

Designing an Effective Pacing System in K-3 Reading

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Big Ideas

- Instructional pacing is a critical component of an effective reading system.
- Elements of effective instructional pacing include:
 - Leadership
 - Three Tier System
 - Pacing calendars
 - Assessments
 - Focus on accuracy and automaticity of skills



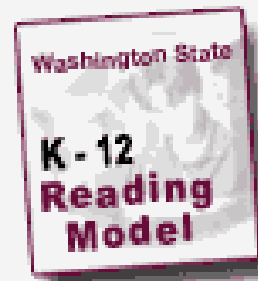
“Matthew Effect”

- This term was coined by Stanovich (1986). “The rich get richer, and the poor get poorer.”
- The probability of a poor reader at the end of first grade remaining a poor reader at the end of fourth grade was .88. (Juel 1988)
- 74% of children who are poor readers in third grade remain poor readers in 9th grade. (Francis et al. 1996)

Preventative Model

- Schools have a process in place to systematically screen all K-3 students to determine if they are meeting literacy milestones.
- Frequent progress monitoring of struggling students.
- Data from progress monitoring is used to design targeted interventions.

K-12 Reading Model available to download at OSPI website.
<http://www.k12.wa.us/CurriculumInstruct/Reading/default.aspx>

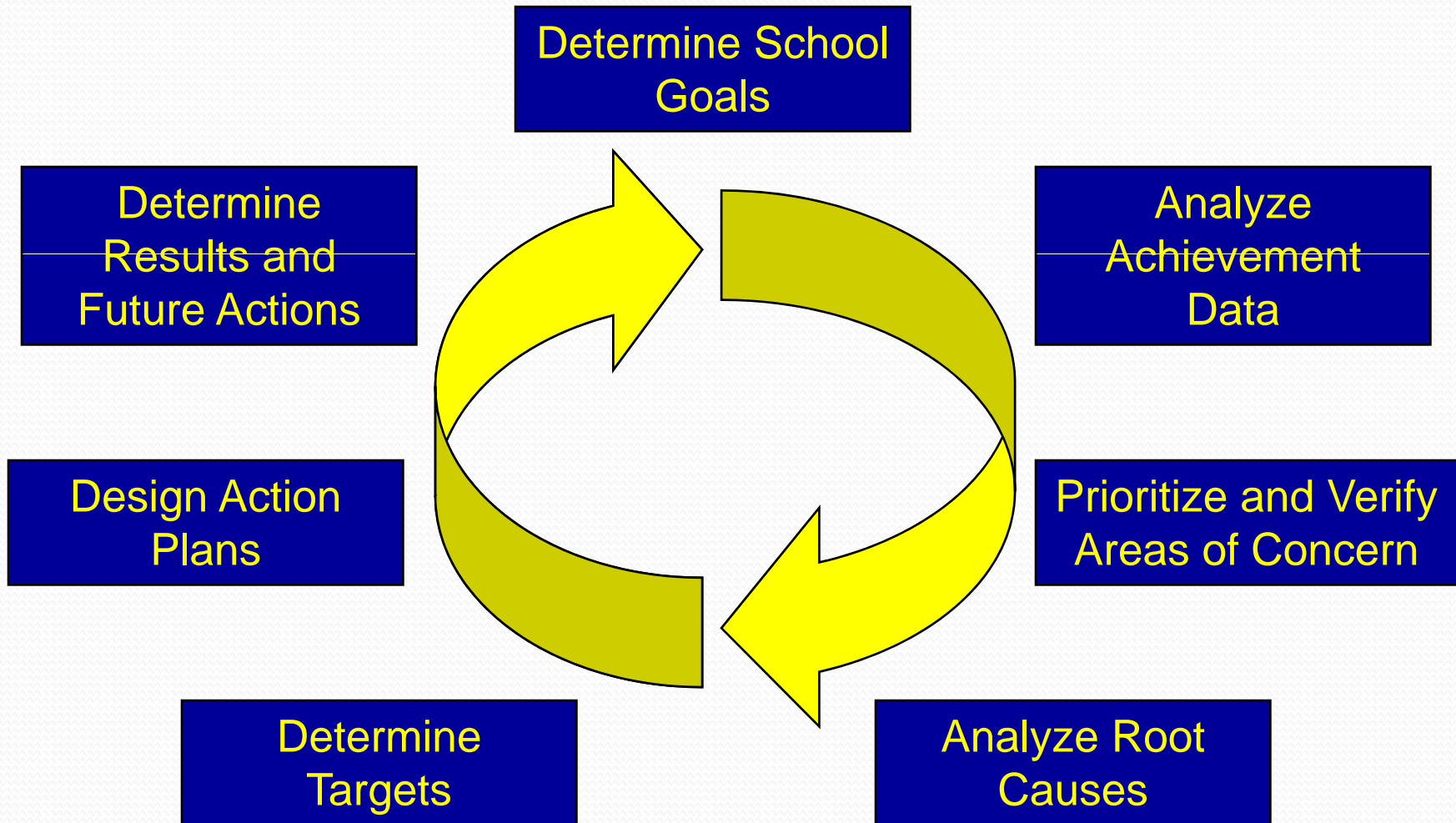




“Wait-to-Fail” Model

- Often relies on the legal qualification process to determine which students receive intervention.
- Often does not provide formal intervention for struggling students.
- Belief that students will “catch up” by the time they reach 3rd or 4th grade.

THE CONTINUOUS IMPROVEMENT PROCESS



Created by Lisa Thompson for Washington Reading First



Guiding Questions for the Continuous Improvement Process

Created by Lisa Thompson for WA State Reading First

Determine School Goals:

- Where do we want our achievement to be?
- Who of our school staff knows and can articulate those goals?

Analyze Achievement Data:

- Where are we now?
- How many students are at benchmark?
- Which students are close to benchmark?
- What characteristics do these students (any students that follow a certain data pattern) have in common?
- What relationships do we notice between these sets of data?
- What questions do we have about this data?

Prioritize and Verify Areas of Concern:

- Is this area of concern a major point of leverage?
- What other data do we have that verifies this as an issue?

Analyze Root Causes:

- The 5 Whys
- Why have we gotten these results?
- What are the underlying factors?
- Do teachers know how to teach this explicitly?
- Is the core curriculum strong in this area?
- Are all necessary systems in place?



