LANGUAGE DIVERSITY & LITERACY DEVELOPMENT:
LEADING ADVANCED LITERACY INSTRUCTION TO FOSTER ELLS' ACHIEVEMENT IN MIDDLE SCHOOLS

OCTOBER 2013-MAY 2014

Nonie K. Lesaux, Ph.D.
Sky H. Marietta, Ed.D.
Emily Phillips Galloway, M.S.Ed.

Harvard Graduate School of Education

Meeting #7
Agenda

9.00 a.m. The Institute: Looking Back and Moving Forward

SCHOOL-BASED INSTRUCTIONAL IMPROVEMENT: SUPPORTING STRUGGLING READERS THROUGH DATA-DRIVEN INTERVENTION

9.15 a.m. Part 1. Assessment for Impact

- Screening
- Progress Monitoring
- Diagnostics

11.45 a.m. Lunch

12.30 p.m. Part 2. Selecting and Implementing Interventions

- How do we determine the (likely) targeted literacy skills?
- Spotlight on some interventions in use—who, when and why?
- Becoming a more critical consumer

2.30 p.m. Wrap-Up

Assessment: Guiding Principles

For multi-tiered systems of support (e.g., RTI) to be effective in any school, but especially that with high numbers of students from linguistically diverse backgrounds, there are at least 4 guiding principles to consider for planning and implementation.

1. A good assessment battery is efficient by design in order to reduce time on testing and maximize time on instruction.
2. Assessments are only worth administering if the data will be used to inform instruction.
3. Schools need a clear, feasible schedule for assessment.
4. It is *how* assessments results are interpreted and used that make them positive or negative, accurate or inaccurate.

For Professional Learning Communities (PLCs): These four guiding principles not only guide this series, but also should direct the work of PLCs examining the assessments given to students. As a precondition to examining the role of assessments in RTI planning and implementation, PLCs might ask:

1. How much time is spent administering our school's assessment battery?
2. How is this assessment data used instructionally?
3. Is our school's present schedule for administering assessments clear? Feasible?
4. How does our school presently use assessment data (to group students, inform instruction, measure progress, etc.)?

Why Assess ELLs?

Good instruction starts with good assessment, but there are many conditions that need to be in place in order to ensure that all students benefit from assessment. There are a number of reasons why effectively, timely assessment that is used to guide instructional supports for at-risk learners, can be especially beneficial for ELLs. However, we want to ensure that the assessment is appropriate, valid, and that results are used strictly to support this population's growth and development. Therefore, the NAEYC position statement on the *Screening and Assessment of Young English-Language Learners (2005)* recommends that for the purpose of promoting learning assessment of young ELLs should be used to:

(a) guide curriculum planning, teaching strategies, and the provision of learning opportunities in all areas....;

(b) monitor development and learning in all domains—including children's content knowledge, skills, and capabilities;

(c) determine language proficiency and ongoing language development in both the child's home language and English, as appropriate; and

(d) identify children with developmental disabilities or delays, emotional impairments, physical disabilities, and other conditions that indicate the need for special services.

These guidelines are as appropriate for adolescent students as they are for young learners.

Considerations

- For many years, ELLs were left out of any formal assessment systems, and thus not "counted"
- Even though today we are "counting" this population and including them in assessment-based accountability system, we have a long way to go to serve them effectively.
- In too many cases, ELLs fall through the cracks, and struggle academically, especially with reading comprehension, but do not receive specialized support until their difficulties are entrenched
- In many urban districts, the rates of special education placement among ELLs is almost twice as high as their native English-speaking peers.

> In New York City, the percentage of ELL students with a disability designation in 2012 was 21.6%.

Assessment & ELLs: Key Issues

Isn't a good assessment-based instructional model ideal for all students, including ELLs? The simple answer to this question is *yes*. But the rates at which this population is simultaneously growing in number and failing in our school system suggests we are not meeting their needs. We need to pay even more attention to our assessment and instructional practices as they relate to ELLs. There are at least 4 key issues to attend to:

1. **Multiple measures for multiple purposes**

   Not all available assessment tools and techniques are appropriate for all purposes. Any student assessment system must be comprehensive in nature, in turn, featuring multiple measures. Multiple assessments are very important in any Response to Intervention model, but especially when the model is used with linguistically diverse students.

   Often, states and districts undoubtedly use language proficiency assessments for other purposes for which they are not designed. For instance, some districts routinely use an oral proficiency measure to inform decisions about interventions for struggling ELLs, even though their intended purpose is for initial placement, annual monitoring, and reclassification as it relates to English language development. A single assessment cannot possibly serve these four purposes well. This same test will provide little or no meaningful information on which to base interventions for individual children who are struggling with acquiring literacy skills. ELLs still

need to participate in a comprehensive literacy screening in addition to taking assessments designed to gauge English proficiency.

