



# **Preventive Problem Solving & Planning for Deeper Implementation**

*Oregon Reading First  
October 2007*

## Phases of Systemic Implementation: *School Reform from the Inside Out*

### Phase Attributes

Phase I	Phase II	Phase III	Phase IV	Phase V
Modest improvement and short term effects	<p>Performance runs flat</p> <p>Problems are more complex than the system is able to handle</p> <p>Many systems fail to grow and personnel loses faith in the innovation</p>	<p>Credibility of accountability systems is tested</p> <p>“Pretend to work” issues arise</p>	<p>Higher morale around student achievement</p> <p>Sapped energy</p> <p>Difficulty establishing that changes are consequential</p> <p>Performance can go flat</p> <p>Results often look less impressive</p>	<p>Teachers and students internalize the values of their own learning</p> <p>Administrators model their own learning for all</p> <p>Individuals are empowered to invoke the principle of reciprocity around performance accountability</p> <p>Everyone assumes responsibility for solution-based conversation</p>

Richard F. Elmore

## Phases of Systemic Implementation: *School Reform from the Inside Out*

### Phase Results

Phase I	Phase II	Phase III	Phase IV	Phase V
<p>Focus on learning target</p> <p>Focus on data analysis</p> <p>“Some teaching vs. no teaching” effect</p>	<p>More ambitious level of improvement</p> <p>External support</p> <p>Specific curricula</p> <p>Collaboration around specific goal</p>	<p>Invoking the “principle of reciprocity”</p> <p>Demanding the work and performance for next level of work</p>	<p>Responsibility is distributed across system</p> <p>Need for more focused work on instructional practices</p> <p>Acknowledge that they have improved instruction, but also built capacity within the system</p>	<p>School collectively takes control over its own improvement process</p>

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**Step #1 SAMPLE**

Mrs. Jade's Class – 2<sup>nd</sup> Grade

<b>Benchmark</b>	<b>Strategic</b>	<b>Intensive</b>
Toby	Shannon	Peter
Nilon	Jake	Shiloh
Jennifer	Keely	Kennedy
Jody	Michael	Sophia
Karly		Molly
Scott		Ramone
Stanley		Leesa
Heather		Cramer
Janet		
Michelle		

**Step #2**

For the STRATEGIC students, administer Phonics Screener. For INTENSIVE students, administer the replacement core placement test and place according to results. If there is no replacement core program implemented at site, administer the Phonics Screener for these students.

**Step #3**

Based upon the Phonics Survey results, place students in each column for the task that they do not pass with at least 80% accuracy.  
 (Student's names may appear in several columns)

<b>Task 3</b> Consonant Sounds	<b>Task 4</b> Vowel Sounds	<b>Task 5A</b> Short vowels in CVC Words	<b>Task 5B</b> Short vowels, digraphs	<b>Task 5C</b> Consonant blends and short vowels
<b>Task 5D</b> Long vowel spellings	<b>Task 5E</b> R-controlled, l-controlled	<b>Task 5F</b> Variant vowels and diphthongs	<b>Task 5G</b> Multisyllabic Words	

**Step #3 SAMPLE**

Mrs. Jade's Class

<b>Task 3</b> Consonant Sounds	<b>Task 4</b> Vowel Sounds	<b>Task 5A</b> Short vowels in CVC Words	<b>Task 5B</b> Short vowels, digraphs	<b>Task 5C</b> Consonant blends and short vowels
			Shiloh Molly	Shiloh Molly
<b>Task 5D</b> Long vowel spellings	<b>Task 5E</b> R-controlled, l-controlled	<b>Task 5F</b> Variant vowels and diphthongs	<b>Task 5G</b> Multisyllabic Words	
Shiloh Molly Ramone	Peter Shiloh Kennedy Molly Ramone Shannon Jake	Peter Shiloh Kennedy Sophia Molly Ramone Leesa Cramer Shannon Jake Keely Michael	Peter Shiloh Kennedy Sophia Molly Ramone Leesa Cramer Shannon Jake Keely Michael	



## Problem-Solving Model

adapted from Brown-Chidsey and Steege

	Problem Solving Steps	Assessment Procedures	Guiding Questions
<b>1</b>	<b>Problem Identification</b>	Observe/record student performance	<p><i>Does a problem exist?</i></p> <p><i>How long has this problem existed?</i></p> <p><i>Have there been prior instructional interventions?</i></p> <p><i>If so, why were they less successful?</i></p>
<b>2</b>	<b>Problem definition</b>	Quantify the perceived concern	<p><i>Is this problem important?</i></p> <p><i>Why is it important?</i></p>
<b>3</b>	<b>Designing intervention plans</b>	Explore existing and alternative goals and solutions	<p><i>What is the best solution hypothesis?</i></p> <p><i>What can we learn from students with similar discrepancies?</i></p> <p><i>What have we tried in the past that has been successful with this student and others?</i></p> <p><i>What type of configuration should we avoid? Why?</i></p>
<b>4</b>	<b>Implementing the intervention</b>	Monitor fidelity of intervention and data collection	<p><i>Is the solution attempt progressing as planned?</i></p> <p><i>If so, can we accelerate the plan and intensify the teaching?</i></p> <p><i>Should we keep the plan “as is”?</i></p> <p><i>If not, is it a student issue or a teaching issue?</i></p> <p><i>Are other students receiving similar interventions progressing according to plan? What does this tell us about the teaching and the student performance?</i></p>
<b>5</b>	<b>Problem solution</b>	Re-quantify the discrepancy	<p><i>Is the original problem being solved through this attempted solution?</i></p>