Guiding Questions (Continued)
Created by Lisa Thompson for WA State Reading First

Set Targets:

- Which data point are we targeting?
- Which of the five components does this address?
- Which students will we target?
- Will this be a growth target, or an outcome target?

Design Action Plans:

- Who?
- What?
- When/by when?
- How?
- What resources are needed?
- How will results be measured?
- How will the plan be communicated?
- How will the plan be monitored?

Determine Results and Future Action:

- Was our plan effective?
- Which scores were impacted, and in what way?
- Do we need to continue parts of the plan, revise it, or move to another area of concern?

Grade Level Expectations

- It is critical that schools create a system that will allow students the opportunity to receive instruction **on all expected grade level skills** during the course of the school year.
- Do the principal and coach understand the Grade Level Expectations for each grade level?
- Does each classroom teacher understand the Grade Level Expectations for their grade level?





Leadership and Pacing

- Each school has its own reading culture or “framing story” that defines it. Reforming a reading system can challenge longstanding beliefs about reading instruction.
- Building leaders who are cognizant of the reading skills acquisition process and reading systems are better able to deal with questions about implementation in a timely manner to allow the reform process to stay on course.

 **Has this been at issue at your school?**

Effective Instructional Techniques that Increase Instructional Pacing

- Choral response/Think-Pair-Share/Partner Reading
- Signaling
- Brisk pace of skill practice/Routines
- Monitoring student understanding
- Correcting errors and teaching to mastery
- Teaching for accuracy, fluency & automaticity

★ *Look for these techniques during weekly walk-throughs.*

Deanna Stewart, WA State Reading First 2009



Professional Development & Coaching

- Principals who observe classrooms where effective instructional techniques are not in place have a responsibility to provide the opportunity for professional development or coaching to assist the teacher with strategies to improve instruction.

3 Tier Reading Model

Tier I

All Students
90 Minute Core

Tier II

20-30% of students
30-45 minutes

Tier III

5-10% of students
60-90 minutes (Includes Tier II)

Sources: Three-Tier Reading Model: Reducing Reading Difficulties for Kindergarten Through Third Grade Students, Univ. of Texas, 2003; Washington State K-12 Reading Model Implementation Guide, page 53.

