

#1 UURC G1 Tier I & Tier II Text Assessment & Whole Group Routines

Goal: to become more effective & efficient at delivering Tier I & Tier II text instruction so that all G1 readers—especially those who struggle--improve fluency and comprehension for immediate & transfer grade-level texts.

Research Base

- Ehri (2000) *word recognition development*
- Logan (1997) *instance theory* →automaticity
- Stahl, Kuhn, & Schwanenflugel (2003, 2005, 2006, 2008) *Fluency-Oriented Reading Instruction (FORI)*
- Beck & McKeown (1996, 2004, 2006, 2010) *Questioning the Author (QtA)*
- Hattie (2009); Archer (2011) *Engagement & Learning*
- tracking data for student achievement over time

Vehicles to Achieve Goal:

- expertise from research
- main selection & supplemental texts from core program
- UURC leveled texts & Reading Level Assessment (RLA)
- clinical practicum p.d. format from UURC

Why Start with Data in G1?

It is very likely that some G1 students can't read at all. Placing and pacing these students correctly is essential for their progress!

G1 classroom teachers need an effective, efficient, teacher-friendly way to collect, manage, interpret & use data to

1. form and re-form reading groups,
2. guide instruction/intervention, and,
3. monitor student progress.

The UURC Reading Level Assessment (RLA)

Available on-line: www.urrc.org → Educators → Assessment.

It's **free**!!!

- approx. 10 minutes
- instructional and independent reading levels

Note: The books used for assessment **CANNOT** be used during the year.

<i>Baby Bear Goes Fishing</i>	(G1-Oct)
<i>Mouse Tales</i>	(G1-March)
<i>Days w/Frog & Toad</i>	(G1-End)
<i>Woods & Moe passages</i>	(G2-mid → G8)

Start 1-2 levels below where you think the child will frustrate. You need to see what s/he *can't* do to determine the appropriate level.

Errors

- omissions
- insertions
- substitutions
- helps

The girl ran quickly.

To code these errors, just slash the specific word. Be sure to identify self-corrects.

Self corrects are NOT errors on any G1 text. Self corrects ARE errors on G2 text and above.

Record all data on test, including child's name, grade, etc.

UURC trainer administers RLA to 2 individual students as educators follow along from document camera. UURC trainer models scoring and interpreting RLA to find instructional level.

OK! Groups in Place! How Can Kids Get More Miles On the Page?

- same weekly routines for whole class & small groups
- whole class main selection (prep low groups)
- small groups use **instructional level** texts
- teachers use consistent prompts

UURC Trainer Models G1 FORI Routines

1. Preview (U shape on rug)
2. Pointer Fingers!
3. Read-To with Basic Questions & Strategic Close (rug),
4. Echo Read on Doc Camera (rug)
5. Reduced Echo Read in Text (desks)
6. Post-Teach High Frequency Words (desks)

Results To-Date (3 years of data)

- implemented at Title I elementary schools in Davis, Granite, SLCSO, Duchesne, Ogden, Murray, Park City
- Murray G1 2013-14 RLA pre = .81; post = 1.91; 58% finished on or above grade level
- Edison, SLCSO 2012-13 ORF & DAZE: *high/average/low kids*
- Mountain View, SLCSO 2013-14 ORF: *fidelity effects*

- Granger, Granite 2015-16 DIBELS Composite PoP: *well-above-average in reducing below benchmark; above-average in increasing at or above benchmark*
- TO Smith, Ogden 2014-15 SAGE ELA: 19.3% → 27.8%
- Duchesne 2014-15 SAGE ELA: 24.2% → 27.6%
- Granger, Granite 2014-15 SAGE ELA: 14.6% → 16.9%
- Self-Efficacy 2014-16: multiple schools
- substantial increases on comprehension measures: DIBELS DAZE, CRT & TOSCRF
- good increases fluency measure: DIBELS ORF
- excellent responses from teachers

Reasons for Results

- simple, elegant routines that become automatic for teachers & kids (everybody is on task)
- kids working hard with text (i.e., miles on the page & talking about text content)
- clinical practicum asks for teacher commitment & accountability
- comprehension work extends into writing

Why a Clinical Practicum?

- Extensive modeling, practice and feedback → each educator will move to his/her own next level vs. 'sit-n-get'

Pitfalls

- teachers who can't stop talking (e.g., interminable previews)

- teachers who resist following routines (e.g., it's confining!)
- not enough observation (the Cheap-o District Way)

District Core Program Texts (easiest to hardest)

- Intervention Reader?
- Below-Level Reader?
- Get Ready Reader?
- Decodable Reader?
- On-Level Reader?
- ELL Reader?
- **Main Selection**
- Paired Selection?
- Above-Level Reader?

Logistics & Expectations

- use routines with whole class **daily** for 20 minutes & with each reading group **daily** for 15 minutes,
- weekly LPs & Organizers (minimum of 25 each required) maintained in binder,
- data-track at least 10 lowest readers all year (RLA, etc.),
- attend 8 half-day clinical trainings,
- be observed 1:1 in classroom 6 times (20 min. observation followed by 10 min. debrief),
- earn "satisfactory scores" on at least 2 observations, with 1 of those earned on the last observation,

- complete observation forms on 2 self-observation videos
- view 5 seminars (1 hour each) as a group

- (optional) read research articles on comprehension theory/instruction

When Your UURC Observer Arrives, Please Have:

- your binder
- a hard copy of that day's text
- a hard copy of that week's LP
- 1st observation will be "feedback only"

University Credit

University Credit is available; not mandatory. Cost: \$300 for 3 continuing ed credits. Register with Linda Jensen (801-265-3951 or linda.jensen@utah.edu) by October 31st.

For syllabus, see:

<http://www.uurc.utah.edu/UStudents/UCourseSyllabi.php>

EDU 6651-030: Tier I Instruction for Improved Fluency and Comprehension.

Fabulous UURC International Opportunity!

English-Speaking Internships in Botswana with ***Stepping Stones International*** providing orphaned & vulnerable youth with UURC intervention and/or coaching coaching educators.

Tier I Text Certification OR Tier II Certification (Early, Next or Higher Steps) satisfy main pre-requisite!

<http://www.uurc.utah.edu/Educators/BotswanaInternship.php>