### 3<sup>rd</sup> Grade Phonics Decoding Screening Test Results – Fall 2006

	Task 4		A.	B.	C.	D.	E.	F.	G.	H.	A.	B.	C.	
	Long-vowel sounds	Short-vowel sounds	Short vowel in CVC sounds	Short vowels, digraphs, and -tch trigraph	Short vowels and consonant blends	Long vowels	r- and l-controlled vowels	Vowel diphthongs	Two-syllable words	Multisyllabic words	Initial Consonants	Final Consonants	Short-vowel words	
Student	(4)	(4)	(8)	(8)	(16)	(8)	(8)	(8)	(19)	(6)	(4)	(4)	(4)	(4)
1	5	5	10	10	20	10	10	10	24	8	5	5	5	5
2	5	3	10	10	19	10	9	9	14	7	5	4	4	4
3	1	4	10	8	15	6	8	10	15	0	5	5	5	2
4	5	4	6	3	11	3	8	3	1	0	5	3	2	1
5	5	5	10	6	15	7	10	6	3	0	5	5	5	0
6	5	5	10	10	19	10	10	10	20	4	5	4	5	5
7	5	5	7	9	9	6	3	3	4	1	5	5	5	2
8	5	4	8	6	16	9	8	8	4	1	5	5	5	1
9	5	2	10	9	19	10	10	10	10	2	5	5	5	4
10	5	5	10	10	18	10	9	8	16	7	5	5	5	3
11														
12	5	5	9	7	17	6	3	5	3	0	5	4	5	2
13	5	2	7	6	14	4	5	4	2	0	5	4	4	0
14	5	4	10	10	18	10	8	10	20	3	5	5	5	5
15	5	3	10	10	10	10	10	10	23	4	5	5	5	4
16	5	5	9	8	15	9	8	8	11	0	4	5	4	0
17	5	5	9	5	8	1	3	2	0	0	1	2	2	0
18	5	5	8	7	14	5	6	4	3	0	4	3	4	2
19	5	5	9	9	12	9	6	8	8	0	5	5	4	1
20	5	4	10	10	20	10	10	10	24	7	5	5	5	5
21	5	5	10	9	18	10	10	10	22	7	5	5	5	4
<b>B</b>														
<b>S</b>														
<b>I</b>														

### 3<sup>rd</sup> Grade Phonics Decoding Screening Test Results – Spring 2007

	Task 4		A.	B.	C.	D.	E.	F.	G.	H.	A.	B.	C.	
	Long-vowel sounds	Short-vowel sounds	Short vowel in CVC sounds	Short vowels, digraphs, and -tch trigraph	Short vowels and consonant blends	Long vowels	r- and l-controlled vowels	Vowel diphthongs	Two-syllable words	Multisyllabic words	Initial Consonants	Final Consonants	Short-vowel words	Long-vowel words
Student	(4)	(4)	(8)	(8)	(16)	(8)	(8)	(8)	(19)	(6)	(4)	(4)	(4)	(4)
1	5	5	10	10	20	10	10	10	24	8	5	5	5	5
2	5	4	10	10	19	10	9	9	21	7	5	4	4	4
3	5	5	10	8	18	10	8	10	20	6	5	5	5	4
4	5	4	8	9	16	9	8	8	15	5	5	5	5	4
5	5	5	10	9	17	8	10	10	18	5	5	5	5	4
6	5	5	10	10	19	10	10	10	20	9	5	4	5	5
7	5	5	9	9	19	10	2	8	11	2	5	5	4	5
8	5	5	9	9	18	10	6	10	20	4	5	5	5	3
9	5	4	8	8	16	9	8	8	20	6	5	5	5	5
10	5	5	10	9	19	10	10	10	19	6	5	5	5	4
11	5	5	10	10	18	10	9	8	22	7	5	5	5	4
12	5	5	8	8	19	8	9	10	19	5	5	5	5	2
13	5	5	9	10	17	10	8	8	18	5	5	4	5	4
14	5	10	10	9	17	7	8	7	9	2	5	4	4	2
15	5	4	10	10	18	10	8	10	20	4	5	5	5	5
16	5	5	10	10	20	10	10	10	23	7	5	5	5	4
17	5	5	10	9	19	9	8	8	15	5	4	5	5	9
18	5	5	9	8	18	10	10	4	17	3	4	4	4	3
19	5	5	8	8	16	8	8	8	14	7	4	5	5	4
20	5	5	9	9	19	9	9	8	20	6	5	5	5	10
21	5	4	10	10	20	10	10	10	24	7	5	5	5	5
<b>B</b>														
<b>S</b>														
<b>I</b>														

## Intervention Planning Worksheet

Student	Instructional Need (detailed description)	Methods or Programs to be Implemented	Progress Monitoring Measure	Intervention Implementation Start Date	Implementation Review Date	Person Responsible	Teacher Support Needs

## Intervention Planning Worksheet

adapted from Brown-Chidsey and Steege

Student	Instructional Need (detailed description)	Methods or Programs to be Implemented	Progress Monitoring Measure	Intervention Implementation Start Date	Implementation Review Date	Person Responsible	Teacher Support Needs
Nick B.	segment words orally	ERI	PSF	November 3	November 28	Mrs. Jones	Jodi to help PM with Jones
Hallie V.	sound/spelling correspondence	Review HMR sound/spelling lessons w/ letter sound cards and blend CVC words using those target sound/spellings	NWF	November 4	November 25	Mrs. Jones and IA Mr. Thompson	Jodi to work w/ Mr. T to teach him sound/spelling teaching strategies and explicit teaching of CVC word blending.  I will release Mr. T from 3 <sup>rd</sup> grade to work with Hallie's group

**Instructional Methods Teacher Log**  
adapted from Brown-Chidsey and Steege

Teacher: \_\_\_\_\_ Student: \_\_\_\_\_

Date/Time	Teaching Activities	Rating	Ideas for Next Session

Teacher rating of effectiveness:  
1 = very low effectiveness  
5 = very high effectiveness

## Instructional Methods Teacher Log

Teacher: Mr. Fligg Student: Tony Howie

Date/Time	Teaching Activities	Rating	Ideas for Next Session
Mon Oct 17	Intro sound for letter n explicitly, students practiced sound five times, practiced the sound spelling with other known letters and sounds in new words. (10 words) Then we practiced speed round of random sound spelling cards using letter sound technique	4	Tony didn't quickly identify the new sound spelling in the new, unknown words. Next time I would double up on the sound spelling practice in isolation prior to identifying the sound spellings in whole words. I will increase the connection between the new and previously taught letter sounds in words – he needs even more practice on connecting the new with the old. I will also increase the intensity of the lesson to hold his attention.

