



Quality Tier I Literacy Instruction in the Primary Grades



May 19, 2021
Nell K. Duke




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Plan for the Session

- Why we're talking about Tier I instruction
- Quality Tier I Instruction:
 1. Begins before the school year begins
 2. Begins the school year very intentionally
 3. Focuses on research-supported practices
 4. Orients toward equity
 5. Avoids un- or less-supported practices
 6. Builds the daily schedule carefully
 7. Feeds multiple birds with one hand
 8. Capitalizes on small-group time
 9. Takes a village
 10. Is greater than the sum of its parts

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Coming May 19--Webinar with Dr. Nell K. Duke

Higher Education Literacy Partnership of Minnesota--HELP HOME ABOUT WEBINAR BOOK CLUB RESOURCES SPECIALIST SCHEDULE CONTACT US



Preparing Educators for Students with Dyslexia & Other Reading Difficulties

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The Importance of Tier I Instruction

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We need to avoid this . . .

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The Importance of Tier I Instruction

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- We don't have the resources to provide intensive intervention for large percentages of children.
- Most children spend most of their time in tier I regardless.
- Quality tier I instruction is more supportive of children.
- Quality tier I instruction is diagnostically helpful. . .

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Dyslexia		
<p>“ . . . difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. . . . ” – IDA, 2002</p>		

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Dyslexia	Dysteachia	
<p>“... difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. ...” – IDA, 2002</p>	<p>Instructional practices around word reading and spelling cause confusion or misconceptions that contribute to “difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities”</p>	
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WGS

I like

I like bananas.

These practices may lead some children to view reading words as a matter of memorization and to overrely on 'work-arounds' for decoding.

"All of these are kinds of _____"

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Dyslexia	Dysteachia	Ateachia
<p>“... difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. ...” – IDA, 2002</p>	<p>Instructional practices around word reading and spelling cause confusion or misconceptions that contribute to “difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities”</p>	<p>Lack of any kind of instructional attention to word reading and spelling contribute to “difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities”</p>
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The Importance of Tier I Instruction

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- Quality tier I instruction is diagnostically helpful. ...

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**And tier I literacy instruction
has far more to address
than word reading and
spelling alone. . .**

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Box 1.
The range of knowledge, skills, and dispositions entailed in state reading tests presents a formidable task for classroom teachers. Among other things, teachers need to develop children's

■ print awareness/concepts of print	■ syntactic awareness
■ phonological awareness	■ text structure analysis
■ decoding and word recognition	■ executive skills (e.g., inhibitory control)
■ word-reading strategies	■ genre knowledge
■ comprehension monitoring	■ comprehension strategies
■ reading fluency	■ literal comprehension
■ vocabulary knowledge	■ inferential comprehension
■ vocabulary strategies	■ critical comprehension
■ morphological analysis	■ scanning and skimming
■ science and social studies knowledge	■ text navigation and search
■ graphophonological semantic cognitive flexibility	■ reading stamina
	■ facilitative reading attitudes


From https://nasbe.nvcc3.digitallibrary.com/2019/05/Duke_May-2019-Standard.pdf

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Quality Tier I Instruction Begins Before the School Year Begins

- Developing relationships with children and families
- Contributing to culturally responsive pedagogy
- Learning about children and families *with a strengths-based orientation*



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Quality Tier I Instruction Begins Before the School Year Begins

- Setting up a classroom supportive of literacy development

For example,

- A space for whole-group instruction
- A space for small-group instruction
- Spaces for collaboration
- Books and other reading materials
- Grip supports



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Quality Tier I Instruction Begins the School Year Very Intentionally

More effective teachers:

- “did more to establish routines and procedures at the beginning of the year”
- “more enthusiastically introduced reading and writing”
- “encouraged student self-regulation”



Bohn, C. M., Rochrig, A. D., & Pressley, M. (2004). The first days of school in the classrooms of two more effective and four less effective primary-grades teachers. *The Elementary School Journal*, 104(4), 269–287.
<https://www.journals.uchicago.edu/doi/abs/10.1086/499753>

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Quality Tier I Instruction Focuses on Research-Supported Practices

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Such as:

- Interactive read aloud
- Comprehension strategy instruction
- Explicit phonological awareness and phonics instruction
- Application of phonics knowledge in reading
- Fluency-building techniques
- Knowledge building
- Interactive writing
- Explicit spelling and handwriting instruction
- Writing process instruction
- Writing strategy instruction

motivational supports

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Quality Tier I Instruction Orients Toward Equity

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Such as:

- Interactive read aloud
- Comprehension strategy instruction
- Application of phonics knowledge in reading
- Fluency-building techniques
- Writing strategy instruction

High expectations for all children

Positive relationships

Culturally responsive pedagogy

motivational supports

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Quality Tier I Instruction Orients Toward Equity

The usual model, roughly speaking

The School Year ...

