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The New Frontier: Extending Reading First Strategies to Intermediate and Secondary Students



Florida Formula for Reading

- 5 + 3 + ii + iii = Reading
- 5 Elements of Reading
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
- 3 Assessments
 - Screening
 - Progress Monitoring
 - Diagnostic
- ii Initial Instruction
- iii Immediate Intensive Intervention





Sunrise's Formula revised

- Reading = 5 + 3 + ii + (E + iii)
- Same structure as state formula but . . .

All grade levels K-5

- During iii/e
 - Students below grade level receive skill specific strategies and instruction
 - While on grade level and above grade level students receive enriched instruction



Initial Instruction (ii)

- The goal of ii is to implement consistent high quality instruction in K-5 classrooms.
- The instructional tool used for ii is a core curriculum reading program (CCRP) that is aligned with *Reading First* guidelines.
- Marion County has been using Scott Foresman as its CCRP and will be using MacMillan next year as its CCRP.



Initial Instruction (ii)

Your core reading program has these characteristics:

- explicit & interactive instruction
- systematic instruction that is well designed & strategic
- ample opportunities for student practice
- aligned student materials (content of student materials is consistent with what is taught)



Immediate Intensive Intervention (iii)

- iii should be implemented with children as soon as we notice they are falling behind in the development of critical reading skills.
- iii involves children in receiving instruction in reading that is more intensive than what they have been receiving.
- This is done in addition of the 90 minute Reading Block.
- iii is for 30 minutes daily

This can be accomplished by:

- reducing the student/teacher (adult) ratio
- providing more instructional time

Both include providing more supports (instructional opportunity, time, resources, materials and/or personnel)



What is Horizon Academy at Marion Oaks?

Opened in January 2008 with 500 4th and 5th
graders from Sunrise Elementary.



Strategies for 4th, 5th & 6th grades

- Provide a learning environment that encourages curiosity and imagination.
- Plan authentic experiences-Performance Assessments
- Use a multi-sensory approach
- Teach vocabulary that is content themed
- Practice and reinforce use of targeted words in student conversations.
- Provide opportunities for students to participate in analytic conversations that include: making inferences, predictions, connecting events in a book with personal experiences



Strategies for 7th & 8th grades

- Provide a forum for participating in a group activity that involves talking and listening.
- Activate and Use Prior Knowledge
- Use Graphic Organizers-KWL Chart, Story Map, etc.
- Use Self-Monitoring Prompts
- Use the Reciprocal Teaching Method
- Paraphrase and expand what students say during discussions.
- Request clarification.
- Provide appropriate feedback.
- Give sufficient wait time for students to think and respond.
- Settings that provide choice, control, and appropriate levels of challenge appear to facilitate the development of self-regulated, intentional learning. (Turner and Paris, 1995)



Scheduling (A nightmare)

- Master schedule had to accommodate all of the following requirements both State and Local
 - 90 minute uninterrupted Reading Block
 - 30 minute Triple i
 - 60 minute Acaletics (math)
 - P.E. five times a week for a minimum of 30 minutes/day or 150 minutes a week
 - Art and Music minimum 1 time a week
 - Remediation for FCAS (Focused Calendar Assessments)
 - Teach Writing, Science and Social Studies
 - Sunrise on Character Program
 - Lunch (yes, we do feed them both Breakfast & Lunch)
 - Starting Time 7:45 (busses arriving at 7:25)
 - Dismissal Time 2:05

	8:10 8:40	8:44 9:14	9:18 9:48	9:52 10:22	10:26 10:56	11:00 11:30	11:34 12:04	12:08 12:38	12:42 1:12	1:16 1:46	1:50 2:20
5A (5 T.)	Enrichment		Triple i	Math		Lunch 11:00 – 11:40	Writing 11:40 – 12:04	Reading Block 12:04 – 1:34		Science & SS 1:34 – 2:20	
5B (4 T.)	Math		Enrichment		Triple i	Lunch 11:00 – 11:40	Reading Block 11:40 – 1:10		Writing 1:10 – 1:34	Science & SS 1:34 – 2:20	
4A (4 T.)	Triple i	Reading Block			Enrichment		Lunch 11:40 – 12:06	Math 12:10 – 1:12	Writing 1:14 – 2:05	Science & Social Studies 2:05 – 2:20	
4B (4 T.)	Reading Block		Triple i	Math			Lunch 11:40 – 12:06	Enrichment	Writing 1:14 – 2:05	Science & Social Studies 2:05 – 2:20	
LC5	Math		Reading Block 9:18 – 11:18			Lunch 11:25 – 11:50	Writing 11:50 – 12:15		Science & SS 12:15 – 1:12	Enrichment	
LC4	Reading Block				Writing 10:22 – 11:10	Lunch 11:15 – 11:40	Science & SS 11:40 – 12:06		Math 12:10 – 1:12	Enrichment	
Enrichment							Lunch 11:40 – 12:06				