Teacher rating of effectiveness:

1 = very low effectiveness

5 = very high effectiveness

**Dates:** March 19-23, 2007

**Skill Focus/Desired Outcome:** Phonics/Automaticity with new diphthongs and variant vowels, reinforce high frequency words

**Students in Group:** Albert, Sandra, Kris, Ofelia, Soo

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>• Introduce the /aw/ sound</li> <li>• Listen for the /aw/ sound and signal with a thumbs up: <i>crab, fault, show, crawl, awkward, choice, walk, garden, shawl, pond, haul</i></li> <li>• Introduce the spellings for /aw/: <i>aw_ and _au_</i></li> </ul> <p><b>Preteach Decodable Book:</b> <i>The Awesome Toy</i></p> <ul style="list-style-type: none"> <li>• Read the title</li> <li>• Browse</li> <li>• Remind students of /oy/ sound and spellings learned earlier</li> <li>• Identify and highlight words with /aw/ spellings along with students on pages 1-4.</li> </ul>	<p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>• Review High Frequency Words: <i>like, said, was, their</i></li> <li>• Play HF Word flash card game</li> <li>• Review /aw/ sound and spellings</li> </ul> <p><b>Preteach Decodable:</b> (continued)</p> <ul style="list-style-type: none"> <li>• Blend highlighted /aw/ words with students on each page and read each page together after blending.</li> <li>• Reread pages 1-4 all together.</li> </ul> <p><b>Word Building:</b></p> <ul style="list-style-type: none"> <li>• Sort words with /oy/ and /aw/ sounds by spelling</li> </ul>	<p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>• Partner read <i>The Awesome Toy</i></li> <li>• Underline HF Words</li> </ul> <p><b>Dictation:</b></p> <ul style="list-style-type: none"> <li>• Post spellings for /aw/ and /oy/ and have students spell: <i>hawk, coy, maul, coin, awkward</i></li> </ul> <p><b>Word Building:</b></p> <ul style="list-style-type: none"> <li>• Make words using letter cards and /aw/ spellings as the base. Ask real or pseudo after students present each word they build.</li> <li>• Sort words by spelling and record after each word is shared.</li> </ul>	<p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>• Review High Frequency Words: <i>have, heard, your, were</i></li> <li>• Play HF Word Flash Card Game</li> </ul> <p><b>Reteach Sound/Spellings:</b></p> <ul style="list-style-type: none"> <li>• /aw/ spellings</li> <li>• /oy/ spellings</li> <li>• Blend using whole-word technique: <i>hoist, royal, coy, noise awful, faulty, crawl, maul</i></li> </ul> <p><i>Your coy toy makes lots of noise when it crawls. Have you heard that awful sound?</i></p> <p><b>Practice:</b> <i>The Awesome Toy</i></p> <ul style="list-style-type: none"> <li>• Partner read decodable book in one-minute timed readings.</li> </ul>	<p><b>Word Building:</b></p> <ul style="list-style-type: none"> <li>• Make words using letter cards and /aw/ and /oy/ spellings as the base</li> <li>• Build a sentence using /aw/ and /oy/ words created and all mastered HF words</li> </ul> <p><b>Fluency Practice:</b></p> <ul style="list-style-type: none"> <li>• Independent untimed readings of new fluency passage</li> </ul> <p><b>Quick Assessment-HF Words:</b> Have each student read as many HF Words as they can, retire mastered words for each student: <i>like, said, was, their, have, heard, your, were</i> (mix in mastered words)</p> <p><b>Phonics Survey:</b> Readminister Variant Vowels/Diphthong section</p>

**Next Steps/Follow-Up Assessment:** Assemble new HF word flash cards for review; prepare new decodable/timed fluency assessment 3/30

**Dates:** March 26-30, 2007

**Skill Focus/Desired Outcome:** Phonics/Fluency increase and automaticity with all variant vowels and diphthongs

**Students in Group:** Albert, Sandra, Kris, Ofelia, Soo

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>Introduce High Frequency Words for review</li> <li>High Frequency</li> <li>Review the /oo/, /oo/ and /ow/ sounds</li> <li>Listen for the /oo/ sound and signal with a thumbs up: <i>cue, foot, clown, tune, shook, school, ground, took, aloof</i></li> <li>Review /oo/ spellings: oo, u_e, u</li> <li>Introduce new spellings for /oo/: _ue and _ew</li> </ul> <p><b>Preteach Decodable Book:</b> <i>Clown's Favorite School Book (review)</i></p> <ul style="list-style-type: none"> <li>Read the title</li> <li>Browse</li> <li>Remind students of /oy/ sound and spellings learned earlier</li> <li>Identify and highlight words with /oo/ spellings along with students on pages 1-8</li> </ul>	<p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>Review Spell-Out Strategy for HF Words</li> <li>One-minute partner timed reading, fluency passage</li> </ul> <p><b>Preteach Decodable cont.:</b></p> <ul style="list-style-type: none"> <li>Blend highlighted /oo/ words with students on each page and read each page together after blending.</li> <li>Reread pages 1-8 all together.</li> </ul> <p><b>Word Work:</b></p> <ul style="list-style-type: none"> <li>In partners, sort words with /ow/, /oo/, and /oo/ sounds</li> <li>Organize words by spellings for each sound</li> </ul>	<p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>High Frequency Word Drill</li> <li>One-minute partner timed reading, fluency passage</li> </ul> <p><b>Dictation:</b></p> <ul style="list-style-type: none"> <li>Post spellings for /oo/ and /ow/ and have students spell: <i>flew</i>,</li> <li>Highlight /oo/ spellings</li> </ul> <p><b>Word Work:</b></p> <ul style="list-style-type: none"> <li>Write highlighted dictation spellings on small sticky notes</li> <li>All together practice building words using the sticky notes as the base: _ew, _ue,</li> </ul>	<p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>High Frequency Word Drill</li> <li>One-minute partner timed reading, fluency passage</li> </ul> <p><b>With Teacher-Record Decodable Book:</b></p> <ul style="list-style-type: none"> <li>Work with each student to record Clown's Favorite Book, student listens to and reads along with recording</li> </ul> <p><b>Independently-</b> Students listen to and read along with recording</p> <p><b>With Partner-Practice reading Clown's Favorite Book</b></p>	<p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>Use HF Word cards and /oo/, /oo/, /ow/ words to build sentences.</li> </ul> <p><b>Phonics Survey:</b> Readminister Variant Vowels/Diphthong section (as needed)</p> <p><b>Fluency Assessment:</b> Administer timed reading assessment</p> <p><b>Quick Assessment-HF Words:</b> Have each student read as many HF Words as they can from review list (50 words)</p>

