compared to “true-peers” (same levels of language proficiency, acculturation, and educational background) and occurs at a substantially slower rate.

TIER 1: CHARACTERISTICS OF EL STUDENTS NEEDING MORE RIGOROUS INSTRUCTION

• Achievement is at a lower level and/or substantially slower rate when compared to same grade peers.
• In this case, the quality and appropriateness of instruction for the group of ELs must be improved so students can meet grade level benchmarks.

TIER 1: GUIDING QUESTIONS

• Is scientifically-based instruction in place for the target student and aligned to the student’s cultural, linguistic, socioeconomic and experiential backgrounds?
• Is the concern examined within the context (i.e., language of instruction, acculturation, preschool experiences) of the student’s ecology?
• Has accurate baseline data been collected on what the student can do as well as what he/she must still learn?
• Are L1 and L2 language proficiency monitored regularly?
• Have hearing and vision been screened?
• Do Tier 1 interventions align with the student’s cultural, linguistic, socioeconomic and experiential backgrounds?
• Have the parents been contacted and their input documented?
TIER 1: INSTRUCTION AND INTERVENTION

• All students receive high-quality, research-based instruction by qualified staff
• Culturally responsive instruction is fundamental at this (and all) tier and not an add-on
• Explicit and linguistically appropriate instruction is also fundamental (attention given to language forms and functions)
• Literacy instruction includes systematic and explicit instruction in phonological awareness, the alphabetic code, phonics, vocabulary, comprehension, and fluency
• Instruction uses evidence-based strategies for ELs

TIER 1: INSTRUCTION AND INTERVENTION (CONT.)

• Universal screening of academics and behavior at least three times per year of all students to identify those who need close monitoring or intervention
• Interventions are provided to students identified on the screener as needing support
• Research-based interventions are implemented for at least 8 – 12 weeks and progress is monitored
• Progress monitoring compares ELL student to other true-peer ELLs since their rate of progress cannot be compared to that of an English-only group
• Appropriate instructional interventions include scaffolds to support students in meeting grade level standards
• Student’s knowledge is bridged to new information

TIER 1 SERVICE PROVIDER: QUESTIONS TO ASK YOURSELF

• How can I expand on the given curriculum to include more perspectives and voices?
• How do I integrate diversity topics into my curriculum so it is no simply an “add-on?”
• Have I learned some general characteristics of my students’ cultural groups?
• Can I learn a few words in students’ native languages or include print material in the classroom?

TIER 1 SERVICE PROVIDER: NECESSARY SKILLS

• Provides developmentally, culturally, linguistically and experientially appropriate instruction and assessment to all students
• Delivers culturally responsive instruction
• Describes behaviors/academic concerns in observable terms and establishes baselines
• Identifies the elements that will lead to success in the identified problem area(s)
• Identifies student and instructional variables that may contribute to the problem and solution
• Understands that no student characteristic (e.g., disability label, race, SES, cultural group) dictates a priori what interventions will work
• Collaborates with other teachers, services providers, and parents
• Knowledgeable of tools in student’s instructional language(s)
TIER II: CHARACTERISTICS OF STUDENTS NEEDING SUPPORTS

• Achievement continues both at a lower level as compared to “true-peers” and occurs at a substantially slower rate

TIER II: GUIDING QUESTIONS

• Does the child’s learning rate appear to be lower than that of a group of average progressing “true peers”?
• Is the child responding to interventions in English? In native language?
• Has the intervention been researched on English learners?
• Does intervention instruction include use of best practices for ELs?
• Does group size impact students’ progress?

TIER II: INSTRUCTION AND INTERVENTION

• Interventions are a “double dose” of skills taught in core
• Instructional strategies include explicit instruction with modeling, multiple examples and immediate feedback and continue to align to students’ linguistic, cultural and experiential backgrounds
• Progress is carefully monitored and increased in frequency when necessary
• If student does not respond to interventions as compared to “true peers,” change intervention frequency, group size, or curriculum
• If student does not respond to Tier II interventions as expected, consider referring to Tier III
TIER II SERVICE PROVIDER

- Title I teacher, reading teacher, related service provider, trained paraprofessional
- Interventions are generally provided in small groups as a pull-out; but can be a push-in models

