



# Strengthening Tier 1 Instruction in the K-5 English Language Arts (ELA) Classroom



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## Objectives

- Examine a process to align Tier 1 instructional materials and planning practices to literacy instruction grounded in the science of reading.
- Review data sources and procedures used to guide Tier 1 whole group and small group instruction to improve student literacy outcomes.
- Reflect on district- and school-level systems in place to support Tier 1 instruction in the K-5 ELA classroom.

# Simple View of Reading and Scarborough's Reading Rope

$$WR \times LC = RC$$

Adapted from Gough and Tunmer

## Word Recognition

- Phonological Awareness
  - Decoding (and Spelling)
  - Sight Recognition
- 

## Language Comprehension

- Background Knowledge
  - Vocabulary Knowledge
  - Language Structures
  - Verbal Reasoning
  - Literacy Knowledge
- 

## Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.





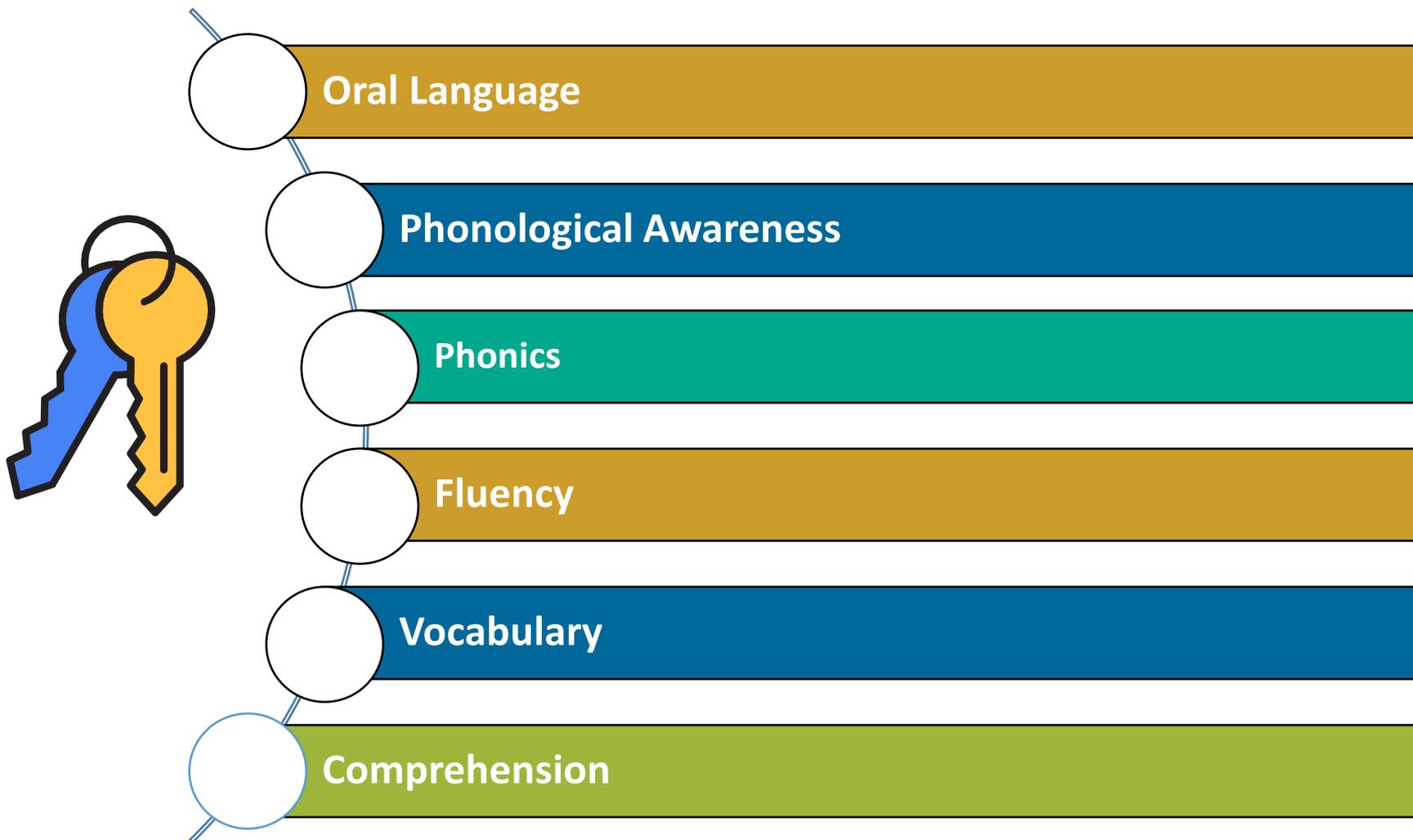
# Florida's FORMULA FOR READING SUCCESS

## 6 + 4 + T1 + T2 + T3

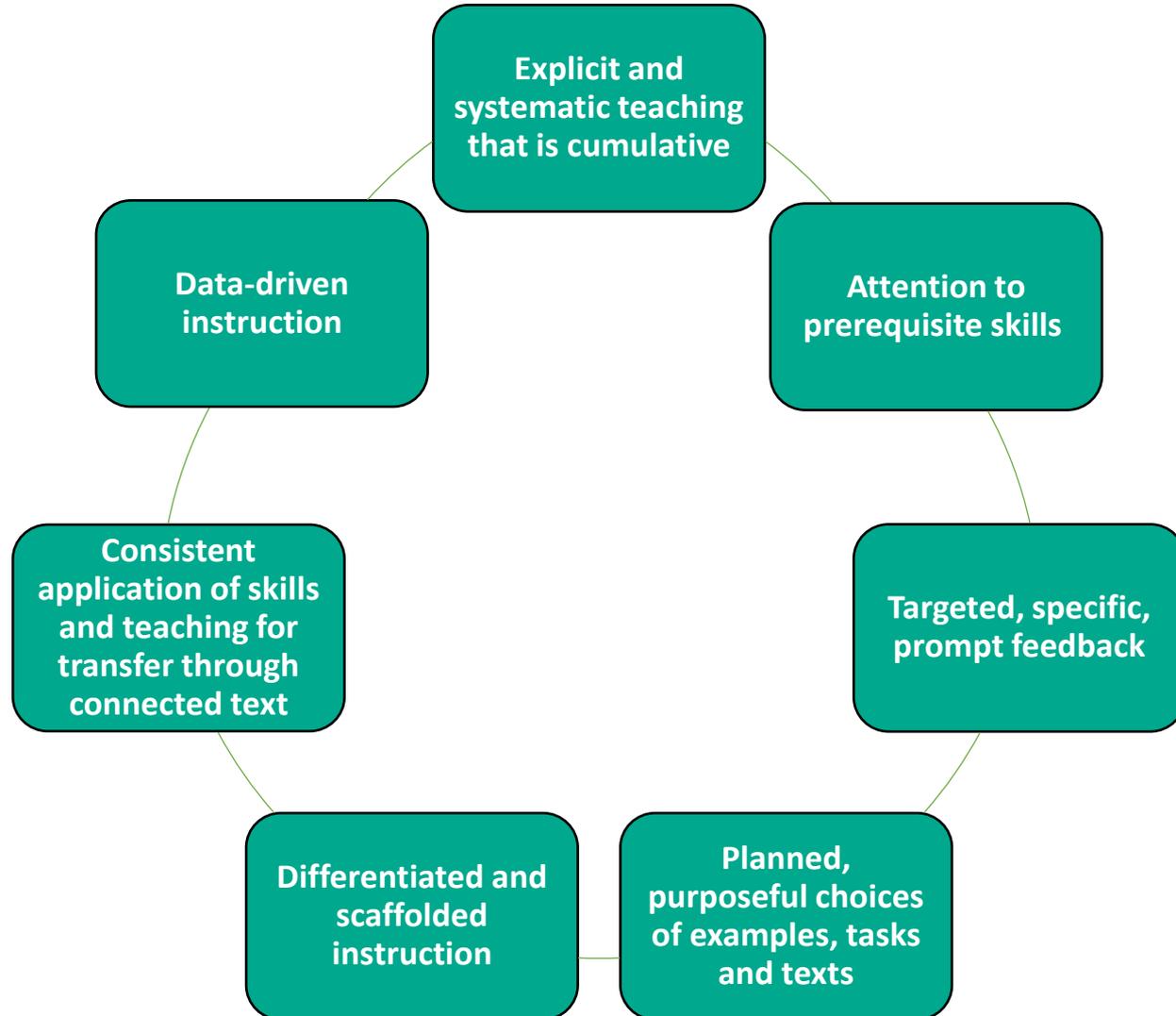
6 COMPONENTS	4 TYPES OF ASSESSMENTS	T1 CORE	T2 INTERVENTION	T3 INTENSIVE INTERVENTION
Oral Language Development	Screening	Explicit	Explicit	Explicit
Phonological Awareness	Progress Monitoring	Systematic	Systematic	Systematic
Phonics 1	Diagnostic	Scaffolded	Small Group targeted instruction	Small Group and/or one-one instruction
Fluency	Summative	Differentiated	Multiple opportunities to practice targeted skill(s)	More guided practice
Vocabulary		Corrective feedback	Corrective feedback	Immediate corrective feedback
Comprehension		Content-Rich	Occurs in addition to Tier 1	Frequent progress monitoring
		Write in response to reading		Occurs in addition to Tier 1 and Tier 2

*Standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan, and students who are English language learners; and incorporate the principles of Universal Design for Learning*