2. **Understanding the roots of reading difficulties**
   Research tells us that the great majority of ELLs, representing many different native languages) develop foundational word reading skills to age-appropriate levels without any significant delays (August & Shanahan, 2006). ELLs who struggle with these skills usually need targeted intervention that is separate from language learning. These problems usually will not resolve on their own as the child learns English, but instead require intervention—in the same manner as their English-only classmates.

   A the same time, many ELLs fit an instructional profile of needing intensive instruction and targeted intervention in vocabulary and reading comprehension skills, even when their reading fluency skills are in the average range. Progress-monitoring measures of fluency can only offer insight into fluency as a specific skill, and should not be used as a proxy for ELLs' overall reading achievement.

3. **Progress monitoring tells us what is working for ELLs**
   Once we have a comprehensive battery, progress monitoring is a key feature in any assessment system for assessing students' academic progress and for evaluating the effectiveness of instruction. There are many questions to be asked and answered when designing a progress-monitoring system for use in classrooms with ELLs, and also when looking at progress-monitoring data designed to tell us how our ELLs are doing.

4. **Narrowing in on broad skill areas**
   Many skills go into what we call "reading comprehension," or a student's "oral proficiency." We need to avoid thinking about ELLs' profiles in broad terms, such as "low" language or reading skills, and instead generate an understanding of their relative skills—their strengths and their weaknesses—in specific domains, in order to inform instruction and intervention efforts. This is especially important to know because second-language acquisition is an uneven developmental process. Some skills might develop more quickly than others; for example, some ELLs with good vocabulary knowledge might still have difficulty with grammar (or vice versa).

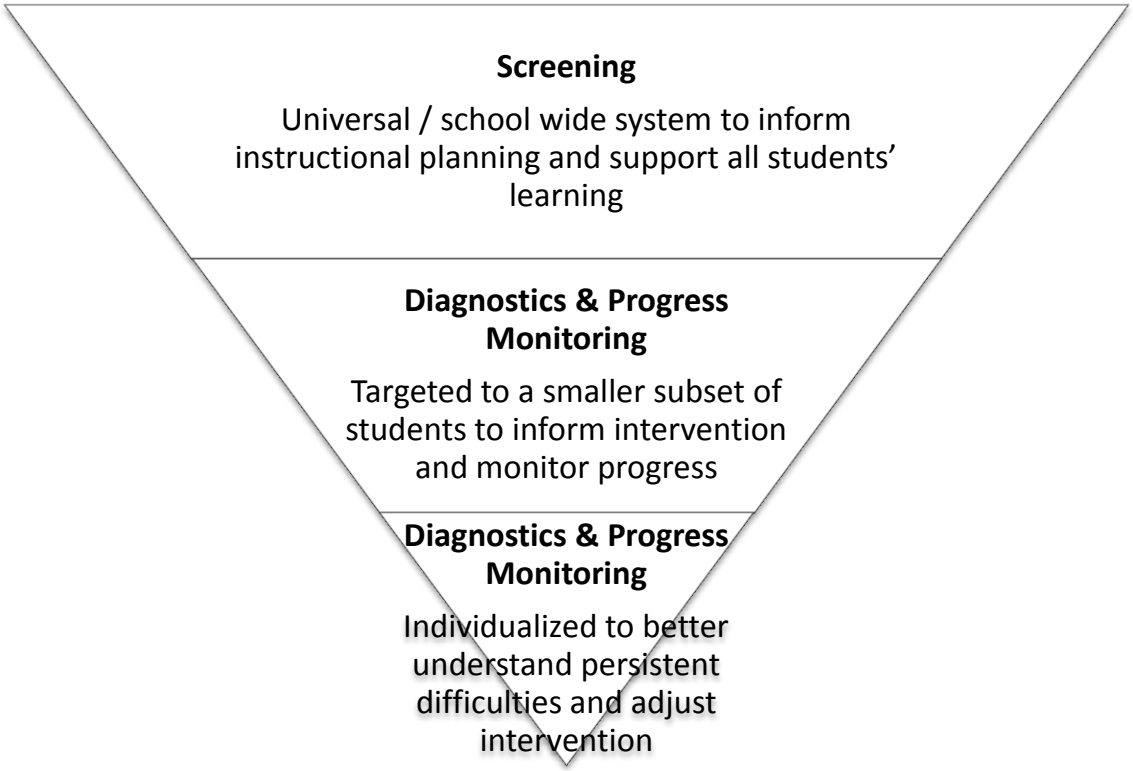
Understanding Assessment Types

Within a comprehensive literacy assessment battery, different *types* of testing tools are needed, with each tool serving a clear and specific purpose. By including different types of measures, some of them formal and some informal, we gain an overall sense of our readers' performance, and identify specific skills that may be placing a child at risk for reading difficulties.