TIER II SERVICE PROVIDER: NECESSARY SKILLS

- Knowledgeable regarding the impact of second language acquisition on learning in the new language
- Ability to make bridges between curriculum and students’ cultural and experiential backgrounds
- Can identify language within intervention lessons that students need to be taught in order to access the lesson
- Specific training on the intervention program(s) they teach

TIER III: CHARACTERISTICS OF STUDENTS NEEDING SUPPORTS

Achievement continues both at a lower level than like-peers, occurs at a substantially slower rate, and the student needs individualized instruction in order to learn

TIER III: GUIDING QUESTIONS

- Has the student had sufficient rounds of Tier II interventions before referral to Tier III?
- Are Tier III interventions available without a special education referral?
- Does the student differ from like “true peers” in the following ways:
  - Level of performance:
  - Learning slope?
- Are the child’s functional, developmental, academic, linguistic, and cultural background used to guide interventions?
- Are all assessments technically sound, valid, and used appropriately for the EL student?
- Are test results interpreted in a manner that considers student’s language proficiency in the language of assessment and level of acculturation?
TIER III INSTRUCTION AND INTERVENTION

• Interventions may target below-grade level skills
• Intensity of interventions increased (frequency, duration, group size)
• Students may be referred for a special education psychoeducational evaluation.
• If special education eligibility assessments conducted, they should:
  • Include native language assessment
  • English assessments must be interpreted considering the linguistic demands and cultural loading of the assessments and the student's language proficiency and acculturation

TIER III SERVICE PROVIDER

• Title I teacher, reading specialist, trained paraprofessional, special educator, related service provider

TIER III SERVICE PROVIDER: NECESSARY SKILLS

• Tier III may or may not be special education
• Able to align interventions to student's linguistic, cultural and experiential contexts
• Experienced in a wide range of literacy instruction for struggling students and those with disabilities
• Accurately monitor student's progress
• For Tier III to be special education, a multidisciplinary team must have followed the processes for a special education referral, psychoeducational evaluation, and eligibility decision
• For EL students identified for special education services, a culturally and linguistically appropriate IEP must be developed

FACTORS TO EXAMINE FOR ACADEMIC SUCCESS
**NY LANGUAGE PROGRESSIONS**

<table>
<thead>
<tr>
<th>Level of Proficiency</th>
<th>Emerging (Beginning)</th>
<th>Transferring (Mid-Intermediate)</th>
<th>Expanding (Advanced)</th>
<th>Commanding (Fluency)</th>
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<tbody>
<tr>
<td>Speaking &amp; Language</td>
<td>Oral language and communication are used appropriately fora variety of contexts.</td>
<td>Speaking &amp; Language are used with a variety of grammatical structures and vocabulary.</td>
<td>Speaking &amp; Language are used with a high degree of accuracy and fluency.</td>
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<tr>
<td>Reading &amp; Language</td>
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</tr>
</tbody>
</table>

**USE FORMS AND FUNCTIONS THAT MATCH STUDENT'S LANGUAGE PROFICIENCY LEVEL**

<table>
<thead>
<tr>
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<th>Emerging (Beginning)</th>
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</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>Oral language and communication are used appropriately fora variety of contexts.</td>
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</tr>
</tbody>
</table>

**Example to Address the Linguistic Demand**

See Dialogs 1, 6, 7, and 10 of this standard for examples of the linguistic demand in Spanish, Chinese, Arabic, or Japanese.

**Notes**

- Use words and phrases to express your emotions in a way that makes sense.
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**Example**

- What do you think? (¿Qué opinas?)
- I disagree, but I see your point. (Yo no lo veo, pero veo tu punto.)
- Please do not interrupt me. (Por favor, no interrumpas mí.)
- I understand what you are saying. (Entiendo lo que dices.)
CULTURE

• How do YOU define culture?

CULTURE

• Culture can be viewed as a “framework through which actions are filtered or checked as individuals go about daily life” (Hanson, 1992) and is constantly evolving.
• Culture is the explicit and implicit patterns of behaviors, values, beliefs, and world views shared by a group of people; language is a means of being socialized into and expressing these phenomena.
• It has been said that language is part of a culture.

HOW DOES CULTURE IMPACT YOUR INTERPRETATIONS?