# Key Instructional Components of Reading



# Key Pedagogical Practices





# B.E.S.T. ELA Standards

# Language Skills

FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

**Standards Map**

Strand	Standard	Benchmark	Code
Foundations (F)	Learning and Applying Foundational Reading Skills	Print Concepts	F.1.1
		Phonological Awareness	F.1.2
		Phonics and Word Analysis	F.1.3
		Fluency	F.1.4
	Applying Foundational Reading Skills for Secondary Students Needing Reading Interventions	Phonological Awareness	F.2.1
		Phonics	F.2.2
		Encoding	F.2.3
		Fluency	F.2.4
Reading (R)	Reading Prose and Poetry	Literary Elements	R.1.1
		Theme	R.1.2
		Perspective and Point of View	R.1.3
		Poetry	R.1.4
	Reading Informational Text	Structure	R.2.1
		Central Idea	R.2.2
		Purpose and Perspective	R.2.3
		Argument	R.2.4
	Reading Across Genres	Interpreting Figurative Language	R.3.1
		Paraphrasing and Summarizing	R.3.2
		Comparative Reading	R.3.3
		Understanding Rhetoric	R.3.4
Communication (C)	Communicating Through Writing	Handwriting	C.1.1
		Narrative Writing	C.1.2
		Argumentative Writing	C.1.3
		Expository Writing	C.1.4
		Improving Writing	C.1.5
	Communicating Orally	Oral Presentation	C.2.1
	Following Conventions	Conventions	C.3.1
	Researching	Researching and Using Information	C.4.1
	Creating and Collaborating	Multimedia	C.5.1
		Technology in Communication	C.5.2
Vocabulary (V)	Finding Meaning	Academic Vocabulary	V.1.1
		Morphology	V.1.2
		Context and Connotation	V.1.3

10



# Instructional Alignment

**Part A: Steps**

<p><b>1.</b> Review the lesson.</p>	
<p><b>2.</b> Identify the components of reading present in the lesson.</p>	
<p><b>3.</b> Identify the elements of pedagogy present in the lesson.</p>	
<p><b>4.</b> Identify the benchmarks that best align with the lesson.</p>	
<p><b>5.</b> Identify which language skills have been intentionally integrated throughout the lesson.</p>	

**Key Takeaways Checklist** 

**Science of Reading Components**

<input type="checkbox"/>	Oral Language
<input type="checkbox"/>	Phonological Awareness
<input type="checkbox"/>	Phonics
<input type="checkbox"/>	Fluency
<input type="checkbox"/>	Vocabulary
<input type="checkbox"/>	Comprehension

 Place a checkmark by all reading components that are present in the lesson.

**Science of Reading Pedagogy**

<input type="checkbox"/>	Explicit and systematic teaching that is cumulative
<input type="checkbox"/>	Attention to prerequisite skills
<input type="checkbox"/>	Targeted, specific and prompt feedback
<input type="checkbox"/>	Planned, purposeful choices of examples, tasks and text
<input type="checkbox"/>	Differentiated and scaffolded instruction
<input type="checkbox"/>	Consistent application of skills and teaching for transfer through connected text
<input type="checkbox"/>	Data-driven instruction

 Check all pedagogy elements that are present in the lesson.

**B.E.S.T. Standards Alignment**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

 List the benchmarks that align with the lesson.

**Integration of Language Skills**

Reading    Writing    Speaking    Listening

 Place a check by the language skills integrated in the lesson.



# Let Us Closely Examine a Lesson Together



**new worlds reading**

**2nd Grade**

TEACHER READING GUIDE

## My Name is Celia: The Life of Celia Cruz

by Robert Kraus

This bilingual book allows young readers to enter the life of Celia Cruz as she becomes a well-known singer in her homeland of Cuba. Her adventures continue when she moves to New York City and then to Miami, where she and other musicians create a new type of music called salsa.

**Create Successful Reading Habits**

Current research from the What Works Clearinghouse shows that reading connected text (multiple related sentences) poses different challenges than reading isolated words or phrases. Reading connected text accurately, fluently, and with appropriate phrasing and comprehension requires students to:

- identify words quickly
- integrate ideas in the text with their background knowledge
- self-monitor their understanding
- apply strategies to support comprehension and repair misunderstandings

\* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

**SCIENCE OF READING – CONNECTING RESEARCH TO PRACTICE**

Reading is a Complex Task

Research has shown that fluent reading involves a set of skills and processes so complex that it is awe-inspiring.\* Fluent reading comprises numerous subskills and requires the brain to perform multiple tasks simultaneously and automatically. These subskills and tasks must be automatic and applied with a high degree of accuracy for a reader to gain meaning from the text.

Think about the hierarchy of skills that develops when students are learning to read:

- First, it is important for students to develop phonemic awareness, which is the conscious awareness of the individual sounds in language. The students then need to know the letters of the alphabet and their corresponding sounds.
- After developing phonemic awareness and basic letter knowledge, they can use this knowledge to begin to decode. This is called the alphabetic principle, which is the understanding that letters make sounds, and sounds go together to make words.
- Through explicit and systematic instruction paired with repeated practice, students' decoding becomes more automatic.
- Once students can decode words without much cognitive load, this leads to fluent reading.
- With sufficient practice, reading (decoding) becomes automatic.

