Designing high-quality literacy instruction in elementary classrooms
Our tools, along with many other literacy-related resources, are available on the MCRR website at:

http://www.cehd.umn.edu/reading/
PRESS: Path to Reading Excellence in School Sites

PARTNERSHIP AMONG:

- Minneapolis Public Schools
- University of Minnesota/Minnesota Center for Reading Research
- Minnesota Reading Corps
- Target
- Harvest Preparatory
- Best Academy & Best Academy East
Purpose of PRESS

• PRESS is a comprehensive system of tiered supports and data-based decision making with ongoing embedded professional development to support school professionals in their efforts to have their students meet reading proficiency standards by 3rd grade
• To improve literacy outcomes by 3rd grade
• Aligned with a comprehensive Response to Intervention (RTI) model
K-3 Reading Proficiency: Where we need to go

- Quality Core Classroom Instruction
- Targeted Supplemental Intervention for At-risk Students
- Individualized Interventions
Key elements

The *Path to Reading Excellence in School Sites* consists of:

- Quality core instruction
- Data-based decision making
- Tiered interventions and supports
- A cohesive professional learning framework
Today I will provide a brief overview of these four key components for improving literacy achievement.
Instruction is systematic and explicit

Opportunities for connected/meaningful reading and writing

Tailored instruction for ELL students

Instruction at each student’s literacy developmental level based on formal and informal assessments

90 minutes core, 30 minutes supplemental

Systematic process to analyze data and make structure

Conducted within existing data support structure

Use data to effectively differentiate instruction and intervention

Tier III: Individualized interventions with in-depth problem analysis

Tier II: Individualized interventions in small groups or a Reading Corps

Tier I: Universal screening and quality core curriculum and instruction

A group culture that compares data to focused expectations (standards) for teaching and learning

A shared commitment to the model leads to coordinated efforts and collaboration

Learning is embedded and ongoing

Quality Core Instruction

Data-Based Decision Making

Tiered Interventions

Professional Learning Communities

CEHD | College of Education + Human Development

University of Minnesota

Driven to Discover
PRESS Tiered Instruction Model

Core Instruction

~80%

~20%

~5%
Quality Core Instruction
Foundation of student learning

Teachers and Environments
How can we improve quality core instruction?

Environmental Survey & Coaching Tool

- Instruction is systematic and explicit
- Opportunities for connected/meaningful reading and writing
- Tailored instruction for ELL students
- Instruction at each student's literacy developmental level based on formal and informal assessments
- 90 minutes core, 30 minutes supplemental

CEHD | College of Education + Human Development

University of Minnesota
Driven to Discover
The environment supports literacy learning
Interesting bulletin boards that reflect the content of the class; wall posters that announce strategies emphasized in the class; posters communicating classroom expectations; displays of student work; technology for the teacher; technology for the students; bookcases filled with instructional materials and supplementary materials; and a general sense of order and care all come together to create a positive climate where teacher and students alike can thrive.

*Explicit Instruction*

by Anita L. Archer and Charles A. Hughes
Environmental Survey
PRESS Classroom Environmental Survey

Teacher Code __________________________ Date __________________________
Grade __________________________ Observer __________________________
School __________________________

**Part 1: Environmental Data** (Collected prior to lesson observation)
Please code the extent to which each item below is present.