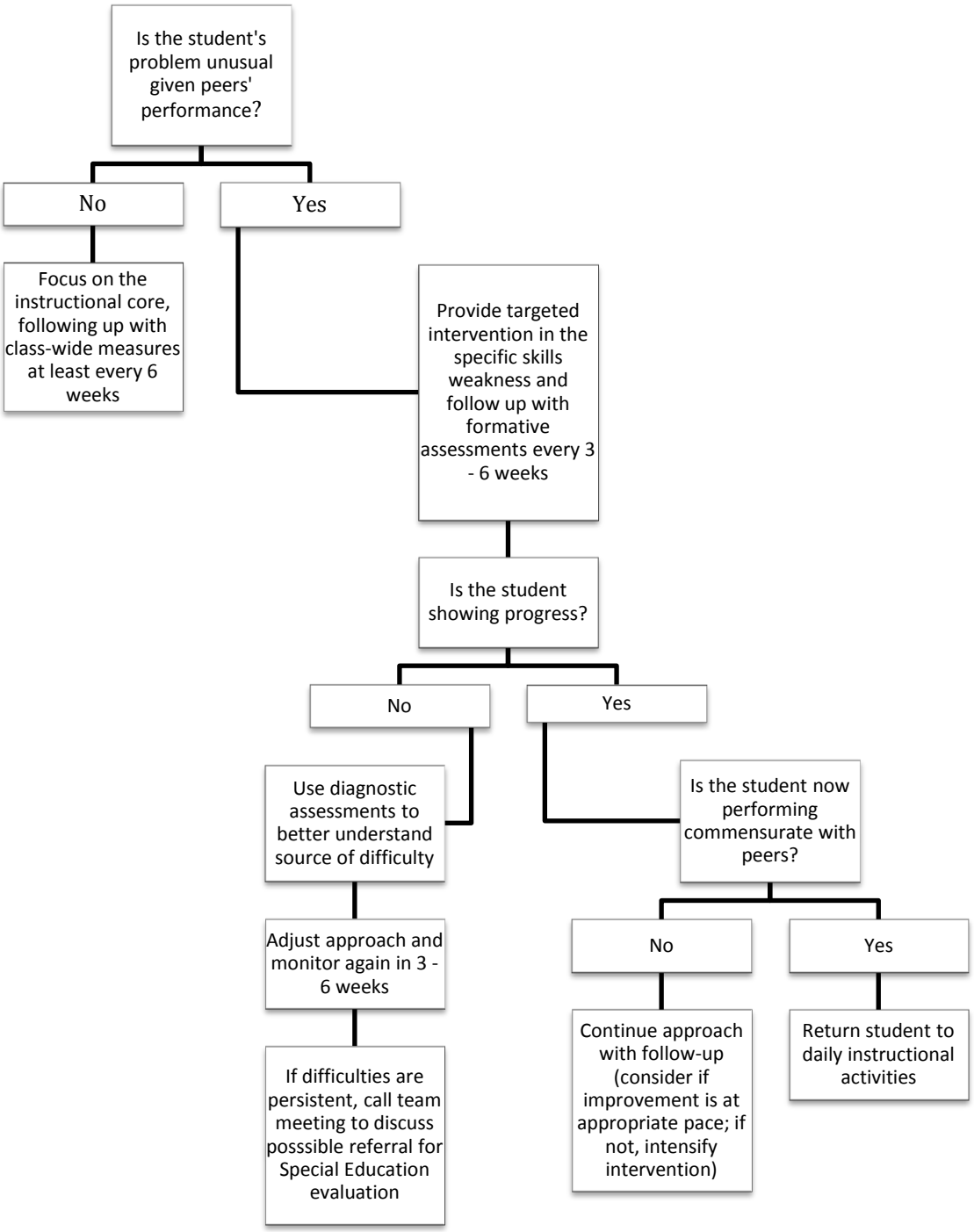
This level of information can be critical for the classroom, driving instruction in a way that will help children thrive as readers. Within the RTI model, assessment tools within a comprehensive assessment battery together serve important and distinct functions, in the service of student improvement. These four types of tools include:

- **Formative:** Testing to inform instructional groupings, lesson planning, and targeted instruction.
- **Screening**: Testing to identify whether students are at-risk in a particular literacy domain, i.e., whether they hit an established benchmark for proficiency
- **Outcome:** To gauge achievement at the population level in order to determine the effectiveness of an educational program
- **Test Prep:** Tests marketed for their ability to predict results on state tests; not skill or competency-based in any one particular domain of literacy

*****NOTE: Test prep measures do not have a formal place in an RTI model (see below)**



A Decision Tree for Intervention



Identifying and Addressing At-Risk Readers' Instructional Needs

In each successive tier, students receive more intense, individualized instruction. To provide this tailored instruction, more time is spent collecting assessment data on the individual, for two purposes:

> ***1. To identify the instructional needs of individual learners as a basis for planning instruction.***

In addition to using the assessment data collected through universal screening procedures and the formative assessment data provided by the classroom teacher, additional assessments may be administered to gain insight into the particular skills that should be targeted instructionally.

> ***2. To monitor student's progress so that instruction and goals can be adjusted.***

Before we refer students for additional testing and intervention, we should:

- ☑ Determine that the reading difficulties a student is experiencing are **substantively different** than those observed in the majority of students in his or her classroom.
- ☑ **Establish that classroom instruction is robust and provided with fidelity**. If students have not received high-quality instruction, reading difficulties may be addressed most effectively by bolstering the daily instruction that is provided to all students.