Enrichment Schedule Twelve Teachers

Teacher	Day 1		Day 2		Day 3		Day 4		Day 5		Day 6	
1	A/P.E.	P.E./A	R/P.E.	P.E./R	R/P.E.	P.E./R	R/P.E.	P.E./R	C/P.E.	P.E./C	M/P.E	P.E./M
2	A/P.E.	P.E./A	R/P.E.	P.E./R	R/P.E.	P.E./R	R/P.E.	P.E./R	C/P.E.	P.E./C	M/P.E	P.E./M
3	M/P.E.	P.E./M	A/P.E.	P.E./A	R/P.E.	P.E./R	R/P.E.	P.E./R	R/P.E.	P.E./R	C/P.E.	P.E./C
4	M/P.E.	P.E./M	A/P.E.	P.E./A	R/P.E.	P.E./R	R/P.E.	P.E./R	R/P.E.	P.E./R	C/P.E.	P.E./C
5	C/P.E.	P.E./C	M/P.E	P.E./M	A/P.E.	P.E./A	R/P.E.	P.E./R	R/P.E.	P.E./R	R/P.E.	P.E./R
6	C/P.E.	P.E./C	M/P.E	P.E./M	A/P.E.	P.E./A	R/P.E.	P.E./R	R/P.E.	P.E./R	R/P.E.	P.E./R
7	R/P.E.	P.E./R	C/P.E.	P.E./C	M/P.E	P.E./M	A/P.E.	P.E./A	R/P.E.	P.E./R	R/P.E.	P.E./R
8	R/P.E.	P.E./R	C/P.E.	P.E./C	M/P.E	P.E./M	A/P.E.	P.E./A	R/P.E.	P.E./R	R/P.E.	P.E./R
9	R/P.E.	P.E./R	R/P.E.	P.E./R	C/P.E.	P.E./C	M/P.E	P.E./M	A/P.E.	P.E./A	R/P.E.	P.E./R
10	R/P.E.	P.E./R	R/P.E.	P.E./R	C/P.E.	P.E./C	M/P.E	P.E./M	A/P.E.	P.E./A	R/P.E.	P.E./R
11	R/P.E.	P.E./R	R/P.E.	P.E./R	R/P.E.	P.E./R	C/P.E.	P.E./C	M/P.E	P.E./M	A/P.E.	P.E./A
12	R/P.E.	P.E./R	R/P.E.	P.E./R	R/P.E.	P.E./R	C/P.E.	P.E./C	M/P.E	P.E./M	A/P.E.	P.E./A



Use of Data

- Since teachers want to familiarize themselves with their students and their strengths and weaknesses, we began Triple i after the first DIBELS.





DIBELS & Other Data

- Dynamic Indicators of Basic Early Literacy Skills
- To identify students at risk of reading failure.
- Used to support children in their acquisition of reading skills.
- To evaluate the effectiveness of remedial instruction.
- To determine the resources and staff development needs of teachers to achieve success for all students.



Nuts and Bolts: An overview

- K-5 steps in process
 - Make initial determinations on instructor's (both instructional and non-instructional personnel) groups (using skill set of instructor as a main determinant of group assignment)
 - Look at DIBELS scores
 - Divide groups up by 5 elements of reading and/or enrichment needs
 - Determine curriculum material or program needs, make any additional purchases as necessary
 - Assign space/location for Triple i
 - Assign groups to teachers
 - Assign assistants to groups
 - Provide curriculum to group leaders then . . .
 - Provide training, either initial or refresher to group leaders



Proficient Students

- Proficient students are provided enrichment opportunities such as
 - Literature circles
 - Enrichment group is determined by their proficiency
 - Students that are significantly above grade level are provided challenging text at their grade level.
 - Groups are larger and novels are used, including Sunshine State Readers.
 - Instruction includes critical thinking skills using the novel as the text.
 - Students in lower grades that are significantly above grade level are provided Triple i opportunities in other grade levels more matching their needs.