<table>
<thead>
<tr>
<th>Item</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Basic writing tools such as paper, pencils, crayons and markers</td>
<td>0=not evident, 1=a minimal presence, 2=some, 3=exemplary</td>
</tr>
<tr>
<td>2. Accessible writing center for students</td>
<td></td>
</tr>
<tr>
<td>3. Materials available for students to publish</td>
<td></td>
</tr>
<tr>
<td>4. Available writing surfaces such as paper, blank books, slates, white boards, etc.</td>
<td></td>
</tr>
<tr>
<td>5. Technological resources for writing</td>
<td></td>
</tr>
<tr>
<td>6. Extra consumable literacy tools (such as sharpened pencils)</td>
<td></td>
</tr>
<tr>
<td>7. Classroom library consists of basic print materials such as books and magazines</td>
<td></td>
</tr>
<tr>
<td>8. Classroom library is accessible to students</td>
<td></td>
</tr>
<tr>
<td>9. Print materials vary in format, content, and genre</td>
<td></td>
</tr>
<tr>
<td>10. Age-appropriate reference materials such as dictionaries, encyclopedias, and atlases</td>
<td></td>
</tr>
<tr>
<td>11. Collection of related books</td>
<td></td>
</tr>
<tr>
<td>12. Book sets at the varied reading levels of students</td>
<td></td>
</tr>
<tr>
<td>13. A balance of fiction and non-fiction texts</td>
<td></td>
</tr>
<tr>
<td>14. Student-authored books or journals</td>
<td></td>
</tr>
<tr>
<td>15. Books on tape or computer</td>
<td></td>
</tr>
<tr>
<td>16. Evidence of student independent use of classroom literacy tools</td>
<td></td>
</tr>
<tr>
<td>17. Texts are displayed in the room</td>
<td></td>
</tr>
<tr>
<td>18. Adult-authored written communications are posted (including commercially produced charts)</td>
<td></td>
</tr>
<tr>
<td>19. Student-authored written communications are posted</td>
<td></td>
</tr>
<tr>
<td>20. An alphabet with clear icons or alphabetical strips are accessible to students</td>
<td></td>
</tr>
<tr>
<td>21. A word wall is in active use</td>
<td></td>
</tr>
<tr>
<td>22. Decorations for students are posted</td>
<td></td>
</tr>
<tr>
<td>23. The space is designed for being updated with new learning</td>
<td></td>
</tr>
<tr>
<td>24. Teaching aids are available for students to use in reading and writing activities</td>
<td></td>
</tr>
<tr>
<td>25. Environments support student reading, writing, listening and speaking</td>
<td></td>
</tr>
<tr>
<td>26. Storage and display containers support literacy events</td>
<td></td>
</tr>
<tr>
<td>27. Classroom areas and layout are adequate for working on, storing, and displaying literacy products</td>
<td></td>
</tr>
<tr>
<td>28. Literacy tools and products replicate authentic settings</td>
<td></td>
</tr>
</tbody>
</table>

- Uses common language
- Acknowledges environmental strengths
- Provides resources for specific growth
Quality Core Instruction

Consists of 90 minutes core and 30 minutes supplemental literacy instruction each day.
Quality Core Instruction

Instruction is delivered at student's literacy developmental level based on formal and informal assessments.
Quality Core Instruction

Provides tailored instruction for English-learning students.
Quality Core Instruction

There are many opportunities for connected, meaningful reading & writing.
Quality Core Instruction

Instruction is systematic and explicit.
Quality Core Instruction

Is based on the National Reading Panel (NRP) core elements of:

- **Phonemic Awareness**
- **Phonics**
- **Fluency**
- **Vocabulary and Oral Language**
- **Comprehension (and developing background information)**

![Diagram showing the core elements of quality core instruction](diagram.png)
Data-based Decision Making
Data-based Decision Making

- Universal screening to identify at-risk students
- Frequent progress monitoring
- Prescriptive literacy assessments
- Systematic access to student learning data
- Systematic process to analyze data and make instructional decisions
Data-based Decision Making

- Identify systematic concerns in both classrooms and school-wide
- Building or district-wide supports for implementing data-based decision making
- Resources allocated based on data
Analysis-to-action meetings

- Often take place with the site leadership team
- Review aggregated data from environmental survey and observations - analyze high- and low-scoring trends
- Set plans for site-based professional development
Tiered Interventions and Supports

- Individualized Interventions
- Targeted Supplemental Intervention for At-risk Students
- Quality Core Classroom Instruction
Tiered Interventions and Supports

- Core classroom instruction for all students includes the quality core instruction principles
- Based on ongoing assessment within the core program, provide targeted supplemental intervention for at-risk students
- Based on progress monitoring within the supplemental intervention, provide intensive individualized interventions
Tiered Interventions and Supports

Collaborative structures among teachers and specialists produce cohesion for the students.
Tiered Interventions and Supports

Based on ongoing assessment, provide English learners with targeted intervention based on their literacy and language needs (e.g. vocabulary & comprehension)
See the MCRR website for intervention manuals, videos and directions
Professional Learning Framework for PRESS

- Embedded and ongoing professional learning
- A culture of data-based planning and instruction
- Committed, consistent leadership
Professional Learning Framework for PRESS

- Collaborative team approach
- Shared commitment to the model
- Coordinated efforts
Turn to a partner:
What thoughts or connections do you have about this framework and your school goals?
Designing high-quality literacy instruction in elementary classrooms

Ideas for Implementation
Starting Points: Addressing the four key elements

- **Quality Core**
  - Identify what is working in core instruction in your classrooms and set goals if there are gaps

- **Tiered Intervention**
  - Provide supplemental intervention for students below benchmark targets

- **Data-based**
  - Collect data 3 times/year and conduct data review meetings

- **Professional Learning Framework**
  - Implement data-focused PLCs to share effective teaching practices
The MCRR looks forward to being a resource for you to:

- Collect and analyze data
- Create cohesive Professional Learning Communities
- Translate reading research into effective practice
- Support intervention development
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Thank you!