Why? Failure to establish these two criteria may lead to an instructional situation in which the majority of the students in any given classroom are receiving costly and time-intensive supports.

The Special Case of Progress Monitoring: What is it?

Progress monitoring is an assessment-based strategy that is used to support intervention services. The purpose of progress monitoring is to ensure that instruction is adjusted to meet the needs of individual students and/or classrooms of learners.

Specifically, it is used to inform how **at-risk students are responding to instruction.** There are no "progress monitoring" assessments, but instead there are screening assessments, formative assessments, and even some outcome assessments (when used over a long period of time) that can provide a window into student progress.

Once a plan for a struggling reader is in place, and additional supports are underway, it's necessary to use assessments to monitor the effectiveness of the supports, to determine whether a child is making gains as expected, and to ensure that any needed mid-course corrections are undertaken. **Progress monitoring data is used to make educational decisions about changes in goals, instruction and/or services.**

Once a student has been receiving intervention services and supports, progress-monitoring data may be used to look at growth and to consider whether a referral for special education services is appropriate. If

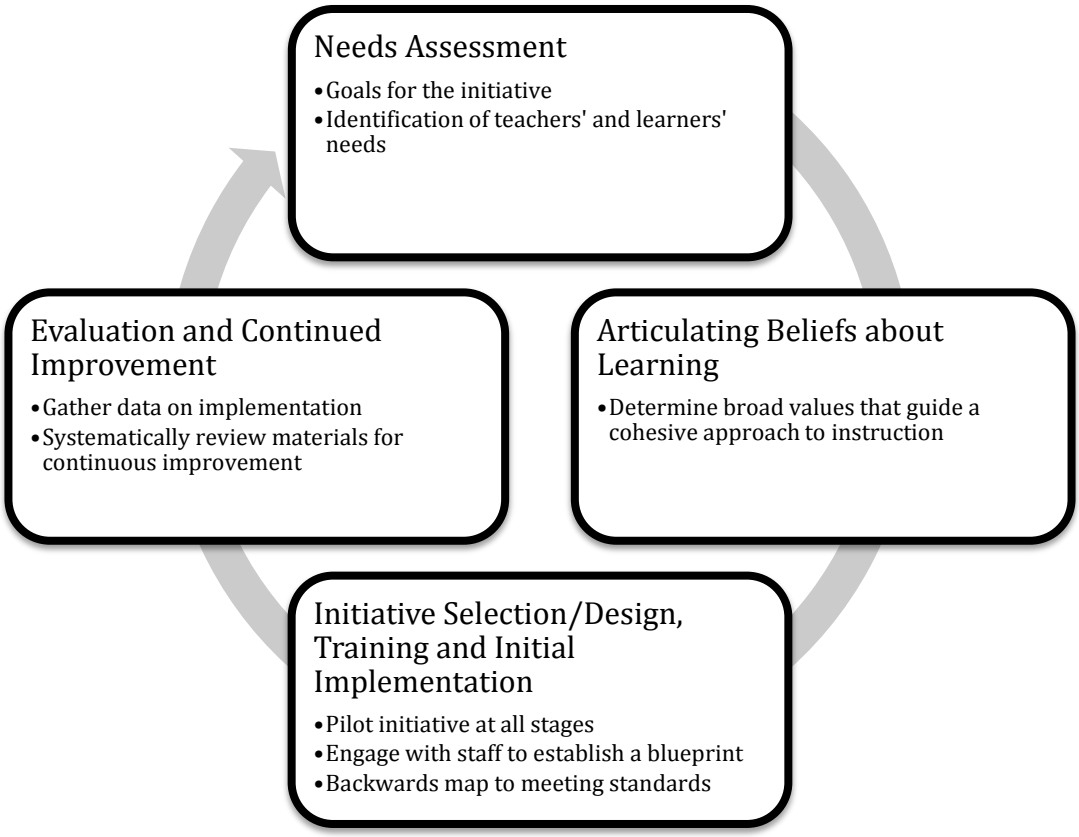
a student demonstrates persistent difficulties and challenges despite additional, high-quality instructional supports and interventions provided over time, there is a need to be addressed. Practitioners then must conduct a comprehensive, multidisciplinary evaluation to determine if a student requires special education services.

Progress Monitoring and ELLs

- If instruction is being provided in both the native language and English, assessments are conducted in each language.
- Because progress in language learning may follow a different trajectory for bilingual learners, knowledge of typical second language development and the student's history of first and second language (e.g., educational background) is considered when setting benchmarks and interpreting progress.