3 Tier System



👤 benchmark (70-80%)

👤 strategic (20-30%)

👤 intensive (5-10%)

Accelerating Student Progress

Reading Instruction Per Day	Total Reading Instruction Per Year	Total Reading Instruction In Terms of 90 Minute Reading Block	Additional Direct Instruction Time in Terms of 90 Minute Reading Block Equivalency
<u>Tier I:</u> 90 Minute Reading Block 180 days X 90 min. (1.5 hrs. total)	270 hrs.	=180 days	
<u>Tier II:</u> 90 Minute Reading Block + 30 Minute Tier II 180 days X 120 min. (90 + 30 = 2 hrs. total)	360 hrs.	=240 days	Additional 60 days- Students who are one trimester behind could potentially “catch up” to grade level by the end of the school year.
<u>Tier II:</u> 90 Minute Reading Block + 45 Minute Tier II 180 days X 135 min. (90 + 45 = 2.5 hrs. total)	405 hrs.	=270 days	Additional 90 days – Students who are one semester behind their peers could potentially “catch up” to grade level by the end of the school year.
<u>Tier III:</u> 90 Minute Reading Block + 60 Minute Tier III* 180 days X 150 min. (90 + 60 = 2.5 hrs. total)	450 hrs.	=300 days	Additional 120 days – Students who are two trimesters behind their peers could potentially “catch up” to grade level by the end of the school year.

*Tier III includes Tier II time.

Refer to Washington State K-12 Reading Model Implementation Guide, Page 61 & 62, Table 3.



Sheridan Kindergarten Video: Tier I Pacing

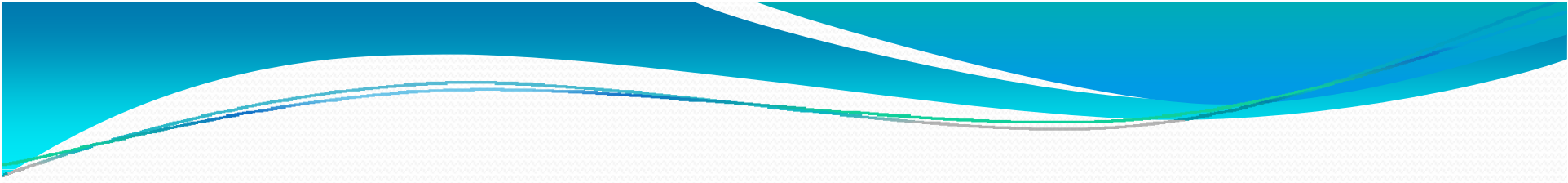
Look for effective elements:

- Choral response/Think-Pair-Share/Partner Reading
- Signaling
- Brisk pace of skill practice/Routines
- Monitoring student understanding
- Correcting errors and teaching to mastery
- Teaching for accuracy, fluency & automaticity

Tier I Pacing

90 minute Core Program (i.e. Harcourt, etc.) or 90 minute Alternate Core (i.e. Reading Mastery)

- Explicit and systematic instruction
- Small group size/skill-based groupings
- Pacing calendar
- Core program scope and sequence
- Core program assessments (screener)
- DIBELS benchmark and progress monitoring , (screener)
- Aimsweb, MAPS, etc.
- Informal diagnostic (i.e. Core Phonics Survey)



Sheridan Kindergarten Video: Explicit and Systematic Decoding Practice

*Did you observe strategies that would be
effective at your school?*

Sample Pacing Calendar*

Date	Vocabulary	Phonics Skills
Aug 29-29	Teach routines. Review 1-2 High Frequency words.	
Aug 30-Sept 7	boom, business, coins, fetched, laundry, mending, pick, skillet, spell	short vowel VCCV syllables
Sept 10-14	carpenter, knowledge, marketplace, merchant, plenty, straying, thread	plurals: -s -es -ies
Sept 17-21	college, dimes, downtown, fined, nickels, quarters, rich	endings: -ed -ing -er -est
Sept 24-28	amount, check, earned, expensive, interest, million, thousand, value, worth	long vowel digraphs

*Scott-Foresman Reading Street

🗨️ What would be the benefit of this style of pacing calendar.