Read this passage one time only:

Rocky slowly got up from the mat, planning his escape. He hesitated a moment and thought. Things were not going well. What bothered him most was being held, especially since the charge against him had been weak. He considered his present situation. The lock that held him was strong but he thought he could break it. He knew, however, that his timing would have to be perfect. Rocky was aware that it was because of his early roughness that he had been penalized so severely—much too severely from his point of view. The situation was becoming frustrating; the pressure had been grinding on him for too long. He was being ridden unmercifully. Rocky was getting angry now. He felt he was ready to make his move. He knew that his success or failure would depend on what he did in the next few seconds.

Summarize what you’ve just read in two or three sentences.
Is your summary like your neighbor’s summary?
CULTURAL LEARNING

• Cultural understanding in one's first culture is typically established by age 5
• Values are determined by one's first culture and may have to be reviewed to know when to appropriately use them in their first and second cultures
• One's first culture learning may lead to errors in interpreting the second culture
• Long-standing behavior patterns are typically used to express one's deepest values

MULTICULTURAL BOOKS

Children need to see themselves represented in the curriculum and connect to what is presented in lessons.

https://www.leeandlow.com/
https://www.csmcl.org/

CULTURAL DIFFERENCES

• Within-group differences are as great as across-group differences
• No cultural, ethnic, linguistic, or racial group is monolithic
• There is a wide variation in attitudes, beliefs and behaviors within cultures

15 CULTURALLY-RESPONSIVE TEACHING STRATEGIES

https://www.prodigygame.com/blog/culturally-responsive-teaching/
Remember to disaggregate data by student subgroups in order to determine if core is appropriate for all students.
### English

**a)**

<table>
<thead>
<tr>
<th></th>
<th>Previous Benchmarking</th>
<th>Current Benchmarking</th>
<th>Goal for next Benchmarking</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
<td>Hispanic</td>
<td>All</td>
</tr>
<tr>
<td>% At or Above Benchmark</td>
<td>60%</td>
<td>77%</td>
<td>56%</td>
</tr>
<tr>
<td>% Below Benchmarks</td>
<td>7%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>% Well Below Benchmark</td>
<td>42%</td>
<td>52%</td>
<td>43%</td>
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</table>

### 2017-18 TWI - Reading 3rd Grade Summary Report

**TWI = True**

**DORF-Words Correct**

<table>
<thead>
<tr>
<th></th>
<th>Goal</th>
<th>Average</th>
<th>Intensive</th>
<th>Strategic</th>
<th>Core</th>
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<tr>
<td>Full</td>
<td>68</td>
<td>65</td>
<td>66</td>
<td>65</td>
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</table>

**DORF-Accuracy**

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<tr>
<th></th>
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**FLO**

<table>
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<th></th>
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<th>Strategic</th>
<th>Core</th>
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<tr>
<td>Total</td>
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<td>24</td>
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**FLO-Accuracy**

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<tr>
<td>Total</td>
<td>26</td>
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<td>21</td>
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**MAZE Adjusted**

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<td>Total</td>
<td>26</td>
<td>24</td>
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**DDORF-Words Correct**

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<td>65</td>
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<td>65</td>
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</tbody>
</table>
**Step 2: Problem Analysis (Why is it happening?)**

1. Using data, prioritize which big idea of reading is currently the most important common instructional need.
   - Skill furthest to the left that is not at least 80% for most students (circle one).

<table>
<thead>
<tr>
<th>Skill</th>
<th>Phonological Awareness</th>
<th>Phonics</th>
<th>Oral Reading Fluency</th>
<th>Word Reading Accuracy</th>
<th>Word Reading Coverage</th>
<th>NIA</th>
<th>Retell</th>
<th>Retell Accuracy</th>
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<tbody>
<tr>
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<td>PSF</td>
<td>NWF-CTA</td>
<td>NWF-WPE</td>
<td>ORF Accuracy</td>
<td>Word Read Coverage</td>
<td>NIA</td>
<td>Retell</td>
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<td>% Above Benchmark</td>
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<td>52%</td>
<td>45%</td>
<td></td>
<td></td>
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</table>

2. If a significant achievement gap was seen in Step 1, why is that occurring (e.g., instruction, curriculum, environment, learner)?

3. Does fidelity to the core need to be further examined and how will that be accomplished?
Step 3: Plan Identification (What is the plan to improve the health of the child?)

What nutrition/strategies have been effective in your classroom?

- A. Curriculum
  1. What strategy did you implement that seemed to work?
  2. What components will you use for next year?
  3. What components will you use for next year?