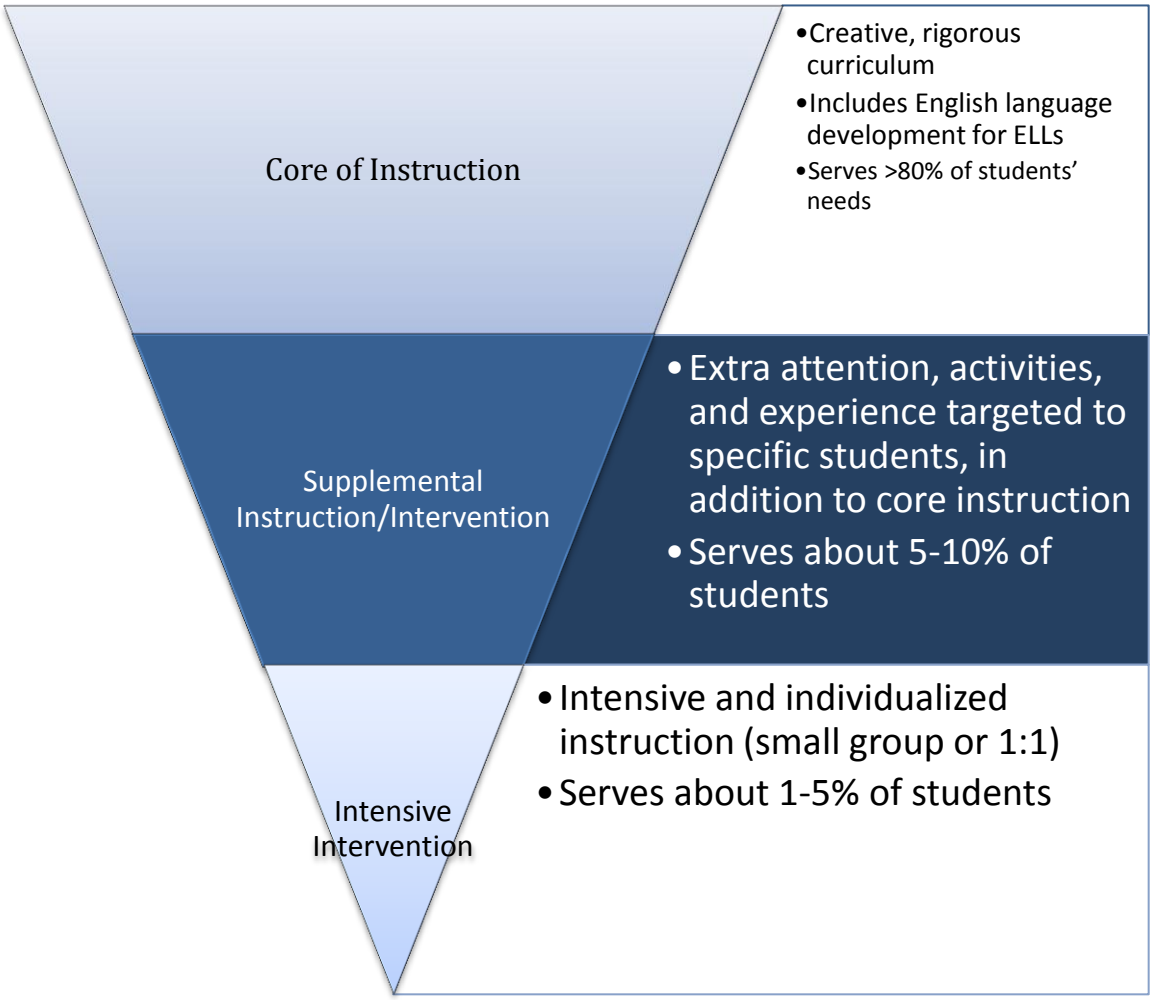
Instructional Improvement: A School-Level Cycle

Leading instructional improvement efforts requires systematic planning and evaluation. We view the design or purchase of curriculum and interventions as one type of literacy improvement initiative—others might include efforts to increase books read through a library-based competition or to create inquiry communities or study groups for teachers as forums to share new instructional practices. To guide instructional improvement, whether your school is implementing a new curriculum or designing instructional supports for struggling readers, or supporting a new PLC initiative, we suggest a cyclical approach to implementation. Any new effort requires revision through ongoing monitoring and mid-course corrections:



The Importance of Supplemental Instruction/Intervention

- Provides a "double dose" of instruction, targeted to specific needs
- Bolsters skills that *some* students have yet to master, but are not the focus of the instructional core



Considerations for Selecting an Intervention for Struggling Readers

INSTRUCTIONAL FORMAT	Always	Sometimes	Never
Small Group • Instruction and/or verbal interaction takes place in a small group composed of students and teacher	☐	☐	☐
Individual w/ Teacher • Instruction takes place 1:1 between student and teacher	☐	☐	☐
Individual w/Computer • Student works independently on the computer	☐	☐	☐
Small Group + Individual • Combination of small group and individual work	☐	☐	☐