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Quality Tier I Instruction Orients Toward Equity

An acceleration model

- Frequency of instruction
- Targeted instruction
- Quality of instruction, including teacher expectations
- Flexible grouping

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The School Year ...

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Learning about Pitfalls to Avoid

Example Piece:

[*Phonics Faux Pas: Avoiding Instructional Miststeps in Teaching Letter-Sound Relationships*](#)
(Duke & Mesmer, 2018-2019)

Phonics Faux Pas

Avoiding Instructional Miststeps in Teaching Letter-Sound Relationships

By Neil K. Duke, Heidi Anne E. Mesmer

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Quality Tier I Instruction Avoids Un- or Less-supported Practices


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Sample Schedule

- 8:30 – 8:45 Morning meeting (including community building and SEL work)
- 8:45 – 9:30 Special (e.g., Art, Music)
- 9:30 – 10:00 Literacy whole-group time, focused on foundational skills instruction
- 10:00 – 10:45 Literacy small-group time—strengths and needs based
- 10:45 – 11:05 Recess
- 11:05 – 12:05 Math
- 12:05 – 12:50 Lunch and lunch recess
- 12:50 – 1:10 Literacy whole-group time, focused on comprehension and writing instruction
- 1:10 – 1:40 Literacy individual or small-group time—strengths and needs based
- 1:40 – 2:25 Science
- 2:25 – 2:45 Recess
- 2:45 – 3:30 Social Studies
- 3:30 – 3:35 Goodbyes

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Where could a read aloud happen?

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Where could PA instruction happen?

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Quality Tier I Instruction Feeds Multiple Birds with One Hand



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Tweet

Amanda Nickerson @GIESCLiteracy

The National Reading Panel gets quoted a lot, but there's simply no substitute for reading it yourself. It's harder to be misled by misconceptions and misrepresentations when you are an informed consumer of research. <3

What properties of instruction make it most effective?

The NRP findings indicate that PA instruction may be most effective when children are taught to manipulate phonemes with letters, when the instruction is explicitly focused on one or two types of phoneme manipulations rather than multiple types, and when children are taught in small groups. Of course, instruction must be suited to students' level of development, with easier PA tasks appropriate for younger children. Teaching with letters is important because this helps children apply their PA skills to reading and writing. Teaching children to blend phonemes with letters helps them decode. Teaching children phonemic segmentation with letters helps them spell. If children have not yet learned letters, it is important to teach them letter shapes, names, and sounds so that they can use letters to acquire PA. PA instruction is more effective when it makes explicit how children are to apply PA skills in reading and writing tasks. PA instruction does not need to consume long periods of time to be effective. In these analyses, programs lasting less than 20 hours were more effective than longer programs. Single sessions lasted 25 minutes on average. Classroom teachers as well as computers can teach PA effectively.

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Quality Tier I Instruction Feeds Multiple Birds with One Hand



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Quality Tier I Instruction Feeds Multiple Birds with One Hand



Duke, N. K., Halvorsen, A-L., Strachan, S. L., Kim, J., & Konstantopoulos, S. (2021). Putting PjBL to the test: The impact of project-based learning on second-graders' social studies and literacy learning and motivation in low-SES school settings. *The American Educational Research Journal*, 58(1), 160-200.
<https://journals.sagepub.com/doi/abs/10.3102/0002831220929638>

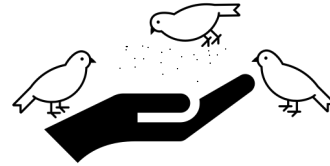
see <https://www.youtube.com/watch?v=eGWqBZSFexE>