**Next Steps/Follow-Up Assessments:** Have students make individual HF Word review cards based on assessment, continue review of /oo/ and /oo/ sounds & spellings/create individual fluency targets for each student

**Dates:** March 19-23, 2007

**Skill Focus/Desired Outcome:** Syllable types and patterns/Understand how to use common syllable types and patterns as a strategy for reading unfamiliar words

**Students in Group:** Jacob, Gemma, Anthony, Allyah

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Warm Up:</b> Ask students to brainstorm what makes a word “big”</p> <p><b>Teach:</b> Introduce the syllable division patterns VCV and VCCV</p> <ul style="list-style-type: none"> <li>• Mark divisions</li> <li>• Identify syllable types as open or closed</li> <li>• Blend each syllable</li> <li>• Read whole word</li> </ul> <p><b>Practice:</b> Apply syllable division rules to new words as a group on chart paper</p> <p><b>Apply:</b> Using words on index cards already divided, ask students to blend each syllable with a partner and then sort and record words by syllable division pattern</p>	<p><b>Warm Up:</b> Ask students to review the steps for dividing words into syllables</p> <p><b>Teach:</b> Introduce the syllable division patterns VV and VCCCV</p> <ul style="list-style-type: none"> <li>• Mark divisions</li> <li>• Identify syllable types as open or closed</li> <li>• Blend each syllable</li> <li>• Read whole word</li> </ul> <p><b>Practice:</b> Apply syllable division rules to new words as a group on chart paper</p> <p><b>Apply:</b> Using index cards, ask students to mark syllable divisions and blend and record each word</p>	<p><b>Warm Up:</b> Ask students to mark the syllable divisions and blend each word</p> <p><b>Teach:</b> Introduce the first two paragraphs of Intervention Passage #5</p> <ul style="list-style-type: none"> <li>• Identify problem multisyllabic words</li> <li>• Mark divisions and blend</li> <li>• Read aloud as a group</li> </ul> <p><b>Practice:</b> Guide students in dividing the passage into phrases and ask students to reread the passage, focusing on prosody</p> <p><b>Apply:</b> Reread Intervention Passage #5 as a timed one-minute reading two times, chart progress</p>	<p><b>Warm Up:</b> Ask students to mark the syllable divisions and blend each word</p> <p><b>Teach:</b> Introduce the last paragraph of Intervention Passage #5</p> <ul style="list-style-type: none"> <li>• Identify problem multisyllabic words</li> <li>• Mark divisions and blend</li> <li>• Read aloud as a group</li> </ul> <p><b>Practice:</b> Guide students in dividing the passage into phrases and ask students to reread the passage, focusing on prosody</p> <p><b>Apply:</b> Reread Intervention Passage #5 as a timed one-minute reading two times, chart progress</p>	<p><b>Warm Up:</b> Ask students to review the steps for dividing words into syllables</p> <p><b>Practice:</b> Sort multisyllabic words by number of syllables and record, check work with partner</p> <p><b>Apply:</b> Play multisyllabic word building game, putting together open and closed syllables, and affixes to form real words</p> <p><b>Word Reading Assessment:</b> Using Intervention Passage #5R (review) give a one-minute timed fluency assessment, note the word reading strategies students use to read multisyllabic words</p>

**Assessment:** Identify students for additional support (unable to identify syllable types and patterns, reading sound-by-sound, not using strategies), reassess using Intervention passage #5 before moving on to next passage

**Dates:** March 26-30, 2007

**Skill Focus/Desired Outcome:** Roots and Affixes/Read multisyllabic words with automaticity, and actively use word reading strategies

