

Tenets of iii ~ Accelerating Growth

- iii must happen for 30 minutes daily in addition to the 120 minute ELA block
- iii groups must have 6 students or less (see criteria for iii in Progress Monitoring Guide)
- iii groups focus on the reading components that are getting in the student s' way; Reading components include:
 - ✓ *oral language development* to build oral vocabulary which supports reading and understanding (a particularly important focus in primary grades of low-SES schools.
 - ✓ *phonemic awareness*: the ability to hear, id, manipulate sounds
 - ✓ *phonics*: relationship between letters and sounds - what efficient and effective readers do; using word patterns, cues (visual, semantic, syntax), decoding strategies; this should be a thoughtful and intentional approach, not just helping students sound out words they come across... mini-lesson in word parts or a strategy, based on student data, then practice opportunity in real reading
 - ✓ *fluency*: fluent reading helps students understand what they read... typically, a student who is disfluent really needs support with decoding... in other words, fluency is a by-product, not the sole focus
 - ✓ *vocabulary*: not vocabulary in isolation; vocabulary in context; using context clues, clusters of words, or word parts; nothing in isolation
 - ✓ *comprehension*: strategies for understanding; not a 'main idea' group but a strategy to help students (paraphrasing, visualizing, chunking, etc.) then practice in real text
- During iii students must have the opportunity to practice in real text... without the practice with real reading, transfer will be very difficult for these students
- Other students should be working independently on things that will help them grow as readers: independent/accountable reading (ensure that there is an accountability piece so 'fake reading' isn't happening); research projects (extensions of what students are learning in ELA or Sc/SS; practice on computer (Compass Learning). Please keep in mind this is ELA time ~ math practice/computerized math should occur at a different time

- Positive reinforcement: iii should not be a punishment; we are building student confidence through success with instructional level text; we need to authentically praise effort
- Specific feedback: Our striving students need to know what they are doing right as readers, specifically. When teachers say 'good job', it's really hard for a striving reader to figure out what they're doing right... specificity is important. For instance, instead of saying, "Good job reading that sentence" consider saying something that focuses on the new skill you've taught them such as, "I like the way you used the beginning sound to sound out that tricky word in the sentence." Tell the students specifically (in small doses) what they need to do as a reader to improve. For example, when we say 'sound it out', that's not specific enough for most striving readers. They need to hear exactly what to do, "I like the way you stopped to try to figure out that tricky word. What sound does this word start with? Specificity is key.
- Enthusiasm: if the teacher isn't enthusiastic, it will be hard for the students to be.
- Text should be at the group's instructional level; if the text is too hard, it will likely lead to frustration; if the text is too easy, growth will likely be limited; it needs to be tricky enough to try something new, but comfortable enough not to wear them out.
- iii lesson: review, mini-lesson (based on a demonstrated need; focused on a reading component), practice out of context, practice in context, review
- Interruptions should be kept to a minimum; if there are many interruptions, we may need to invest in routines and procedures, show examples and non-examples of what this time should look like; and provide positive reinforcement.
- Running records or some other type of progress monitor must occur frequently to inform instruction

Please collaborate with your team and your Literacy Coach to maximize your students' *iii* growth

Classroom: _____ Grade Level: _____ Date: _____ Observer: _____

Time started: _____ Time ended: _____ Elapsed time: _____ minutes

Topic	Guiding Thoughts	Comments / Examples
Fidelity	Did <i>iii</i> group start on time according to schedule?	
	Were <i>iii</i> students engaged with <i>iii</i> for 30 minutes?	
Group size	How many students present in the <i>iii</i> group?	
Routines, procedures & planning	Were there interruptions to <i>iii</i> instruction? How many? Why?	
	What routines and procedures could be added to limit interruptions and hold students accountable for their reading/work?	
	How many <i>iii</i> students were on task?	
	How many non- <i>iii</i> students were on task?	
	Planning: What data determined focus of <i>iii</i> lesson?	
Instruction	List reading component(s) addressed:	
	What was the <i>iii</i> mini-lesson?	
	What practice opportunities did the students have?	
	Did students have the opportunity to read real text?	
	Did the text appear to be at the students' instructional level?	
	What were the <i>iii</i> students working on? Was this something they need to grow as a reader?	
Reinforcement	Did the teacher provide positive reinforcement? List examples:	
Learning	Did the <i>iii</i> students appear to learn something new? List evidences:	
Extensions	What extensions were the non- <i>iii</i> students engaged in?	
Collaboration	What might help this class maximize <i>iii</i> potential?	

During iii the following can/should be happening:

In teacher' s iii group ~ other systems possible ~ ask your Literacy Coach

Foundations First ~ with an opportunity to read real text at instructional level

Fountas and Pinnell Phonics and Word Study Lessons or LLI ~ with an opportunity to read real text at instructional level

Lexonic Leaps ~ with an opportunity to read real text at instructional level

ReadyUp

Sonday System ~ with an opportunity to read real text at instructional level

Tyner ~ with an opportunity to read real text at instructional level

Accountable reading for other students during iii ~ other activities possible ~ ask your Literacy Coach

Compass Learning (preferred)

Independent Reading at ZPD with accountability (AR + writing in response to reading - Reader's Notebook)

Research projects (including research activities and publishing)

Small literature circles with specific protocols and independent accountability

Non-examples:

Math

Isolated worksheets (identifying parts of speech, types of sentences, etc.)

Things that don't help each student become a better reader (ie things that are too easy, isolated worksheets, math, etc.)

Please contact your Literacy Coach for more district-approved ideas