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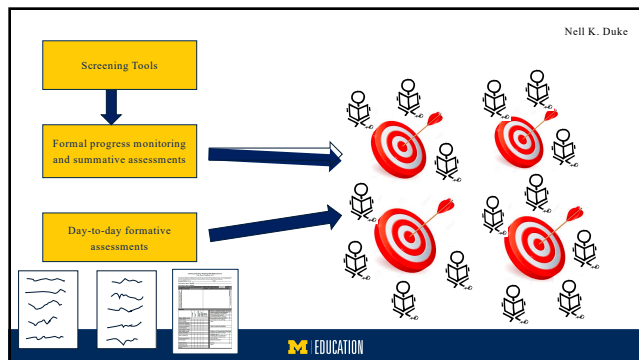
Quality Tier I Instruction Capitalizes on Small-Group Time

- Small-group time is extremely important.
- We've got to make great use of small group time
 - for the children with the teacher, and
 - for the children not with the teacher.

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The Listening to Reading—Watching While Writing Protocol (LTR-WWWP)

An *informal* formative assessment tool designed for use with whatever children are reading or writing during the school day to help guide attention to particular aspects of the child’s reading or writing in order to inform next steps in instruction (<https://www.nellkduke.org/listening-to-reading-protocol>)

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Listening to Reading—Watching While Writing Protocol		Date: _____	
<p>Background/Notes:</p> <p>Student Name: _____ Date: _____</p> <p>Information about reading: _____</p> <p>Information about writing: _____</p>			
<p>Reading:</p> <p>Single-syllable words</p> <p>Two-syllable words</p> <p>Complex words</p> <p>Unfamiliar words</p> <p>Word recognition</p> <p>Fluency</p> <p>Comprehension</p>	<p>Writing:</p> <p>Letter formation/underlining</p> <p>Spelling</p> <p>Handwriting</p> <p>Organization</p> <p>Content</p>	<p>Comprehension and Comprehension or Comprehension</p> <p>Comprehension</p> <p>Comprehension</p> <p>Comprehension</p> <p>Comprehension</p> <p>Comprehension</p>	<p>Notes:</p> <p>_____</p> <p>_____</p> <p>_____</p>

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Quality Tier I Instruction Capitalizes on Small-Group Time

For children not with the teacher, research-supported experiences such as:

- Writing
- Dyad reading
- Re-reading texts just used in instruction
- Reading along with recorded books
- Brief handwriting practice
- Engaging with select computer programs
- And . . .


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Quality Tier I Instruction Takes a Village

- Interventionists (especially during small-group time)
- Volunteer tutors
- Supporting teachers' continued development, including through
 - Wellness work
 - Teacher study groups
 - Instructional coaching
- Nonprofit organizations (e.g., for book access)
- Community organizations (e.g., for project-based learning)
- And so on.

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Synthesis of Research on Exemplary Teachers of Literacy

- Duke, N. K., Cervetti, G. N., & Wise, C. N. (2016). The teacher and the classroom. *Journal of Education*, 196(3), 25-43.
- Duke, N. K., Cervetti, G. N., & Wise, C. N. (2018). Learning from exemplary teachers of literacy. *The Reading Teacher*, 71(4), 395-400. doi: 10.1002/trtr.1654

<https://jle.onlinelibrary.wiley.com/doi/full/10.1002/trtr.1654>




Gina Cervetti
University of Michigan



Crystal Wise
University of Illinois, Chicago




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Quality Tier I Instruction is Greater Than The Sum of Its Parts

Exemplary teachers of literacy:


- Orchestrated
- Carefully constructed the classroom environment
- Promoted self-regulation
- Were purposeful
- Did not waste time
- Taught explicitly
- Provided extensive opportunities for application



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Quality Tier I Instruction is Greater Than The Sum of Its Parts

- Were responsive
- Connected with students' homes
- Taught for equity
- Had students listen, speak, read, and write a lot
- Focused on higher order thinking
- Taught for depth
- Made extensive use of individual, small-group, and whole-group instruction

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Quality Tier I Instruction is Greater Than The Sum of Its Parts

- Used assessment and observation to inform their instruction
- Created opportunities for students to collaborate
- Offered choice and control
- Coached
- Fostered success
- Emphasized effort
- Were positive

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Summary

- Quality Tier I Instruction is critical.
- Quality Tier I Instruction:
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During the Q & A, I mentioned a forthcoming article in *The Reading Teacher* called *The Science of Reading Comprehension Instruction*. It should be out soon, and when it is, I will link to it from my website: nellkduke.org.