**Students in Group:** Jacob, Gemma, Anthony, Allyah

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Warm Up:</b> Review common affixes</p> <p><b>Preteach:</b> Explain that affixes are read as sight word parts, are added to roots, and can change word meaning. Introduce suffixes: <i>-tion, -al, -able, and -ly</i> and discuss meanings</p> <p><b>Practice:</b> Underline the affix in each word, then blend the root: <i>natural, environmental, prediction, direction, agreeable, passable, slightly, briskly</i></p> <p>Use syllable blending procedure to read each word.</p> <p><b>Apply:</b> Introduce Intervention Passage #6 and ask students to highlight words with affixes.</p>	<p><b>Warm Up:</b> Blend words with prefixes (<i>restate, undress, inaccurate</i>)</p> <p><b>Teach:</b> Discuss <i>-ly</i> and <i>-tion</i> endings, go over meanings, and blend words</p> <p><b>Practice:</b> Post suffix spellings, using dictation procedure, ask students to write: <i>commonly, distraction, lovely, commotion</i></p> <p>Assemble multisyllabic word puzzles (<i>-ly and -tion</i>) and read whole words to a partner, record words assembled</p> <p><b>Apply:</b> Using Intervention Passage #6, blend highlighted words and read passage all together.</p> <p>Divide the passage into phrases and ask students to reread the passage, focusing on prosody</p>	<p><b>Warm Up:</b> Reread Intervention Passage #6 three times, with a partner</p> <p><b>Teach:</b> Discuss <i>-able</i> and <i>-al</i> endings, go over meanings, and blend words</p> <p><b>Practice:</b> Post suffix spellings and using dictation procedure, ask students to write: <i>tolerable, trivial, destroyable</i></p> <p>Assemble multisyllabic word puzzles (<i>-able and -al</i>) and read whole words to a partner, record words assembled</p> <p><b>Apply:</b> Reread Intervention Passage #6 as a timed one-minute reading two times, chart progress</p>	<p><b>Warm Up:</b> Using words from blending and dictation this week, review dividing words into syllables</p> <p><b>Practice:</b> Determine if syllables are open or closed, before blending and reading each word as a whole (<i>reprint, selection, condition, agreement, second, propose, divide</i>)</p> <p><b>Apply:</b> Working in pairs and using words on index cards, ask students to read each word, then sort and record the words in the following ways: <i>by suffix</i> <i>by number of syllables</i> <i>by initial syllable type</i></p> <p>Reread Intervention Passage #6 as a timed one-minute reading two times, chart progress</p>	<p><b>Warm Up:</b> Play flash card game with most common prefixes and suffixes</p> <p><b>Practice:</b> Assemble multisyllabic word puzzles (<i>-ly, -tion -able and -al</i>) and read whole words to a partner</p> <p>Sort assembled words by number of syllables.</p> <p><b>Apply:</b> In pairs, ask students to reread a past selection, working through any problem multisyllabic words on small white boards</p> <p><b>Word Reading Assessment:</b> Using Intervention Passage #6R (review) give a one-minute timed fluency assessment, note the word reading strategies students use to read multisyllabic words</p>

**Assessment:** Identify students for additional support (reading sound-by-sound, not reading suffixes by sight), prepare for Phonics Survey reassessment

**Dates:** March 19-23, 2007

**Skill Focus/Desired Outcome:** Comprehension/Identify main idea and supporting details

**Students in Group:** Lionel, Kaili, Trina, Kaspar, Angel

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Warm Up:</b> Review reading comprehension strategies poster, focus on <i>Identifying Main Idea</i> and <i>Supporting Details</i></p> <p><b>Teach:</b> Use two short passages from past selections to identify main idea and supporting details as a whole group</p> <ul style="list-style-type: none"> <li>Underline main idea</li> <li>Highlight supporting details</li> <li>Create a sentence to sum up the selection (teacher-led)</li> </ul> <p><b>Practice:</b> Match the supporting details with the main idea with a partner using pre-made sentence strips</p>	<p><b>Warm Up:</b> Quickly review <i>Identifying Main Idea</i> and <i>Supporting Details</i></p> <ul style="list-style-type: none"> <li>Introduce graphic organizer for identifying main idea and supporting details</li> </ul> <p><b>Teach:</b> Intervention Selection #8A</p> <ul style="list-style-type: none"> <li>Listen to selection on audio CD</li> <li>Read selection</li> <li>Discuss selection using Intervention questions</li> </ul> <p><b>Practice:</b> Underline main idea and highlight supporting details in selection</p> <p><b>Apply:</b> Using the marked up selection, ask students to summarize the selection orally to a partner</p>	<p><b>Warm Up:</b> Ask students to share how they use comprehension strategies while reading</p> <p><b>Teach:</b> Intervention Selection #8A</p> <ul style="list-style-type: none"> <li>Reread selection</li> <li>Complete graphic organizer for selection as a whole group</li> </ul> <p><b>Practice:</b> Record a sentence to sum up the selection on the graphic organizer and share with the group</p> <p><b>Apply:</b> Sort main idea and supporting details index cards</p>	<p><b>Warm Up:</b> Review reading comprehension strategies poster, focusing on <i>Rereading</i>, <i>Main Idea</i>, and <i>Supporting Details</i></p> <p><b>Teach:</b> Intervention Selection #8B</p> <ul style="list-style-type: none"> <li>Listen to selection on audio CD</li> <li>Read selection</li> <li>Discuss selection using Intervention Questions</li> </ul> <p><b>Practice:</b> Underline main idea and highlight supporting details individually</p> <p><b>Apply:</b> Create index cards for each supporting detail and main idea</p>	<p><b>Warm Up:</b> Discuss Selection #8B using the underlined and highlighted text</p> <p><b>Practice:</b> Using the index cards, create a graphic organizer</p> <p><b>Apply:</b> Reread a short passage from a past selection, focusing on identifying the main idea and supporting details</p> <p><b>Quiz:</b> Using the short passage, ask students to fill in the graphic organizer provided</p>

**Next Steps/Follow-Up Assessment:** Determine which students need further assistance in using graphic organizers independently before moving on to creating summaries. Prepare charts for next week's summarizing tasks and identify new passages for practice.