INSTRUCTIONAL PARADIGM	Always	Sometimes	Never
Direct instruction • Modeling of various ways to grapple with the learning and mastery (e.g., read aloud and discussion-based text work); application across different contexts is central to the approach; emphasis on gradual release of responsibility	☐	☐	☐
Strategy instruction • Students are taught a prescribed set of process steps and skills for students to practice and master. Emphasis is on repetition and guidance to learn the steps.	☐	☐	☐
Independent work • Students work in a workbook or move through a computer program	☐	☐	☐

INSTRUCTIONAL ELEMENTS	Low	Medium	High
Built-in Questioning & Opportunities to Respond • The teacher asks questions and encourages students to ask questions; the teacher and students engage in dialogue	☐	☐	☐
Complex tasks with scaffolding • The teacher breaks down difficult material into steps, supporting students at each phase of learning	☐	☐	☐
Teacher modeling and scaffolding • Teacher demonstrates and uses the language and procedures taught during instruction and student support	☐	☐	☐
Elaboration and strategic repetition • Material is presented more than once and students are given multiple opportunities for practice	☐	☐	☐
Authentic text supports student learning • Students engage with high quality texts—magazines, news articles, books, etc.—to provide models of language use and additional information	☐	☐	☐

OVERALL APPROACH
The role and expertise of the teacher **Strictly a facilitator** ---------- **Central to the implementation**
Where it falls on our continuum **Isolated skills** ---------- **Integrated work**
Potential for youth engagement **Very low** ---------- **very high**

Determining the Efficacy of Literacy Interventions for Struggling Readers

Using this Tool:

STEP 1:

Select an intervention to review as a team

STEP 2:

Identify the reading subskills or literacy performance (writing, reading comprehension) this intervention claims to develop (e.g., oral/written academic language; word reading or word spelling; fluency; academic vocabulary; reading comprehension)

STEP 3:

For each reading subskill or literacy performance that this intervention claims to support complete the appropriate checklist (for programs marketed as complete reading comprehension interventions complete checklists III-VI).

STEP 4:

Interventions that meet most (if not all) listed criteria are likely to support students in developing the target subskill or literacy performance.

I. Code-Based: Word Reading (Decoding) and Spelling (Encoding)

If the intervention *primarily* targets decoding and encoding skills, students are:	☑
• Guided by a teacher to note patterns in word spellings or rhyming patterns in spoken words (interactive).	☐
• Identifying and manipulating phonemes (the sounds in spoken words) in the context of oral language interactions (sample activities: singing songs, reciting rhymes, reading and rereading poems and books with rhythmic patterns, making up alliterative sentences, playing word games in which students manipulate sounds and syllables)	☐
• Identifying and manipulating spelling patterns in the context of reading and writing activities, rather than in isolation, in order to link the words to the context in which they will be used. (sample activities: create student-generated word lists with specific rhymes (e.g., night, flight, bright); sort words according to their spelling patterns; identify rhymes during shared or independent reading; search for familiar letters and letter combinations in texts; use letter cards, rhymes cards, and/or magnetic letters to build and break apart words)	☐
• Practicing automatically reading the most-commonly used words in English (sight words)—many of which have irregular spelling patterns (e.g., said, where, the)(sample activities: build words using magnetic letters or letter cards; create sight-word books; reread short, familiar texts; create an interactive word wall)	☐
If the intervention *primarily* targets decoding and encoding, teachers are:	☑
• Progressively teaches students to hear and manipulate the sounds in oral language (moving from isolation, to blending, to segmentation, and to manipulation of sounds)	☐
• Systematically and explicitly teaches letter sounds, letter combinations, and word parts (phonics) until students demonstrate proficiency.	☐
• Providing targeted lessons to small groups and individuals to support students in acquiring requisite word recognition skills.	☐
• Providing targeted, cumulative review of taught sounds and high utility, irregularly-spelled words (sight words) with frequency across tasks.	☐
• Incorporating spelling instruction to reinforce word analysis skills, with an emphasis on helping students to map letter sounds to print.	☐
If the intervention *primarily* targets decoding and encoding, the material and content:	☑
Texts	
• 'Texts' may include sight word cards, controlled word lists, and word sort games initially; however the goal is to quickly move students to read authentic contexts containing taught spelling patterns.	☐
• Texts should contain a controlled number of irregular words to introduce during a single instructional episode.	☐
Tasks	
• Tasks should increase in difficulty from hearing, manipulating and producing letter sounds to hearing, manipulating and producing multi-syllabic words	☐
• Tasks should involve ample cumulative review of taught high-frequency word patterns and sight words to increase automatic word recognition.	☐

Educative Curricular Components	
• Provides an instructional scope and sequence for teaching word-reading and spelling skills.	☐
• Provides teachers guidelines and formative tools to track word-reading and spelling development.	☐
Delivery Format:	
• Small groups 3-6 students and teacher/peer-to-peer/one-on-one	☐
Duration:	
• 4-6 week cycles, at the end of which students are evaluated to determine whether instruction should continue.	☐
Isolated or Integrated: • Isolated and Integrated-These skills may be taught in isolation at the start of instruction, but should be embedded in authentic reading tasks as soon as possible.	☐