- B. Intervene
  1. What intervention(s) worked the best and why?
  2. What components will you use for next year?
  3. What components will you use for next year?

- C. Environment
  1. What behavior management strategies were used?
  2. What components will you use for next year?
  3. What components will you use for next year?

- D. Adult Learning
  1. What professional development needs to support your commitment to implement the agreed upon action?

—STOP HERE—Compare Step 2 & 3 against Benchmarking—

Step 4: Plan Implementation & Evaluation (Did it Work?)

Evaluate the Action Plan against the benchmarks:

- Percent of students who:
  - A. Met the benchmark
  - B. Met the benchmark
  - C. Met the benchmark

If YES, what worked? What changes were made?

- IF NO, what did we learn?
  - What did we learn?
  - What changes were made?
  - What did we learn?

Based on the results, what will we do next year?

20% MEETINGS
Individual Problem Solving

- What is it?
  A completely individualized process that involves investigation and planning for one individual child. We implement interventions in 9 week intervals, monitoring progress consistently, and then reconvene at the 9 week mark to review, refine, plan.

- When do we do it?
  When a student is not responding to a series of interventions that have been intensified and implemented with fidelity.
  BASICALLY: When we can’t figure out why this child isn’t making growth despite our best efforts.

- What and who does it entail?
  Any and all staff and teachers who support the student especially around the problem(s) identified

- What is it not?
  A direct line to special education
LITERACY INTERVENTIONS FOR ELS: THE PLUSS FRAMEWORK

PLUSS RATIONALE

• **Problem:** There are limited intervention programs that include English Learners (Els) in their research base.

• **Solution:** We reviewed the literature to identify evidence-based practices for ELs and organized our findings into the acronym PLUSS.
65 **Language Modeling and Opportunities for Practicing**

Teacher models appropriate use of academic language, then provides structured opportunities for students to practice using the language in meaningful contexts.


66 **Pre-Teach Critical Vocabulary**

- Identify and explicitly teach vocabulary that is important in understanding a passage or text.


67 **Use Visuals and Graphic Organizers**

- Strategically use pictures, graphic organizers, gestures, and other visual prompts to help make critical language, concepts, and strategies more comprehensible to learners.

Systematic and explicit instruction: Explain, model, provide guided practice with feedback, and opportunities for independent practice in context, strategies, and concepts.

Strategic use of native language and teaching for transfer:
- Help them understand language and concepts in English
- Use visuals and graphic organizers
- Strategic use of native language and teaching for transfer
- Pre-teach critical vocabulary
- Systematic & explicit instruction

3. Intervention programs use a direct instruction approach

- Step-by-step instruction:
  - New concepts and skills are taught by the teacher in small steps to ensure success the first time something is presented – thus avoiding time consuming and repetitive reteaching.

- Practice to mastery:
  - Students have ample opportunity to practice all concepts and skills so they generalize and apply the strategies they are learning. This emphasis on mastery.

- On-going assessment:
  - Students’ skill level is determined with entry-level assessment prior to instruction. Frequent, in-program mastery tests allow for continuous monitoring of student progress. Because this on-going assessment is closely linked to instruction and curriculum activities, teachers are able to evaluate the effectiveness of instruction, determine whether students are making adequate progress, and identify students at risk of difficulty and in need of specialized instruction.
73 DIRECT INSTRUCTION TEACHING SEQUENCE

<table>
<thead>
<tr>
<th>Model</th>
<th>“My turn…”</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead</td>
<td>“Do it with me…”</td>
<td>Teacher and Student</td>
</tr>
<tr>
<td>Test</td>
<td>“Your turn…”</td>
<td>Student</td>
</tr>
<tr>
<td>Re-test</td>
<td>“Again…”</td>
<td>Student</td>
</tr>
</tbody>
</table>

74 COMMON INTERVENTION PROGRAMS

- Reading Mastery
- Horizons
- Rewards

75 HORIZONS

- Horizons provides systematic instruction using direct instruction techniques.
- Horizon’s instructional sequence incorporates:
  - word attack
  - story reading
  - comprehension exercises
  - Spelling
  - Daily independent work
- Levels A, B, and Fast Track A-B build a solid foundation for fluency and comprehension by systematically teaching phonemic awareness and phonics.
- Fast Track C-D expands key decoding and vocabulary skills while developing higher order thinking and comprehension strategies.