Sample Scope and Sequence

Unit	Sound	Sound Pronunciation	Additional Skills
1	s	snake	
2	e, ee	emu, bee	
3	m	mouse	
4	a (ant)	ant	
5	d	dinosaur	s as /z/
6	th (the)	the	
7	n	nest	blend: nd
8	t	turtle	blends: nt, ts
9	w	wind	blend: sw
10	i(insect), th	insect, the	contraction: 's; blend: st
11	h	hippo	possessive: 's

Pacing Calendar Sample

Weeks/Year	36	School:																																		Second Grade									
Weeks-Current	7	Curriculum: Harcourt																																											
Weeks Left	29																																												
Week:		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36								
Date: 10/24/08		First Week of School	2.1.1 Mixed Up Chameleon	2.1.1 Get Up & Go	2.1.1 Henry & Mudge	2.1.1 Days/Frog & Toad	2.1.1 Wilson Sat Alone	2.1.2 Enormous Turnip	2.1.2 Helping Out	2.1.2 Mr. Putter	2.1.2 Hedgehog Bakes	2.1.2 Lemonade Sale	Harcourt Library Collection	2.1.3 Johnny Appleseed	2.1.3 Seed to Plant	2.1.3 Secret Life/Trees	2.1.3 Watermelon Days	2.1.3 Pumpkin Fiesta	Semester/Har. Lib. Coll.	2.2.1 Day Jimmy's Boa	2.2.1 How I Spent ...	2.2.1 Dear Mr. Blueberry	2.2.1 Cool Ali	2.2.1 Emperor's Egg	Harcourt Library Collection	2.2.2 Pine Park Mystery	2.2.2 Good-bye Curtis	2.2.2 Max Found 2 Sticks	2.2.2 Anthony Reynoso	2.2.2 Chinatown	2.2.3 Abuela	2.2.3 Beginner's World	Harcourt Library Collection	2.2.3 Dinosaurs Travels	2.2.3 Montigue on the High ...	2.2.3 Ruth Law Thrills...	Harcourt Library Collection	3.1.1 or Above	Total						
Teacher 1						18																																							
Teacher 2								22																																					
Teacher 3																										25																			
RM Fast Cycle I	4																																												
RM Fast Cycle II	6																																												
RM+ L. 2, Bk C	0																																												
RM+ L. 3	0																																												
Total Students	10	0	0	0	0	0	18	0	22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	75	