**Dates:** March 26-30, 2007

**Skill Focus/Desired Outcome:** Comprehension/Develop summaries

**Students in Group:** Lionel, Kaili, Trina, Kaspar, Angel

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Warm Up:</b> Review reading comprehension strategies poster, focus on <i>Summarizing</i></p> <p><b>Teach:</b> Explain what summaries <b>should</b> include- <i>Main ideas, Key details, Key words and phrases, Just enough information to get the point across</i></p> <p>Explain what a summary <b>should not</b> include- <i>Writing everything down,, Writing down only the main idea or only details, Copying every word</i></p> <p>Using the passage from last week’s quiz, demonstrate using a graphic organizer to write a summary.</p> <p><b>Practice:</b> Sort main idea/key word and phrases index cards, and create an oral summary with a partner</p>	<p><b>Warm Up:</b> Review what a summary consists of and should not consist of</p> <p><b>Teach:</b> As a group, ask students to reread a passage from a designated previous selection.</p> <ul style="list-style-type: none"> <li>Clarify any vocabulary words or questions</li> </ul> <p><b>Practice:</b> Working as a group, have students identify the main idea(s) and key words or phrases needed to understand the passage.</p> <ul style="list-style-type: none"> <li>Chart all suggestions</li> <li>Work through eliminating extraneous details</li> </ul> <p><b>Apply:</b> Using the newly created chart, ask students to fill in their own graphic organizers and write a summary</p>	<p><b>Warm Up:</b> Ask students to read their summaries from the day before</p> <p><b>Teach:</b> Introduce the “<i>Who, What, When, Where, Why, and How</i>” strategy for making sure only key information is included.</p> <p>As a group, read a passage from a designated new selection.</p> <ul style="list-style-type: none"> <li>Clarify any vocabulary words or questions.</li> </ul> <p><b>Practice:</b> In groups, ask students to fill in a graphic organizer and write a summary.</p> <p><b>Apply:</b> Assign each student a short passage and ask them to identify the key summary components, and then trade summaries with a partner.</p> <ul style="list-style-type: none"> <li>After working with two passages ask them to compare their notes</li> </ul>	<p><b>Warm Up:</b> Ask students to identify key components of an effective summary</p> <p><b>Practice:</b> Take a long summary posted on chart paper and practice editing it to make it short and succinct. Determine as a group what words and phrases are necessary and how some things can be rewritten.</p> <p><b>Apply:</b> Imagine every word in a summary costs money to print, and that the summary created will run in the school newspaper. Determine the cost of each word and give each student a set amount of money to spend on their summary. Assign each student a new selection to write a summary for, and a partner to serve as editor and to check money spent.</p> <p><i>Play Summarizing Board Game.</i></p>	<p><b>Warm Up:</b> Review reading comprehension strategies poster</p> <p><b>Practice:</b> As a group, read the assigned selection and the summary posted on chart paper.</p> <ul style="list-style-type: none"> <li>Ask students to determine what, if anything is missing from the summary</li> </ul> <p><b>Apply:</b> Continue working on summary for school newspaper.</p> <p><i>Play Summarizing Board Game</i></p> <p><b>Quiz:</b> Multiple choice, choose the best summary for each passage (5 passages)</p>

**Next Steps/Follow-Up Assessment:** Continue providing scaffolded support during reading comprehension instruction as needed. Reassess students after one week as needed.

## Target Skill Teaching – Lesson Design Guide

### Teaching a new sound/spelling combination

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>• Introduce the new sound</li> <li>• Quick phonemic awareness task isolating target sound (8 words)</li> <li>• Introduce the spellings for target sound spelling</li> </ul> <p><b>Preteach Decodable Book:</b></p> <ul style="list-style-type: none"> <li>• Read the title</li> <li>• Browse</li> <li>• Remind students of target sound and spellings learned earlier</li> <li>• Identify and highlight words with target spellings along with students</li> </ul>	<p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>• Review target High Frequency Words</li> <li>• Play HF Word flash card game</li> <li>• Review target sound and spellings</li> </ul> <p><b>Preteach Decodable:</b> (continued)</p> <ul style="list-style-type: none"> <li>• Blend highlighted words with target sound with students on each page and read each page together after blending</li> <li>• Reread pages all together</li> </ul> <p><b>Word Building:</b></p> <ul style="list-style-type: none"> <li>• Sort words with previously taught sound spellings and this week’s target sound spelling</li> </ul>	<p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>• Partner read decodable from this week</li> <li>• Underline HF Words</li> </ul> <p><b>Dictation:</b></p> <ul style="list-style-type: none"> <li>• Post spellings for target sound and have students spell: five regular words containing target sound spelling</li> </ul> <p><b>Word Building:</b></p> <ul style="list-style-type: none"> <li>• Make words using letter cards with target spelling as the base. Ask real or pseudo after students present each word they build.</li> <li>• Sort words by spelling and record after each word is shared.</li> </ul>	<p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>• Review High Frequency Words:</li> <li>• Play HF Word Flash Card Game</li> </ul> <p><b>Reteach Sound/Spellings:</b></p> <ul style="list-style-type: none"> <li>• as necessary</li> <li>• Blend using whole-word technique</li> <li>• Blend several sentences combining HWF and words with target sound spelling</li> </ul> <p><b>Practice:</b> Decodable book</p> <ul style="list-style-type: none"> <li>• Partner read decodable book in one-minute timed readings.</li> </ul>	<p><b>Word Building:</b></p> <ul style="list-style-type: none"> <li>• Make words using letter cards and target sound spellings as the base</li> <li>• Build a sentence using target sound spelling words created and all mastered HF words</li> </ul> <p><b>Fluency Practice:</b></p> <ul style="list-style-type: none"> <li>• Independent untimed readings of new fluency passage</li> </ul> <p><b>Quick Assessment-HF Words:</b> Have each student read as many HF Words as they can, retire mastered words for each student:</p> <p><b>Phonics Survey:</b> Readminister Variant Vowels/Diphthong section</p>