II. Code-Based: Fluency

If the intervention *primarily* targets fluency skills, students are:	☑
• Given opportunities to observe peers and the interventionist modeling, fluent expressive reading	☐
• Engaging in shared readings of texts with peers and the interventionist (choral reading, partner reading, repeated readings with corrective feedback and discussion)	☐
• Using digital tools (reading along with audio books; recording the student read) to provide corrective feedback.	☐
If the intervention *primarily* targets fluency skills, teachers are:	☑
• Building motivation to engage in re-readings of familiar texts by explaining the importance of fluency to understanding texts.	☐
• Provide models of fluent text reading.	☐
If the intervention *primarily* targets fluency skills, the material and content:	☑
Texts	
• Texts include a relatively high-percentage of high-frequency, regular words comprised of letter-sounds, phonic elements, word types, and vocabulary terms that have been taught or for which students have demonstrated mastery.	☐
Tasks	
• Tasks promote awareness of audience as a motivation to read fluently (reader's theatre, book 'commercials') and are highly interactive.	☐
• Tasks provide students with sufficient independent practice re-reading segments of familiar text across a number of days (fluency instruction should only occur using texts that a student has previously read with acceptable accuracy).	☐
• Tasks Emphasize ability to read with clarity and appropriate phrasing over the need to read quickly.	☐
Educative Curricular Components	
• Provides benchmarks for tracking progress in fluency development (words correct per minute)	☐
• Provides suggested formats for fluency work	☐
• Offers externally-normed measures for tracking fluency progress	☐
• Provides a standardized notational method for tracking reading rate and errors (e.g., a running record protocol)	☐
Duration:	
• 3-4 times weekly for 6-8 weeks, 10-15 minute sessions	☐
Isolated or Integrated: • Integrated-should always occur using texts that students have previously read and understood.	☐

III. Meaning-Based: Language Development (oral)

If the intervention *primarily* targets academic oral language development, students are:	☑
• Reading texts that contain rich content and big ideas that are taken up in discussion.	☐
• Rehearsing oral performances with peers and teachers or engaging in role-play that involves dialogue during each lesson (think-pair-share, turn-and-talk, reader's theatre).	☐
If the intervention *primarily* targets academic oral language development, teachers are:	☑
• Providing language frames and sentence stems to support students in formulating oral responses.	☐
• Supporting students in producing extended oral language by using talk strategies (like those found in accountable talk)	☐
• Engaging students in conversation/discussion/ oral language production for a segment of each class session.	☐
• Producing fluent language models of academic oral language.	☐
If the intervention *primarily* targets academic oral language development, the material and content:	☑
Texts	
• Includes texts that are engaging to students and multidimensional so as to foster discussion	☐
Tasks	
• Encourages students to produce language like that found in academic texts and used in classrooms (not recursive practice of conversational language scenarios—like ordering in a restaurant or asking for directions)	☐
• Provides language frames and sentence stems to support students in formulating oral responses.	☐
• Provides authentic discussion questions and prompts that are likely to generate discussion.	
• Provides recursive opportunities to produce language frames and stems across units to support mastery.	☐
Educative Curricular Components	
• Provides teachers with clear guidance on how to implement strategies and 'moves' to support students in producing extended oral language (e.g., accountable talk teacher moves).	☐
• Provides teacher with a clear scope-and-sequence for oral language skill development.	☐
• Provides guidelines for teachers to track development in oral language skills.	☐
Delivery Format:	
• Small groups 3-6 students and teacher, heterogeneous groupings preferred	☐
Duration:	
• Continuous	☐
Isolated or Integrated: • Integrated –includes instruction in multiple literacy skills	☐

IV. Meaning-Based: Language Development (written)

If the intervention *primarily* targets academic written language development, students are:	☑
• Engaged in writing episodically throughout the instructional lesson and throughout the unit with the goal of producing an extended research piece or essay	☐
• Using writing to reflect on content read or on the writer's craft	☐
• Using talk with peers and with the teacher as a way to support writing, whether for the purpose of revising or generating ideas	☐
If the intervention *primarily* targets academic written language development, teachers are:	☑
• Systematically teaching all stages of the writing process (idea generation→ revising)	☐
• Providing targeted lessons to small groups and individuals to support students in revising, refining or editing written products.	☐
If the intervention *primarily* targets academic written language development, the material and content:	☑
Texts	
• Curriculum provides mentor texts to support writing	☐
Tasks	
• Involve writing about a range of topics that are of interest to students and, ideally, support the larger knowledge-building goal of the instructional unit.	☐
• Involve writing for a range of purposes across the instructional units (to communicate how-to do a task, to persuade, to inform or entertain readers)	☐
• Involve writing for a range of audiences across the instructional units (peers, senator, readers of a newspaper, younger children)	☐
• Involve writing a range of genres across the instructional units (persuasive essays, op-eds, newspaper articles, how-tos)	☐
• Involve writing in different formats across the instructional units (digital, books)	☐
• Provide opportunities for students to write in response to texts read as part of the literacy block	☐
Educative Curricular Components	
• Provide guidance to teachers in crafting instruction at all stages of the writing process (i.e., developing ideas, writing them down, getting feedback, editing, producing the final draft, and publishing)	☐
• Provides teachers with a clear scope-and-sequence for written language skill development.	☐
• Provides guidelines for teachers to track development in written language skills.	☐
Delivery Format:	
• Small groups 3-6 students and teacher/peer-to-peer	☐
Duration:	
• Continuous	☐
Isolated or Integrated: • Integrated –includes multiple literacy skills as supports for teaching writing	☐