**STANDARDS ALIGNMENT  
FLORIDA'S B.E.S.T. STANDARDS**

According to Florida's B.E.S.T. Standards, fluency measures should always be combined with comprehension checks, such as a retelling of the passage or comprehension questions to strengthen the link between fluency and comprehension. Oral reading fluency rubrics that consider other factors of fluency should also be considered. Utilizing a Multidimensional Fluency Scale can capture aspects of prosody, such as pace, smoothness, phrasing, expression, and volume.

Look for standards alignment in each section of this guide.

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WORD WORK – PHONICS AND WORD-ANALYSIS

Help your students build their decoding abilities. Help students decode words with open and closed syllables.

**ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.**

b. Decode regularly spelled two-syllable words with long and short vowels.

c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -fe (e.g., purple, circle, stumble).

**Decode Words with Open and Closed Syllables**

Say to students, "Syllables are a word, or part of a word, pronounced as a unit and contain one vowel sound."

**A closed syllable**

- ends with one or more consonants
- has a **short-vowel** sound that is spelled with one vowel letter.

**An open syllable**

- ends with a vowel
- has a **long-vowel** sound spelled with one vowel letter.

"Let's practice decoding some words from the text that contain open and closed syllables."

Display the words **strong** (p. 4) and **go** (p. 4).

Say to students:

Look at the word, strong. What vowel do we see in this word? o  
Does the o have one or more consonants after it? Yes.  
Since the o is followed by the consonant digraph -ng, that means this is a closed syllable and will have a short vowel sound, /ɒ/. Let's sound out the word /s/, /t/, /r/, /ɒ/, /ŋ/ strong.  
Let's look at the word, go. What vowel do we see in this word? o  
Does the o have one or more consonants after it? No.  
Since the o is NOT followed by a consonant letter, that means this is an open syllable and will have a long vowel sound, /o/. Let's sound it out /g/, /o/ go.

As we read the book, we'll read more words together with open and closed syllables."

Lead students in decoding the following words from the text pointing out syllable breaks and syllable types. Implement the gradual release model moving from a high level of teacher support to more student independence.

<b>sand</b> (p. 4)	<b>flip</b> (p. 4)	<b>o - pen</b> (p. 7)	<b>gift</b> (p. 10)
<b>we</b> (p. 10)	<b>mu - sic</b> (p. 13)	<b>cu - ban</b> (p. 13)	<b>sing</b> (p. 14)

**ELL and SWD suggestion:**  
Multisensory instruction can be utilized to engage various sensory pathways. Put hands together for closed syllables and hands apart for open syllables. This will help reinforce open and closed syllables by incorporating kinesthetic movement.

TALK ABOUT NEW AND INTERESTING WORDS

**ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

**ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.**

When students encounter unfamiliar words, take a moment to talk with them about the words using child-friendly explanations or definitions. Here are some interesting words from the book with child-friendly definitions to discuss:

**rhythm** (p. 7): When something happens in a **rhythm**, there is a repeating series of sounds or actions. When Celia danced, she moved to the **rhythm** of her heart and the beat of the drum.

**melody** (p. 10): A **melody** is a tune or song. Celia's neighbors loved to hear her sing her **melodies**.

**cultures** (p. 10): When someone talks about **culture**, they are talking about the language, food, music, and customs of people from a country. People from all over the world move to New York, making it a blend of many **cultures**.

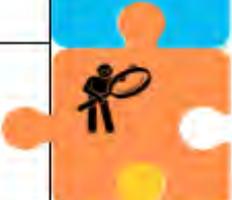
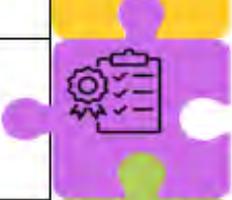
**honored** (p. 24): If you **honor** someone, you give them special praise or attention. Many people love Celia's music and **honor** her by calling her the Queen of Salsa.

**ELL and SWD suggestion:**  
Multisensory instruction can be utilized to engage various sensory pathways. Incorporate music as an example of rhythm and melody. Consider using instruments, sounds, and music that represent the culture(s) discussed in the text. Encourage ELL students to think of a word or word phrase in their native language that corresponds to the meaning of the word in English.



# Close Examination

**Part A: Steps**

<b>1.</b> Review the lesson.	
<b>2.</b> Identify the components of reading present in the lesson.	
<b>3.</b> Identify the elements of pedagogy present in the lesson.	
<b>4.</b> Identify the benchmarks that best align with the lesson.	
<b>5.</b> Identify which language skills have been intentionally integrated throughout the lesson.	



## Close Examination

### **Part B: Culminating Discussion**

Are there opportunities to strengthen the alignment of the lesson to the Science of Reading?

## Reflection

- What systematic processes are (or could be) in place to support teachers as they align instructional planning and lesson delivery to B.E.S.T. ELA benchmark demands, components of reading and key pedagogical practices?