Walk-Through Pacing Guide

Principal/Coach Walk-through Pacing Guide - 2nd Grade Harcourt			
<i>Sample</i>			
Week	Teacher #1	Teacher #2	Teacher #3
1	Inventory Lessons	2.1.1 Mixed Up Chameleon	2.2.1 Day Jimmy's Boa
2	Inventory Lessons	2.1.1 Get Up & Go	2.2.1 How I Spent ...
3	2.1.1 Mixed Up Chameleon	2.1.1 Henry & Mudge	2.2.1 Dear Mr. Blueberry
4	2.1.1 Get Up & Go	2.1.1 Days/Frog & Toad	2.2.1 Cool Ali
5	2.1.1 Henry & Mudge	2.1.1 Wilson Sat Alone	2.2.1 Emperor's Egg
6	2.1.1 Days/Frog & Toad	2.1.2 Enormous Turnip	Harcourt Library Collection
7	2.1.1 Wilson Sat Alone	2.1.2 Helping Out	2.2.2 Pine Park Mystery
8	2.1.2 Enormous Turnip	2.1.2 Mr. Putter	2.2.2 Good-bye Curtis
9	2.1.2 Helping Out	2.1.2 Hedgehog Bakes	2.2.2 Max Found 2 Sticks
10	2.1.2 Mr. Putter	2.1.2 Lemonade Sale	2.2.2 Anthony Reynoso
11	2.1.2 Hedgehog Bakes	Harcourt Library Collection	2.2.2 Chinatown
12	2.1.2 Lemonade Sale	2.1.3 Johnny Appleseed	Harcourt Library Collection
13	Harcourt Library Collection	2.1.3 Seed to Plant	2.2.3 Abuela
14	2.1.3 Johnny Appleseed	2.1.3 Secret Life/Trees	2.2.3 Beginner's World
15	2.1.3 Seed to Plant	2.1.3 Watermelon Days	2.2.3 Dinosaurs Travels
16	2.1.3 Secret Life/Trees	2.1.3 Pumpkin Fiesta	2.2.3 Montigue on the High
17	2.1.3 Watermelon Days	2.2.1 Day Jimmy's Boa	2.2.3 Ruth Law Thrills...
18	2.1.3 Pumpkin Fiesta	2.2.1 How I Spent ...	3.1.1 Officer Buckle
19	2.2.1 Day Jimmy's Boa	2.2.1 Dear Mr. Blueberry	3.1.1 Pepita
20	2.2.1 How I Spent ...	2.2.1 Cool Ali	Harcourt Library Collection
21	2.2.1 Dear Mr. Blueberry	2.2.1 Emperor's Egg	3.1.1 Nate
22	2.2.1 Cool Ali	Harcourt Library Collection	3.1.1 Allie
23	2.2.1 Emperor's Egg	2.2.2 Pine Park Mystery	3.1.1 Olympic
24	Harcourt Library Collection	2.2.2 Good-bye Curtis	3.1.2 Turtle
25	2.2.2 Pine Park Mystery	2.2.2 Max Found 2 Sticks	3.1.2 Balto
26	2.2.2 Good-bye Curtis	2.2.2 Anthony Reynoso	3.1.2 Wild Shots
27	2.2.2 Max Found 2 Sticks	2.2.2 Chinatown	Harcourt Library Collection
28	2.2.2 Anthony Reynoso	Harcourt Library Collection	3.1.2 Little Grunts
29	2.2.2 Chinatown	2.2.3 Abuela	3.1.2 Rosie
30	Harcourt Library Collection	2.2.3 Beginner's World	3.1.3 Julian
31	2.2.3 Abuela	2.2.3 Dinosaurs Travels	3.1.3 Talent
32	2.2.3 Beginner's World	2.2.3 Montigue on the High	3.1.3 Centerfield Ballhawk (1)
33	2.2.3 Dinosaurs Travels	2.2.3 Ruth Law Thrills...	3.1.3. Centerfield Ballhawk (2)
34	2.2.3 Montigue on the High	Harcourt Library Collection	3.1.3 Ramona
35	2.2.3 Ruth Law Thrills...	Harcourt Library Collection	3.1.3 Sayings Jan
36	Harcourt Library Collection	Harcourt Library Collection	Harcourt Library Collection



Intervention Core Program

Intervention core programs (alternate core) are generally designed to:

- Include more effective teaching strategies than comprehensive reading programs
- Focus more on the 5 essential elements of reading
- Provide teachers guidance on which activities students need
- Provide teachers scripted instructions for students
- Teach less more thoroughly!

David Howe 2006

Deanna Stewart, WA State Reading First 2009

Who should be placed in an Intervention Core?

- Kindergarten and 1st graders
 - *All* students should be in grade level material
 - *All* classrooms should have a pacing calendar to ensure the students cover full year of content



Who should be placed in an Intervention Core?

- Second Graders
 - Fall
 - Students who were taught in your school in 1st grade but were still “at risk” in the fall of 2nd grade
 - Usually students who score low Strategic or Intensive
 - Winter
 - Students who were new to the school in the fall and are not responding to core and intervention instruction



Who should be placed in an Intervention Core?

- Third Grade
 - Goal: Intervene with high intensity to bring the child to or close to Benchmark
 - Fall
 - Students who are low Strategic or Intensive
 - Students need accelerated Intervention Core for 90 minutes
 - Student needs 30 additional minutes of small group, targeted intervention
 - Once student begins to respond, watch progress monitoring data for possible re-entrance into grade level core materials



Intervention Core Program Caveats

Intervention core programs generally are powerful enough to bring students with severe reading difficulties to grade level *only if*:

- the teacher is well-trained in and fluent with the program
- substantial amounts of extra instructional time is provided to the students
- students are grouped homogeneously for instruction, and groups are not too large

David Howe 2006



Alternate Core

- Reading Mastery is the current alternate core for Reading First schools. It is a direct instruction program that provides explicit and systematic instruction with frequent checks for mastery.
- As with other core programs, it is often appropriate to have Reading Mastery trainers provide on-site technical assistance.