V. Meaning-Based: Academic Vocabulary

If the intervention *primarily* targets academic vocabulary skills, students are:	☑
• Using taught vocabulary across a range of tasks throughout an instructional unit	☐
• Engaging in using taught vocabulary for authentic communicative tasks (reading, writing, speaking)	☐
If the intervention *primarily* targets academic vocabulary skills, teachers are:	☑
• Explaining the meaning of words in everyday, accessible language.	☐
• Teaching a limited number of words that can be used recursively throughout the unit because they are fundamental to expressing content understanding.	☐
• Supporting students to connect word meaning of new words to previously known words or by creating a context for the new word.	☐
• Providing ample opportunity to review previously introduced words cumulatively across speaking, reading, and writing tasks.	☐
• Fostering knowledge of meaningful word parts (suffixes, prefixes) to support independent word learning.	☐
If the intervention *primarily* targets academic vocabulary skills, the material and content:	☑
Texts	
• Contain the words taught and provide models of how to use the vocabulary authentically (pre-dominately non-fiction).	☐
Tasks	
• Tasks are authentic reading, writing and speaking tasks that provide opportunities for students to use the target words	☐
• Tasks follow predictable formats and routine to reduce processing demands to allow for students to attend to word learning.	☐
• Tasks are structures to gradually scaffold student's production of the target words	☐
Educative Curricular Components	
• Words are selected for the teacher	☐
• Texts that contain the target vocabulary are provided	☐
• Tasks and routines for vocabulary learning are provided	☐
• Rubrics for assessing vocabulary learning are provided	☐
Delivery Format	
• Small group 3-6 students, peer-to-peer	☐
Duration:	
• Continuous	☐
Isolated or Integrated: • Integrated	☐

VI. Meaning-Making: Reading Comprehension

Complete checklists III through IV to assess programs that are marketed as complete reading comprehension interventions

If the intervention *primarily* targets reading comprehension skills, students are:	☑
• Connecting background knowledge to new content presented in the text.	☐
• Demonstrate an active stance towards understanding the text by applying knowledge of strategic reading processed (re-reading, self-questioning) to facilitate comprehension	☐
• Engaged in reading, writing and speaking as mechanisms to understand the text.	☐
If the intervention *primarily* targets reading comprehension, teachers are:	☑
• Modeling sense-making processes (inferencing, re-reading, annotation) prior to asking students to engage in these processes on order to build students' self-efficacy.	☐
• Explaining the goal of reading as related to building knowledge that can be used for authentic purposes in order to foster students' motivation.	☐
• Provides systematic review of sense-making processes following a gradual-release of responsibility model (I do, we do, you do)	☐
• Provides ample background knowledge—whether of content or language to support students in understanding a new text.	☐
• Provides a 'big' question or guiding question to motivate the unit.	☐
• Pose text-based questions that increase in difficulty, from 'right there questions' to synthesis questions that ask students to connect multiple texts.	☐
If the intervention *primarily* targets reading comprehension skills, the material and content:	☑
Texts	
• Texts within the unit are of varying levels of difficulty and systematically increase in challenge.	☐
• Texts are authentic.	☐
Tasks	
• Tasks are authentic. Students read for a particular purpose (to answer the guiding question, acquire necessary background knowledge)	☐
• Reading tasks are supported by writing, listening and speaking tasks that serve as mechanisms to deepen comprehension.	☐
• Tasks follow predictable formats and routine to reduce processing demands to allow for students to attend to knowledge-building	☐
• Tasks are structures to gradually scaffold student's production of the target words	☐
• Choice in tasks is offered to foster student engagement.	☐
Educative Curricular Components	
• Teacher is provided with guidance in which sense-making strategies to teach and in how to teach these strategies.	☐
• Teacher is provided with series of texts of different genres on a related topic that are all in the service of building knowledge of a particular, topic, theme or issue (text sets).	☐
• Texts provided are of varying degrees of difficulty (at readers' independent & instructional levels)	☐

• Guiding questions are provided for each unit.	☐
• Text-dependent questions are provided for each text.	☐
• Similar task types and routines occur in each unit to reduce the cognitive challenge of learning a numerous new routines in each unit.	☐
Delivery Format	
• Small group 3-6 students, peer-to-peer, one-on-one	☐
Duration:	
• Continuous	☐
Isolated or Integrated: • Integrated	☐