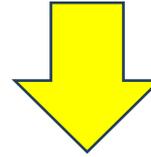


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# Data



# Data Collection Tools Activity



Types of Assessment	Purpose	Assessment Questions	Examples
<b>Screening</b>	<ul style="list-style-type: none"> <li>To know students' progress toward end-of-year grade level standards</li> <li>To identify students who may benefit from intervention</li> </ul>	<ul style="list-style-type: none"> <li>Is instruction sufficient for the majority of students to meet end-of-year grade-level standards?</li> <li>Which students may be at-risk for not meeting grade-level standards?</li> </ul>	<ul style="list-style-type: none"> <li>FAST</li> <li>Curriculum-based Measurements (CBM) such as DIBELS and Star-CBM</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul>
<b>Progress Monitoring (Formative)</b>	<ul style="list-style-type: none"> <li>To monitor students' progress toward an identified goal:               <ul style="list-style-type: none"> <li>Progress toward overall proficiency</li> <li>Progress on specific skills identified for intervention</li> </ul> </li> <li>To evaluate effectiveness of instruction</li> <li>To quantify rate of improvement</li> <li>To provide feedback and inform adjustments to ongoing teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>To what degree is instruction and/or intervention resulting in improvements for students?</li> <li>Are students acquiring the specific skills that have been taught at expected rates?</li> <li>How quickly and to what degree are students closing academic proficiency gaps?</li> <li>Are students learning what is being taught?</li> </ul>	<ul style="list-style-type: none"> <li>FAST</li> <li>CBMs such as DIBELS and Star-CBM</li> <li>Observation</li> <li>Exit ticket</li> <li>Checks for understanding</li> <li>Work samples</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul>

**What do you notice after generating your list?**

**With the various data sources available, how do you select the best tools to improve student learning?**



# 4-Step Problem-Solving Process



# Step 1: Problem Identification

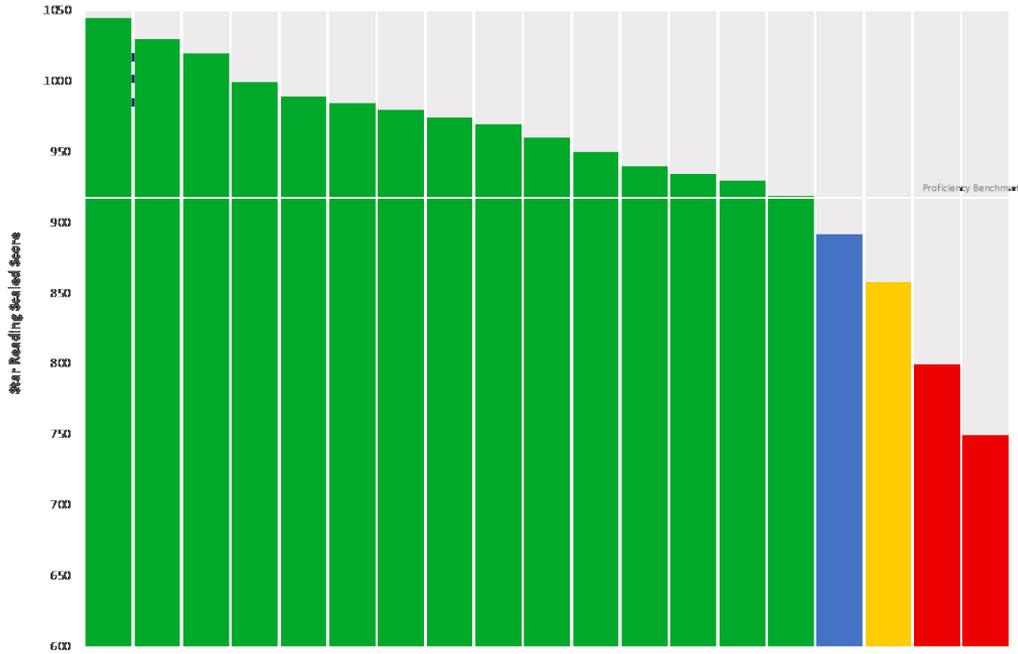
Step 1: Goal Identification (Problem Identification)  
What do we want students to know and be able to do?

Step 4: Response to Instruction  
Is it working?

Step 2: Problem Analysis  
Why is the problem occurring?

Step 3: Instructional Design  
What are we going to do?