Reading Mastery Lesson Progress Questions to Ask from Month to Month:

In order to close the gap students *must* complete 2.0 or more lessons a day in a 90 minute block—which means a minimum of 2.5 lessons per day for students receiving Reading Mastery for their alternate core and intervention.

- ❑ *The goal is to complete as much of the program within the school year as possible:*
 - ❑ *2nd grade: RMI & II –Fast Cycle pace if possible ⇔ RM+ 2, Book C ⇔ RM+ 3*
 - ❑ *3rd grade: Fast Cycle ⇔ RM+ 2, Book C ⇔ RM+ 3*

- ❑ *Are all students in all groups completing a minimum of 1.6-3.0 lessons per 90 min. block?*
 - ❑ *With an additional 30 minutes of intervention per day the pace should be a **minimum of 2.5** lessons per day*
 - ❑ *Based on current pacing, how far will students get in Reading Mastery?*

- ❑ *If a group's instructional pace is short of the goal, what does their data look like? Are all students at mastery?*
- ❑ *If not at mastery, at which lesson was the entire group at mastery? Does the entire group need to go back or do specific students need additional intervention in order to catch up to the group?*
- ❑ *Are there any patterns or trends that indicate a classroom is in need of additional support?*

Erin Chaplin, 2007
Reading First Regional Coordinator



Core Program Assessments

- Are teachers familiar with the various core program assessments ?
- Do teachers use data from their core program assessments to drive instruction? This data should be brought to the grade level reading team meetings to be available when discussing the intervention programs for below-benchmark students.



DIBELS Benchmark and Progress Monitoring Assessments

- Do your teachers use data from DIBELS benchmark and progress monitoring assessments to drive instruction? This data should be brought to the grade level reading team meetings to be available when discussing the intervention programs for below-benchmark students.
- Do your teachers track accuracy percentages?

DIBELS Scores and Pacing

	Winter DIBELS Intensive	Winter DIBELS Strategic	Winter DIBELS Benchmark	% of students on pace to complete core
K	10%	15%	75%	90%
1	10%	20%	70%	90%
2	10%	20%	70%	90%
3	10%	20%	70%	90%

All students in the Strategic and Benchmark categories should have a program designed to be on pace to complete the grade level core curriculum by the end of the school year.

Intensive students may be in an alternate core to accelerate progress, but may not necessarily be on pace to complete the regular grade level core curriculum by the end of the school year.

What is wrong with this picture?


	Winter DIBELS Intensive	Winter DIBELS Strategic	Winter DIBELS Benchmark	% of students on pace to complete the regular core
2	35%	25%	40%	90%
3	40%	20%	40%	85%

💡 At your table, discuss the implications of this chart.



Diagnostic Assessment

- Do your teachers use data from an informal diagnostic assessment, such as the Core Phonics Survey, to drive instruction? This data should be brought to the grade level reading team meetings to be available when discussing the intervention programs for below-benchmark students.
- It is important to have a system in place for tracking student mastery of the individual skills.



“It is disingenuous for any school to claim its purpose is to help all students learn at high levels and then fail to create a system of interventions to give struggling learners additional time and support for learning.”

-Dufour, Dufour, Eaker and Many (2006)

 **At your table, discuss this quotation.**

Tier II Instructional Pacing

- Tier II instruction should not be used to lengthen the 90 minute core instruction to 120 minutes. This will slow down pacing.
- Tier II instruction should be based on the deficit skills identified by the core program assessments, DIBELS benchmark and/or progress monitoring, and informal diagnostic assessments.
- Instructional pacing will be increased if strong routines and procedures are in place.
- Instruction should be explicit and systematic with frequent distribution of skill practice.



Tier II Instructional Pacing

- Tier II intervention can occur before or after the 90 minute reading block. Some schools find it helpful to have the 30 minute skills review/preview prior to the 90 minute reading block.
- It is the responsibility of the building leadership to design an intervention system that provides 30 minutes of daily intervention for below-benchmark students.



Sheridan Kindergarten Video: Tier II Fluency Practice

- Notice what makes this an effective Tier II activity.
 - Students practicing fluency and automaticity of accurate material.
 - Students engaged and active.
 - Teacher proximity to students working in most recent solo story, Units 16-18, for immediate error correction.
 - Others???