Class Status Report
 Sunny County Schools, Sunshine Elementary
 Kindergarten, Teacher 2
 Assessment Period 4, 2002-2003

**Recommended
 Instructional
 Level** ▼

LNF PSF NWF

Class List

	Recommended Instructional Level	Assessment 4		
		Benchmark 41	Benchmark 36	Target 26
Student 1	Intensive	1(HR)	1(HR)	0(HR)
Student 2	Intensive	19(HR)	49(WE)	21(MR)
Student 3	Intensive	12(HR)	5(HR)	16(MR)
Student 4	Intensive	8(HR)	41(LR)	4(HR)
Student 5	Intensive	6(HR)	0(HR)	7(HR)
Student 6	Intensive	18(HR)	22(MR)	15(MR)
Student 7	Intensive	6(HR)	0(HR)	8(HR)
Student 8	Strategic	46(LR)	0(HR)	2(HR)
Student 9	Strategic	17(HR)	32(MR)	37(LR)
Student 10	Strategic	18(HR)	68(WE)	28(LR)
Student 11	Benchmark	37(MR)	50(WE)	40(LR)
Student 12	Benchmark	45(LR)	10(MR)	37(LR)
Student 13	Benchmark	55(WE)	38(LR)	32(LR)
Student 14	Benchmark	54(WE)	50(WE)	58(LR)
Student 15	Benchmark	41(LR)	38(LR)	30(LR)
Student 16	Benchmark	55(WE)	71(WE)	42(LR)
Student 17	Benchmark	40(MR)	50(WE)	38(LR)
Student 18	Benchmark	41(LR)	57(WE)	41(LR)
Student 19	Benchmark	35(MR)	41(LR)	64(LR)

Non-Proficient Students

- For example
 - Students 1, 4, 5, & 7 would be grouped
 - Students 2, 9, & 10
 - Students 3, 6, & 8
- This type of work is done across the entire grade level. At times groups may be combined when staffing needs dictate a consolidation.

4th & 5th Curriculum Selections for Triple i

G. L.	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
4 t h	My Reading Coach	Big Word Kit Rewards Intermediate Making More Big Words	Read Naturally Books on Tape	Science Leveled Readers Social Studies Leveled Readers Eye Openers	Strategy Instruction Comprehension Games Literature Circles
5 t h	My Reading Coach	Rewards Intermediate Making Really Big Words	Reading Naturally Books on Tape	Science Leveled Readers Social Studies Leveled Readers Eye Openers	Strategy Instruction Literature Circles
R T I	<p>SRA Specific Skills Series Gourmet Curriculum Press</p>				



Finding Enough Personnel

- Everyone does a Triple I
- Examples of personnel involved:
 - ESOL Paras
 - Paras (across all grade levels)
 - Resource Teachers
 - VE Inclusion Teachers
 - Dean
 - School Coordinator
 - Clerks
 - V.E. Assistants
 - Only non-involved personnel are: Principal, Assistant Principal, Reading Coach and School Secretary. Our job is monitoring fidelity to our Triple i



Teaching Students to Switch Locations

- Kindergarten and First Grade do not switch. They remain in classrooms.
- Grades 2 – 5, do switch into their homogeneous Triple i groups.
- Took about a week of practice for switches to be smooth



New Data, New Groups

- After every DIBELS period, the Reading Coach, Assistant Principal for Curriculum, and Resource teachers sit, analyze the data and regroup students by need.
- This takes about a week of time.
- Most of the time, the students are progressing and moving from the high risk groups to moderate and low risk.
- By the end of the year, the high risk groups are smaller and the enrichment groups are larger.



Moving from Four DIBELS to Three

- Moving from doing DIBELS four times a year to three times a year increased the need for RTI (Response to Intervention)
- With larger gaps between the progress monitoring, ongoing progress monitoring became more critical
- mDIBELS provided a tool to facilitate ongoing progress monitoring



Fourth and Fifth

- While Reading First would have us believe that fourth and fifth graders don't exist, (just kidding)
- We all know that their needs are also important.
- Research has demonstrated that small group remediation, focused on specific students needs, on top of the scheduled 90 minutes of reading, will lead to greater achievement and success.
- Not easy to find the time or the resources but critical for our school and our students



Expansion of Program

- First and foremost, buy in is a must
- Training of intermediate teachers in the use of a 90 minute Reading Block and the use of small group instruction within Triple i
- 90 minute Reading Block training is critical. Critical components and training needs within the block include but are not limited to:
 - Guided Reading
 - Use of Centers
 - Use of Word Walls
 - Diagnosis of Reading Difficulties
 - Small group instruction
 - Explicit and Systematic Vocabulary Instruction (see Isabel Beck & Robert Marzano)
 - And more . . . The training for 4th & 5th grade teachers in Reading should be at least as extensive and systematic as is the training of K-3



Issues to Be Resolved

- If we are talking about things we can control . . .
 - RTI
 - Continuum of Curriculum Interventions
 - Absentees
 - Buy in
 - Fidelity
 - Scheduling for special events



Thank you for your time

- If you have any further questions or ideas, please feel free to contact us at
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