## Is Tier 1 sufficient?

FAST Star Reading  
Screening Report  
2<sup>nd</sup> Grade Class

79% At/Above  
Benchmark

Categories/Labels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
 At/Above Benchmark	At/Above 919 SS	At/Above 40 PR	15	79%
<b>Category Total</b>			15	79%
<b>Below Benchmark</b>				
 On Watch	Below 919 SS	At/Below 39 PR	1	5%
 Intervention	Below 889 SS	At/Below 24 PR	1	5%
 Urgent Intervention	Below 847 SS	At/Below 9 PR	2	11%
<b>Category Total</b>			4	21%
<b>Students Tested</b>			19	
<b>Students Not Tested</b>			0	
<b>Total Students</b>			19	



# Step 1: Problem Identification

All Assessments

Date	Activity	Score	Actions
12/5/22	Star Early Literacy Enterprise	<span style="color: green;">■</span> 831 SS / 69 PR	<a href="#">View Mastery</a>
8/24/22	Star Early Literacy Enterprise	<span style="color: green;">■</span> 809 SS / 72 PR	<a href="#">View Mastery</a>

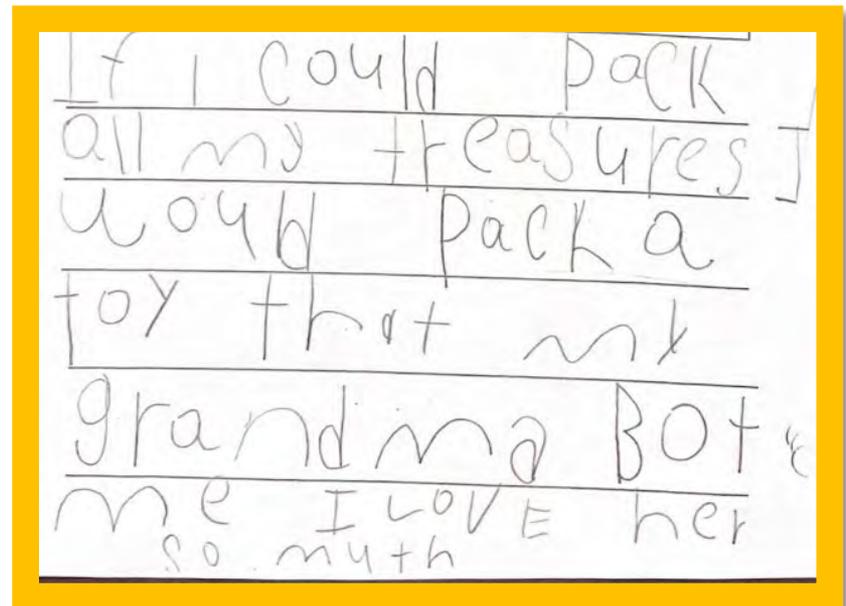
**Star Early Literacy - District Benchmark**

■ Urgent Intervention  
 ■ Intervention  
 ■ On Watch  
 ■ At/Above Benchmark  
 ■ No norming data

**Overall Reading** ■ Mid 1 (476)  
Standard Error +/- 9

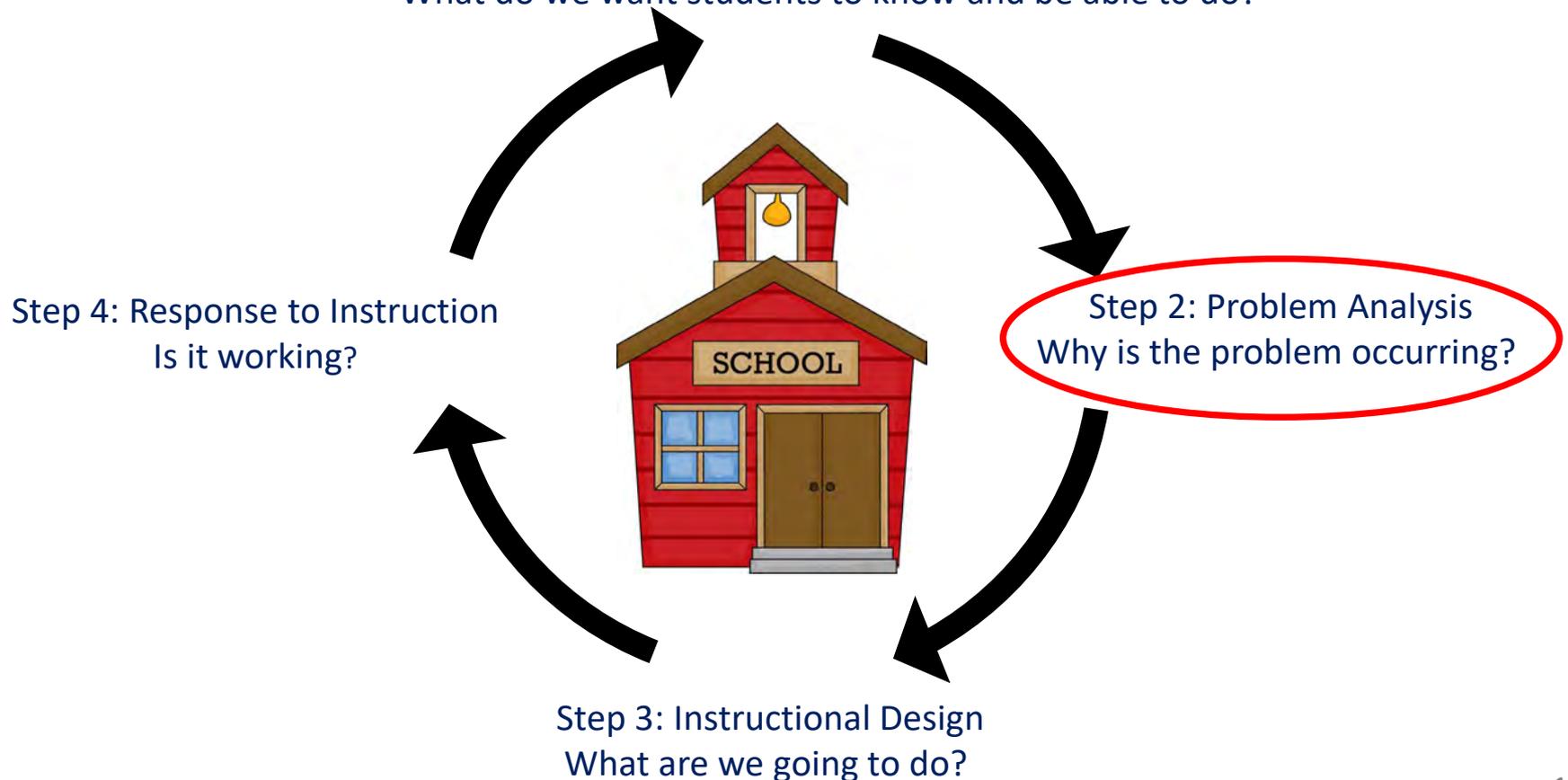
Domain	Placement <span style="font-size: small;">(i)</span>	Can Do & Next Steps
Phonological Awareness* <span style="font-size: small;">(i)</span>	<span style="color: green;">■</span> Late 1	↓
Phonics* <span style="font-size: small;">(i)</span>	<span style="color: green;">■</span> Grade 2	↓
High-Frequency Words*	<span style="color: green;">■</span> Max Score	↓
Vocabulary	<span style="color: yellow;">■</span> Grade K	↓
Comprehension: Literature	<span style="color: green;">■</span> Early 1	↓
Comprehension: Informational Text	<span style="color: green;">■</span> Late 1	↓