Tier III Instructional Pacing

- Tier III instruction is offered for those students who need additional specially designed instruction to meet benchmark by the end of the school year.
- While Tier II instruction focuses on deficit skills from the core program, Tier III instruction often focuses on underlying prerequisite skills such as phonemic awareness, letter naming, or blending nonsense words. It is often necessary to give an “out-of-grade level” DIBELS assessment or an informal diagnostic to get to the root of the problem.
- It is the responsibility of the building leadership to design an intervention system that provides Tier III intervention for students needing additional instruction.

Allotting Time for Tier III

“While it may be “politically correct” in public schools to act as if all subject matter and all aspects of schooling were of equal importance, the hard, cold fact is that some subjects and teaching functions are more important than others when dealing with a drop in student achievement. When we studied declining schools that participated in our program at the University of Virginia, we discovered that every school had substantial numbers of students with reading problems. Improving instruction and assistance in reading needed to be a top priority in these schools. Students’ success in every other subject, including mathematics, depended on their ability to read and comprehend written material. To have chosen any focus other than reading and literacy would have made little sense.”

Daniel L. Duke (May 2008), University of Virginia

 **At your table, discuss this quotation.**



Kindergarten Pacing Considerations

- DIBELS does not include progress monitoring for Letter Naming Fluency (G.L.E. 1.1.4). Schools will need to ensure that teachers have a system to track accuracy and automaticity of letter identification. If teachers begin to teach to mastery in September, and also begin assessing mastery in September, they will have a better likelihood of students meeting benchmark in January. The goal increases from 27 correct letter names per minute in January to 40 correct letter names per minute in May.



Kindergarten Pacing Considerations

- The DIBELS ISF (G.L.E. 1.1.2), PSF (G.L.E. 1.1.2) , and LNF G.L.E. 1.1.4) benchmark scores are established in kindergarten.
- A tracking system for core program sight words (G.L.E. 1.4.1) should be instituted to ensure that all kindergarten students are solid in this area.

1st Grade Pacing Considerations

- Some schools have experienced successful pacing reform and high benchmark numbers in kindergarten, only to have pacing negatively impacted by first grade teachers who do not adjust instruction to meet the advanced skill level of their students.
- All students scoring below September benchmark in PSF (G.L.E. 1.1.2) and LNF (G.L.E. 1.1.4) are functioning at a kindergarten level. It is critical that these students be brought to benchmark as quickly as possible. Often Tier III instruction is added to ensure that students meet this benchmark by the middle of October.



1st Grade Pacing Considerations

- Teachers will need to monitor the number of whole words read correctly in the DIBELS Nonsense Word Fluency assessment (G.L. E. 1.1.4). Students who are not blending sounds, will be unable to fluently read connected text on the January DIBELS benchmark assessment.
- Students who are behind pace for acquiring the core program reading skills will need to have their Tier I instruction focus primarily on decoding skills. Reading coaches may need to provide assistance to help teachers modify Tier I daily instruction to meet this need.



2nd Grade Pacing Considerations

- All students who score intensive or low-strategic on the DIBELS ORF benchmark should be given an alternate core placement assessment.
- An analysis of DIBELS ORF benchmark booklets often indicates that students scoring below benchmark have a deficit in sight word vocabulary (G.L.E. 1.4.1). The first 100 high frequency words make up 50% of the words used in print. It is essential to have a system in place to track student mastery of sight words.



3rd Grade Pacing Considerations

- As with second grade, the analysis of DIBELS ORF benchmark booklets often indicates that students scoring below benchmark have a deficit in sight word vocabulary (G.L.E. 1.4.1).
- DIBELS analysis also often indicates that below-benchmark students are unable to decode multisyllabic words (G.L.E. 1.1.4).



Resources

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A special “thank you” to Melayne Jones, Trena Fox, Pagia Keys (former kindergarten teacher), Katy Johnson and Kelly Evans of Sheridan Elementary School, Tacoma School District.



Sheridan End-of-Year Video

- Each part of the program was tied to one of the Washington State Grade Level Expectations.
- Grade level DIBELS data was shared with the parents.

*Please complete the evaluation before leaving.
Thank you for participating in my session.*