## Target Skill Teaching – Lesson Design Guide

### Teaching multisyllabic word work skills and specific syllabication patterns

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Warm Up:</b> Ask students to brainstorm what makes a word “big”</p> <p><b>Teach:</b> Introduce the syllable division patterns for this week</p> <ul style="list-style-type: none"> <li>• Mark divisions</li> <li>• Identify syllable types as open or closed</li> <li>• Blend each syllable</li> <li>• Read whole word</li> </ul> <p><b>Practice:</b> Apply syllable division rules to new words as a group on chart paper</p> <p><b>Apply:</b> Using words on index cards already divided, ask students to blend each syllable with a partner and then sort and record words by syllable division pattern</p>	<p><b>Warm Up:</b> Ask students to review the steps for dividing words into syllables</p> <p><b>Teach:</b> Introduce the syllable division patterns for this week</p> <ul style="list-style-type: none"> <li>• Mark divisions</li> <li>• Identify syllable types as open or closed</li> <li>• Blend each syllable</li> <li>• Read whole word</li> </ul> <p><b>Practice:</b> Apply syllable division rules to new words as a group on chart paper</p> <p><b>Apply:</b> Using index cards, ask students to mark syllable divisions and blend and record each word</p>	<p><b>Warm Up:</b> Ask students to mark the syllable divisions and blend each word</p> <p><b>Teach:</b> Choose a passage to read that contains many multisyllabic words containing the target pattern</p> <ul style="list-style-type: none"> <li>• Identify problem multisyllabic words</li> <li>• Mark divisions and blend</li> <li>• Read aloud as a group</li> </ul> <p><b>Practice:</b> Guide students in dividing the passage into phrases and ask students to reread the passage, focusing on prosody</p> <p><b>Apply:</b> Reread the passage again as a timed one-minute reading two times, chart progress</p>	<p><b>Warm Up:</b> Ask students to mark the syllable divisions and blend each word</p> <p><b>Teach:</b> Introduce the next section of the passage</p> <ul style="list-style-type: none"> <li>• Identify problem multisyllabic words</li> <li>• Mark divisions and blend</li> <li>• Read aloud as a group</li> </ul> <p><b>Practice:</b> Guide students in dividing the passage into phrases and ask students to reread the passage, focusing on prosody</p> <p><b>Apply:</b> Reread the passage as a timed one-minute reading two times, chart progress</p>	<p><b>Warm Up:</b> Ask students to review the steps for dividing words into syllables</p> <p><b>Practice:</b> Sort multisyllabic words by number of syllables and record, check work with partner</p> <p><b>Apply:</b> Play multisyllabic word building game, putting together open and closed syllables, and affixes to form real words</p> <p><b>Word Reading Assessment:</b> Using passage (review), give a one-minute timed fluency assessment, note the word reading strategies students use to read multisyllabic words</p>

## Target Skill Teaching – Lesson Design Guide

### *Teaching a comprehension strategy*

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Warm Up:</b> Review reading comprehension strategies poster, focus on target strategy</p> <p><b>Teach:</b> Use two short passages from past selections to identify target strategy as whole group</p> <ul style="list-style-type: none"> <li>Use various tools (underlining text, rereading, etc.) to facilitate students knowing how to apply the target strategy as you work through the passage together</li> </ul> <p><b>Practice:</b> Students work with a partner to review the strategy name, definition and how it was applied during Day 1</p>	<p><b>Warm Up:</b> Quickly review target strategy</p> <ul style="list-style-type: none"> <li>Introduce graphic organizer for the target strategy</li> </ul> <p><b>Teach:</b> Choose a “just right” passage for practice</p> <ul style="list-style-type: none"> <li>Listen to selection on audio CD, if possible</li> <li>Read selection with students</li> <li>Discuss selection using guiding questions</li> <li>Have students “mark up” the passage as you read</li> </ul> <p><b>Practice:</b> Together, use the graphic organizer to apply the strategy to the passage</p> <p><b>Apply:</b> Using the “marked up” selection, ask students to summarize the selection orally to a partner</p>	<p><b>Warm Up:</b> Ask students to share how they use comprehension strategy while reading</p> <p><b>Teach:</b></p> <ul style="list-style-type: none"> <li>Reread target passage</li> <li>Complete graphic organizer for selection as a whole group OR</li> <li>Check in on the partner graphic organizer work</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Have students work in partners or trios to deepen their graphic organizers</li> </ul> <p><b>Apply:</b> Sort main idea and supporting details index cards</p>	<p><b>Warm Up:</b> Review reading comprehension strategies poster, focusing on <u>target strategy</u></p> <p><b>Teach:</b> Choose a new “just right” passage for practice</p> <ul style="list-style-type: none"> <li>Listen to selection on audio CD, if possible</li> <li>Read selection with students</li> <li>Discuss selection using guiding questions</li> </ul> <p><b>Practice:</b> Together, use the graphic organizer to apply the strategy to the passage</p> <p><b>Apply:</b> Using the “marked up” selection, ask students to summarize the selection orally to a partner</p>	<p><b>Warm Up:</b> Discuss new selection using the underlined and highlighted text</p> <p><b>Practice:</b> Using the index cards, create a graphic organizer</p> <p><b>Apply:</b> Reread a short passage from a past selection, focusing on identifying the main idea and supporting details</p> <p><b>Quiz:</b> Using the short passage, ask students to fill in the graphic organizer provided</p>

## **Implementation Model: *Guiding Questions***

1. What grade level has the most clearly defined and executed model? How do you know that they are faithful to their model?
2. What grade level has the farthest to grow in defining and executing a plan of action for Advanced, Benchmark, Strategic and Intensive student groups? Why have they not progressed in the past in following a plan?
3. What grade levels are on their way, but need support in further refining their model?
4. Does your support staff know their role in providing instruction for students or support for the classroom teachers or specialists?
5. How do you currently match materials with the needs of students?
6. What is your success rate with “exiting” students from intervention? Is it a life sentence once they are intervention candidates?
7. What work needs to be done with the classroom teachers so that they can maximize their Tier I instruction, therefore reducing the number of students receiving additional instructional support?
8. What materials are you having the most success with? What aspects of the model are you having most success with? Are there stakeholders who are not currently participating in differentiating instruction, but could be tapped to provide small group instruction?
9. What is your expectation, from a leadership perspective, about the growth of the students receiving Tier II and III instruction? How do you know that they need to be exited?