Show Comprehension: Overall  (i)      \* Foundational Domains



## Step 2: Problem Analysis

Step 1: Goal Identification (Problem Identification)  
What do we want students to know and be able to do?



# Step 2: Problem Analysis

## Has it been taught? (Curriculum Domain)

Week	UNIT 1 Plants and Animals Grow and Change			UNIT 2 Many Kinds of Characters		
	1	2	3	1	2	3
<b>Phonological Awareness</b>	recognize and produce rhyme; phoneme blending; phoneme segmentation	phoneme categorization; phoneme blending; phoneme segmentation	recognize and produce rhyme; phoneme blending; phoneme segmentation	recognize and produce rhyme; phoneme blending; phoneme segmentation	recognize and produce rhyme; phoneme blending; phoneme segmentation	phoneme categorization; phoneme blending; phoneme substitution
<b>Primary Skill</b>	short a	short i	short o	short e	short u	i-blends
<b>Secondary Skill and Word Families</b>	s /z/, ck /k/; -at, -ad, -an	plural nouns (-s); -in, -it, -ip	double final consonants; -op, -og, -ot	-et, -en, -el	inflectional ending (-s); -ug, -up, -un	-ob, -ot, -ock
<b>Spiral Review</b>	consonants -at, -ad, -an				short a, i, o, e; -al	medial short vowels; inflectional ending (-s); double final consonants
<b>High-Frequency Words</b>	consonants	consonants	consonants; short a; s /z/, ck /k/			consonants; short a; s /z/, ck /k/
<b>Frequency Words</b>	the, see, go, she, and					play, little, you, with

# Instructional Design



# First-Grade Mid-Year Data Set

Student ID	Teacher ID	FAST Level		Phonics Unit Focus (r-controlled, final -e, vowel teams)  Students Need More Practice with:	January Fluency		Unit Test ELA.1.V.1.3 ELA.1.R.1.1 ELA.1.R.1.3
		Fall PM1	Winter PM2		Accuracy	WCPM	
1	A	1	1	vowel teams	60%	5	60
2	A	4	3	r-controlled	100%	40	80
3	A	2	3	final -e	50%	15	60
4	A	1	1	vowel teams	40%	18	60

## Reflection

- How are teachers in your district/schools leveraging a problem-solving process and data to match practice, pedagogy and instructional materials to student need?
- If teachers are not routinely engaged in a problem-solving process, what systems could be put into place to support this practice?