76 WALKING THROUGH THE LESSON

**Instruction**
- In order to get a “big picture” of the lesson, begin with S: Systematic and explicit instruction.
- Read each exercise to identify the places where students need additional opportunities to practice the skill or need scaffolding.
- Establish your content and language objectives.

**Our Thinking**
- In the FLUSS model, the first S is teaching the intervention program using the written script.
- Content objectives are usually included at the beginning of each lesson in a direct instruction program.
- This is not the case with Horizons so develop your own based on the skills presented in the lesson.
LESSON 3 OBJECTIVES

• **Content Objective:** Students will correctly read the four target words with er letter combinations in the text with 100% accuracy by the end of Lesson 5.

• **Language Objective:** Students will be able to orally retell the story using the sequence words first, then, next, last in four complete sentences.

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Instruction

• Exercises 1 - 4
  - After reviewing Exercises 1 - 4, we determined there was no need for additional scaffolding.

**Our Thinking**

• Exercises 1 – 4 call for choral word practice which allows all students to practice all words.
After Step G, before individual turns, use picture cards to help students understand the meaning of the words.

Show students picture cards:

- Point to the picture of butter. "This is butter. Everyone say "butter."
- Point to the picture of batter. "This is batter. Everyone say "batter."
- Etc.

After presenting the picture cards, use the sentence frame "The word (word) means (definition)."

In Exercise 5 we noticed that the four target words play a key role in the next four lessons. We wanted to ensure that students understood the meanings since most of them are Tier 2 (Beck & McKeown) words (or polysemous).

U: USE VISUALS AND GRAPHIC ORGANIZERS
Language Modeling and Opportunities for Practice

- After presenting the picture cards, use one of the sentence frames:
  “(Word) is (definition).”
  “The word (word) means (definition).”
- Example: “Butter is a yellow spread made from milk.”
- Have students repeat the frame with you.

Instruction
Exercise 6
Rather than calling on individual students, use choral or echo reading.

Our Thinking
The lesson directs each student to practice 1–2 sentences in the story. To allow all students to practice all sentences in a scaffolded way, we use either choral or echo reading instead.

Instruction
Exercise 7
- After reading through the exercise, it appears that the intent of the exercise (comprehension questions) is to prepare students to retell the story.
- Consider your students to decide if they need all of the comprehension questions and an organizer. You may want to choose just a few of the questions since they are so detailed.
- As a group, orally retell the story using sequence word cards.
- Use graphic organizer for story sequencing.

Our Thinking
After reviewing Exercise 7, we found the comprehension questions to be overly detailed and overwhelming. Since the goal seems to be retelling the story, we taught the students a more authentic way of retelling the story. They practice their retell using the word cards after they have completed the comprehension questions.
LESSON 3

Instruction
- Exercise 8
  - Follow as indicated.
  - After Step C, consider hearing individual students read through the story as time allows.
  - Decide whether Exercise 9 – 12 will be useful for your students.

Our Thinking
- After reviewing Exercise 8, we note that every child is engaged throughout the activity - one student answers a question and then all students repeat the answer.
- While you are listening to individual children read, have the other children whisper read previous stories since we know repeated readings increase both comprehension and fluency for emergent readers.
- Most instructional blocks are 30 – 40 minutes in length. Including Exercises 9 – 12 takes an additional 20 minutes. Exercises 9 – 12 are writing activities so we elected to focus the instructional time on the literacy portions of the lesson.

S – STRATEGIC USE OF NATIVE LANGUAGE

- In Lesson 3, Exercise 5, if the instructor speaks the language of the students, they can give the definition in the native language.
YOUR TURN

• You might be wondering:
  • How long will it take a teacher to enhance a lesson using the PLUSS framework?
  • How do I find the minutes to add additional practice into my group time?
  • Other questions?

LESSON 4 OBJECTIVES

• **Content Objective:** Students will correctly read the four target words with er letter combinations in the text with 100% accuracy by the end of Lesson 5.

• **Language Objective:** Students will be able to orally retell the story using the sequence words first, then, next, last in four complete sentences.

Instruction

• Exercises 1 - 5
  • After reviewing Exercises 1 - 5, there was no need for additional scaffolding.