**Preventive Problem Solving &  
Planning for Deeper Implementation**

*Oregon Reading First  
October 2007*



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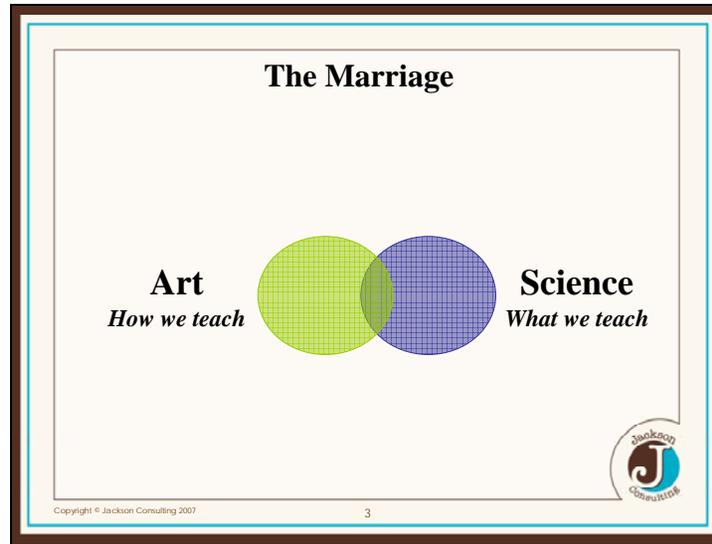
Slide 2

*The measure of success is not whether you have a tough problem, but whether it's the same problem you had last year.*

*– John Foster Dulles*



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**Moving from Compliance to Quality Control**

- Non-negotiables are truly non-negotiable, allowing us to move beyond compliance issues
- Focus on nuances of teacher delivery and student response during instruction
- Integration of important and effective instructional techniques across the curriculum
- Teachers plan for instructional intensity, while maintaining fidelity
- Effects of teacher behaviors directly correlate to student performance



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**From Compliance to Quality**

Did I get through the lesson?

Did the students master the material?

How WELL did I teach the lesson?

What "teacher effects" should I be aware of?

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The diagram features a central illustration of a male teacher in a white lab coat pointing at a greenboard. Four thought bubbles of different colors (white, light blue, pink, and yellow) are connected to the teacher by a series of smaller, colored circles. The white bubble asks 'Did I get through the lesson?', the light blue bubble asks 'Did the students master the material?', the pink bubble asks 'How WELL did I teach the lesson?', and the yellow bubble asks 'What "teacher effects" should I be aware of?'. The entire content is enclosed in a double-line border. At the bottom left is the copyright notice 'Copyright © Jackson Consulting 2007', at the bottom center is the number '5', and at the bottom right is the 'Jackson Consulting' logo.

**Principle of Reciprocity**

**“For each unit of performance I demand of you, I have an equal and reciprocal responsibility to provide you with a unit of capacity to produce that performance if you do not have that capacity.”**

*Richard F. Elmore*



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**Monitoring the Instruction**

**We must INSPECT  
what we EXPECT**



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**Teacher Effects**

**“The increase in students’ achievement due to using certain teaching strategies.”**

*Barak Rosenshine*



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**Ensuring Mastery:  
The Explicit Lesson Format**

1. Introduce the skill/strategy and purpose and use
2. Model skill/strategy for all students
3. Provide guided practice – scaffold for “perfect practice”
4. Provide feedback and immediate error correction
5. Monitor skill acquisition – Do I need to head back to the model?
6. Provide independent practice with high levels of monitoring
7. Plan for wide application



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*One of the most important changes in education this decade is the realization that early identification and intervention can prevent reading problems for many students.*



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**What does “data driven instruction”  
actually mean?**

**Instruction that is guided by and responsive to  
information/data we have about students:**

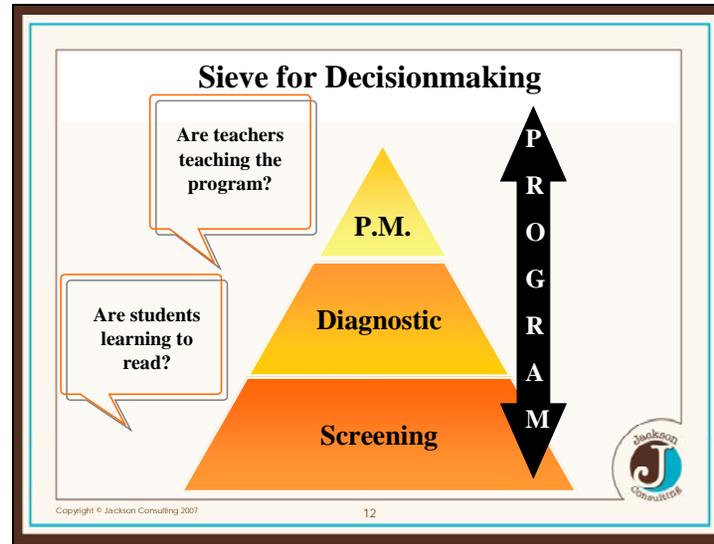
- What they already know and can do
- What critical knowledge or skills they lack
- How easily they learn and how they learn best
- What their interests are
- How they are best motivated to do the work of learning

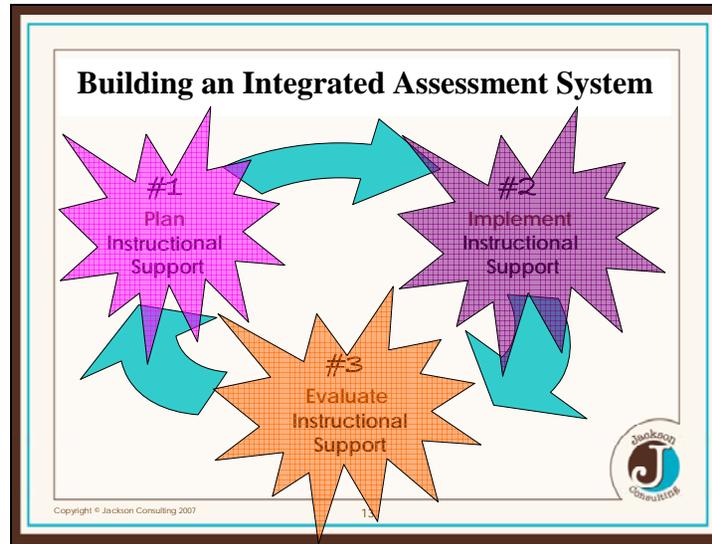
*Dr. Joseph Torgesen*



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### What We Know For Sure

- There are no shortcuts
- A program or person who says they can solve all of your problems is lying.
- We can't engage in the blame game.
- We have to "get real" about the real issues.
- Leadership is essential to sustainability.
- The data does not lie. Period.



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