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## Tier 1 Small Group Differentiated Instruction



# Mastery: An Instructional Hierarchy

Stage	Characteristics	Instructional Implications
<b>Acquisition</b>	<ul style="list-style-type: none"> <li>• Error rates are high.</li> <li>• Responses may be slow and effortful.</li> <li>• Visual and verbal prompts may be needed to support retrieval.</li> </ul>	<p>A student is introduced to the final -e spelling pattern. The student may substitute long vowel sounds with short vowel sounds.</p> <p>The need for prompting is common as new skills are introduced.</p>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• Responses are accurate, building automaticity.</li> <li>• Responses are becoming more authentic.</li> <li>• Minimal prompts are needed and reserved for error correction.</li> </ul>	<p>A student may read cape as cap and then quickly self-correct.</p> <p>Provide feedback on accuracy and fluency. Only prompt when needed for error correction, encouraging self-correction and increased speed.</p>
<b>Generalization</b>	<ul style="list-style-type: none"> <li>• Responses are accurate and automatic.</li> <li>• Ability to distinguish between similar skills.</li> <li>• Skill can be applied broadly in new contexts.</li> </ul>	<p>A student can make the bridge, going from a skill we have taught in a controlled setting to applying that skill in a more authentic way.</p> <p>The student is able to apply the final -e pattern when reading and writing.</p>
<b>Adaptation</b>	<ul style="list-style-type: none"> <li>• High accuracy and automaticity rates are maintained.</li> <li>• Skill can be applied in authentic contexts.</li> <li>• Ability to integrate the skill with other skills.</li> <li>• Ability to engage in multistep processes to apply the skill.</li> </ul>	<p>A student applies the final -e spelling pattern in their own writing and explores how it changes with inflectional endings.</p> <p>The student is integrating multiple skills by changing hope → hoping.</p>

## Cohesion Across Tiers



How would inconsistencies in procedures, content and language across tiers impact Myra's learning?

# First-Grade Mid-Year Data Set

Student ID	Teacher ID	FAST Level		Phonics Unit Focus (r-controlled, final -e, vowel teams)  Students Need More Practice with:	January Fluency		Unit Test ELA.1.V.1.3 ELA.1.R.1.1 ELA.1.R.1.3
		Fall PM1	Winter PM2		Accuracy	WCPM	
1	A	1	1	vowel teams	60%	5	60
2	A	4	3	r-controlled	100%	40	80
3	A	2	3	final -e	50%	15	60
4	A	1	1	vowel teams	40%	18	60

<b>Group 2</b>	
<b>Focus Skills:</b> Vowel Teams and Fluency	
<b>Connected Text:</b> Decodables	
1	<b>7, 8, 10, 14</b>
4	

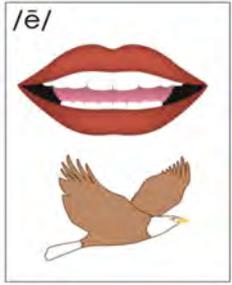
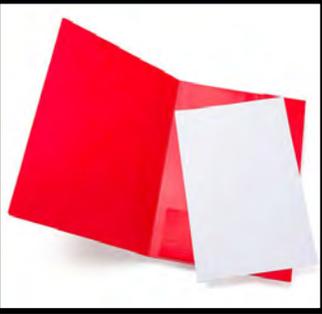
# Teacher-Led Tier 1 Small Group Weekly Schedule

	M	T	W	Th	F
Session 1	Group 2	Group 1	Group 3	Group 4	Group 1
Session 2					

# Small Group Model: Independent Practice

<b>Session</b>	<b>All Students (Not with Teacher)</b>
<b>Session 1</b>	<b>Partner Reading (Fluency)</b>
<b>Session 2</b>	<b>Word Work or Writing Task</b>
<b>Session 3</b>	<b>Computer Practice</b>

# Plan for Group 2

<p><b>Session 1</b></p>	<p><b>Teacher-Led Small Group</b></p>	<p>Once upon a time, there was a fox who lived in a valley. She spent her days deep in the green forest. Each day, she would wake up from her sleep and greet the forest animals.</p>	<p>/ē/</p> 				
<p><b>Session 2</b></p>	<p><b>Word Work or Writing Task</b></p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">ea</td> <td style="text-align: center;">ee</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>		ea	ee		
ea	ee						
<p><b>Session 3</b></p>	<p><b>Partner Reread (Fluency)</b></p>	<p>The pup is up! The pup is on us. It's fun. Mom said the pup can sit on the mat in the sun. The pup did not sit on the mat. The pup is in the mud!</p>					

# Planning for Tier 1 Differentiated Small Groups

## Step 1: Examine Current Data

## Step 2: Group Students Based on Data

Group 1 Focus Skills:	Group 2 Focus Skills:	Group 3 Focus Skills:	Group 4 Focus Skills:
Connected Text:	Connected Text:	Connected Text:	Connected Text:

## Step 3: Create Plans for Groups

Group:	Focus Skills:	Teacher-Led Instruction:	Practice Opportunities:
1			
2			
3			
4			

## Reflection

- What systematic processes are (or could be) in place to support teachers as they plan for cohesive Tier 1 small group differentiated instruction?

## Objectives

- Examined a process to align Tier 1 instructional materials and planning practices to literacy instruction grounded in the science of reading.
- Reviewed data sources and procedures used to guide Tier 1 whole group and small group instruction to improve student literacy outcomes.
- Reflected on district- and school-level systems in place to support Tier 1 instruction in the K-5 ELA classroom.



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