Our Thinking

• Exercises 1 – 5 call for choral word practice which allows all students to practice all words

- Motivating Your Kid to Learn a Second Language

- Textbook

- SOUNDS
  a. [er] (er) [er]
  b. [er] (er) [er]
  c. [er] (er) [er]
  d. [er] (er) [er]
  e. [er] (er) [er]
  f. [er] (er) [er]
  g. [er] (er) [er]
  h. [er] (er) [er]
  i. [er] (er) [er]
  j. [er] (er) [er]
  k. [er] (er) [er]
  l. [er] (er) [er]
  m. [er] (er) [er]
  n. [er] (er) [er]
  o. [er] (er) [er]
  p. [er] (er) [er]
  q. [er] (er) [er]
  r. [er] (er) [er]
  s. [er] (er) [er]
  t. [er] (er) [er]
  u. [er] (er) [er]
  v. [er] (er) [er]
  w. [er] (er) [er]
  x. [er] (er) [er]
  y. [er] (er) [er]
  z. [er] (er) [er]
Exercise 6

Before reading the text, review the words and picture cards from Lesson 3.

Encourage students to use the sentence frame (from Lesson 3) to practice their definitions.
L: LANGUAGE MODELING AND OPPORTUNITIES FOR PRACTICE

• After presenting the picture cards, use one of the sentence frames:
  “(Word) is (definition).
  “The word (word) means (definition).

• Example: “Butter is a yellow spread made from milk.”

• Have students repeat the frame with you.

Instruction
Exercise 7

• After reading through the exercise, it appears that the intent of the exercise (comprehension questions) is to prepare students to retell the story.
  • Consider your students to decide if they need all of the comprehension questions and an organizer. You may want to choose just a few of the questions since they are so detailed.
  • As a group, orally retell the story using sequence word cards.
  • Use graphic organizer for story sequencing.

Our Thinking
After reviewing Exercise 7, we found the comprehension questions to be overly detailed and overwhelming. Since the goal seems to be retelling the story, we taught the students a more authentic way of retelling the story. They practice their retell using the word cards after they have completed the comprehension questions.

Your Turn

• You might be wondering:
  • How long will it take a teacher to enhance a lesson using the PLUSS framework?
  • How do I find the minutes to add additional practice into my group time?
  • Other questions?
READING MASTERY

105
- Reading Mastery provides systematic instruction using direct instruction techniques.
- Reading Mastery’s instructional sequence incorporates:
  - phonemic awareness
  - phonics
  - fluency
  - vocabulary
  - comprehension
- Students learn letter sounds, read regularly spelled words presented in lists and in decodable stories. They also learn basic reasoning skills, such as making inferences and drawing conclusions, and apply these skills then they answer comprehension questions related to the stories.

READING MASTERY LESSON FORMAT

106
- Sounds
  - Choral & Independent Test
- Reading vocabulary (decoding)
  - Choral & Independent Test
- Story Time
  - Quotation finding
  - First & Second Reading
  - Picture Comprehension
- Take Home Activity

WALKING THROUGH THE LESSON

107
Instruction
- In order to get a “big picture” of the lesson, begin with S: Systematic and explicit instruction.
- Read each exercise to identify the places where students need additional opportunities to practice the skill or need scaffolding.
- Establish your content and language objectives.

Our Thinking
- In the PLUSS model, the first S is teaching the intervention program using the written script.
- Content objectives are usually included in a direct instruction program. With Reading Mastery, content objectives for each lesson are included in the support materials provided for the teacher.

LESSON 148 OBJECTIVES

108
- **Content Objective:** When presented with 10 decodable words ending with –ed, students will read 9 out of 10 correctly.

- **Language Objective:** When presented with 5 vocabulary words ending with ed, students will be able to use 4 out of 5 correctly in an oral complete sentence.
P: PRE-TEACH CRITICAL VOCABULARY

Instruction

• Opening Activity
  • Before beginning the lesson, use the pre-made picture cards to quickly move through the verbs of the lesson with the group (walk, talk, love, jump).
  • Begin by chorally practicing the word that you want students to use with the card. (The word can be written on the back of each card.)

Our Thinking

• The lesson calls for students to practice reading words with –ed endings; students may need an additional opportunities to practice/ review words with past tense ending.

L: LANGUAGE MODELING AND OPPORTUNITIES FOR PRACTICE

• After presenting the picture cards, practice the word using the following routine
  “The word is jumped. What word?”
  Clap the syllables (jumped – 1 clap)
  Jumped is a verb, or a word that describes an action.”
  Student-friendly definition: “The verb jumped means to leap into the air.”
  Spanish translation: saltó
  • Example: “The verb jumped means to jump in the past.”

EXAMPLES AND NON-EXAMPLES OF JUMPED

jumped

not jumped

TEACHER LANGUAGE: EXAMPLES AND NON-EXAMPLES

• Yesterday, the horse jumped over the fence to reach the river.
• The horse looked through the fence because it was broken.
• The children jumped rope at recess.
• The children pulled the rope.
• Maranda jumped into the air because she was happy.
• Maritza looked at the clouds in the sky.
What are some reasons that you have jumped?

“I have jumped because…”

Examples:
- I have jumped because there was a puddle in the road.
- I have jumped because I was happy.
- I have jumped because I wanted to see how high I could go.

**TEACHER LANGUAGE: METICULOUS MODELING**

- (1. Write)
- What are some reasons that you have jumped?
- (2. Teacher says/reads it; 3. Students repeat/read it)
- I have jumped because…
- (4. Model with an example or two)
- (T: - I have jumped because we play jump rope at recess.)
- (T: - Another reason I jumped is because there was a hole in the ground.)

**TEACHER LANGUAGE: METICULOUS MODELING**

- (5. Final Model and Repeat)
- T: Now I want you to think about, “What are some reasons why you have jumped”
- T: I want you to start your answer with, “I jumped because…” what will you start your answer with? (students respond) B’s go first as A’s listen and note a good response to share out, then A’s will share and B’s will listen and note. Remember to say as many reasons as you can think of in the time or you can repeat mine.”

**METICULOUS MODELING (KINSELLA, 2017)**

- Ways to improve the meticulous-ness of modeling of sentence starters: use of many to all of these steps:
  - Written prompt
  - Teacher says/reads it
  - Students repeat/read it
  - Model response with an example (or two)
  - Final model of stem & students repeat
  - Paired practice (with monitoring)
  - Individual turns (talking sticks)
  - Optional written response
Instruction

- Tasks 1 – 16
  - After reviewing Tasks 1 – 15, there was no need for additional scaffolding.

Our Thinking

- Tasks 1 – 16 call for choral practice which allows all students to practice all words.
**L: LANGUAGE MODELING & OPPORTUNITIES FOR PRACTICE**

**Instruction**
- Provide each student with a picture card with a sticky note on the front of it.
- Direct student attention to the note, which has -ed on the back. Tell them, “I want you to use the -ed to write the verb that describes this picture.”
- Once students have written the verb, they need to create an oral sentence to share with a partner using the word and word ending.
- Ask students to share their sentence with a partner.
- If time allows, students can share sentences with more than one partner.

**Our Thinking**
- The lesson calls for students to practice reading words with -ed endings; students may need an additional opportunities to practice/review words with past tense ending.

**U: USE VISUALS & GRAPHIC ORGANIZERS**

**Instruction**
- Give each student a quarter sheet of paper (or index card) with a sample sentence that requires a verb with -ed, such as “We ____ in the park yesterday.” Ask students to complete the sentence with a past tense verb.

**Our Thinking**
- The lesson calls for students to practice reading words with -ed endings; students may need an additional opportunities to practice/review words with past tense ending.

I ________ on the phone with my friend last night.
I ________ my breakfast with my little sister this morning.
I ________ on the playground.
I ________ cookies yesterday.
I ________ rope with my friends on the playground.
I ________ my breakfast with my little sister this morning.

**I played outside last night. It was fun. I skated and biked. I stayed out late and hoped my mom didn’t notice.**

**Instruction**
- Provide students with the typed paragraph to practice independently (either whisper read or read-aloud).
- While students are reading the paragraph, the teacher can either listen to students read the paragraph, with special attention to the -ed words or teacher can review word lists with individual students, to track student performance with reading verbs with the -ed ending.
- If appropriate, the teacher can also ask students to choose a word from the list to use in a sentence.

**Our Thinking**
- The lesson calls for students to practice reading words with -ed endings; students may need an additional opportunities to practice/review words with past tense ending.

**YOUR TURN**

- You might be wondering:
  - Why is there so much additional language practice? Doesn’t that distract from the reading skill being taught?
  - What kind of pacing is necessary for a Reading Mastery lesson to incorporate these additional opportunities to practice?
  - How much time will this take?
  - Other questions?
ANY OTHER QUESTIONS??

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