

SECOND EDITION

Next STEPS

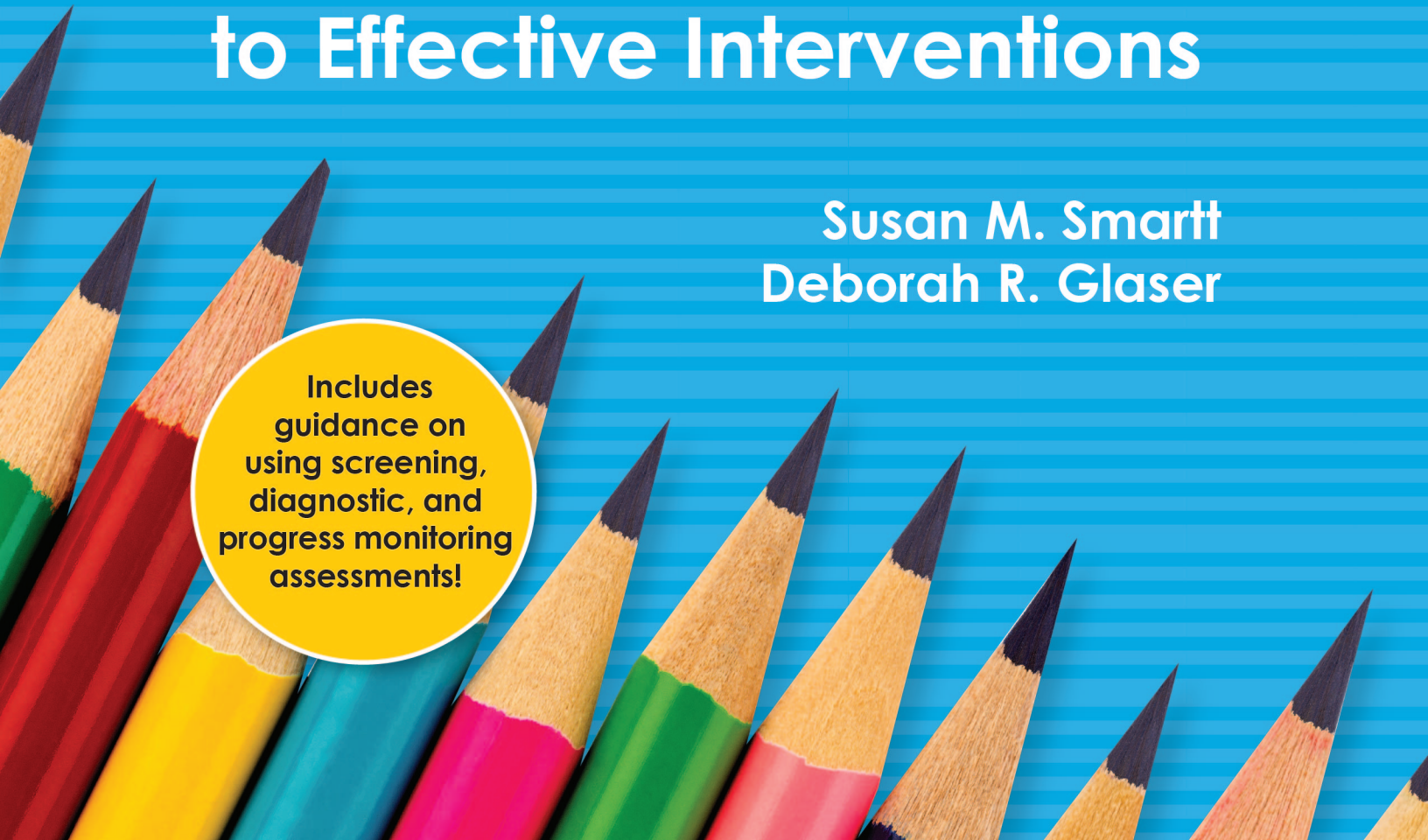


in Literacy Instruction

Connecting Assessments
to Effective Interventions

Susan M. Smartt
Deborah R. Glaser

Includes
guidance on
using screening,
diagnostic, and
progress monitoring
assessments!



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Connecting Assessments to Effective Interventions

by

Susan M. Smartt, Ph.D.

and

Deborah R. Glaser, Ed.D.



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About the Authors

Susan M. Smartt, Ph.D., holds a doctorate in school psychology from Tennessee State University and a master's degree in special education and reading from Peabody College of Vanderbilt University. As a former senior research associate at Vanderbilt, Dr. Smartt engaged in research focusing on improving teacher preparation for reading teachers. Dr. Smartt also provided educational consulting services and teacher training to states and local school districts, focusing on school reform, reading intervention for low-performing schools, using data to inform practice, developing response to intervention/multi-tiered systems of support (MTSS) initiatives, and implementing scientifically based literacy programs.

Dr. Smartt owned and directed a reading clinic for more than 20 years, where she provided comprehensive psychoeducational assessments, dyslexia evaluations, and tutoring services. In her career, she has served in many roles: classroom teacher, reading coach, reading specialist, principal, university faculty member, and researcher. She was an early contributor to the development of LETRS and past president of the Tennessee Branch of the International Dyslexia Association. Her publications include authorship and co-authorship of journal articles, edited volumes, and books on research-based reading intervention and policy initiatives, including *Fundamentals in Literacy Instruction and Assessment* (Paul H. Brookes Publishing Co., 2020), with Martha Hougen, Ph.D.

Deborah R. Glaser, Ed.D., is a consultant, author, and teacher educator beloved for enriching teachers' knowledge of reading and for her proven instructional methods. Following her teaching career, she directed the educational arm of a nonprofit dyslexia learning center, where she developed programs to teach teachers and students.

She was an original national LETRS trainer, is a policy advisor to the National Council on Teacher Quality, and regularly contributes to the evaluation of university programs that prepare our teachers to teach reading. Dr. Glaser is author and co-author of five books. Her most recent contributions to the field are *Morpheme Magic: Lessons to Teach Morphological Awareness*; *Morphemes for Little Ones: Bringing the Magic of Language to K-3 Classrooms*; and the online reading course *The Reading Teacher's Top 10 Tools: Instruction That Makes a Difference*, now hosted by 95% Group.

Foreword

Teaching is widely acknowledged to be a challenging (and highly rewarding!) profession. Anyone who has attempted to teach students how to read knows this task can be particularly complex and difficult—especially when we focus on those students who struggle to acquire this essential foundational skill.

Teaching struggling readers has been the focus of my professional work for close to 50 years—as a reading specialist, literacy coach, professor and researcher, and now as a provider of professional learning to my educator colleagues.

Across these decades of work, I have been blessed to have crossed paths with many master teachers who understand and embrace the complexity of teaching, and a special few who understand reading instruction so thoroughly that they can—with both accuracy and clarity—show others how to do this important work. Two master reading teachers I have known and had the utmost privilege to work with and learn from are the co-authors of this book: Dr. Susan Smartt and Dr. Deb Glaser.

These two women embody what I have come to understand are the essential characteristics of a superb teacher: First and foremost, they care deeply about the students they serve. This comes through so clearly in this wonderful book. They are also committed to always using the best evidence-based practices so their work will have the optimal positive impact on students' learning. And, importantly, they remain both highly curious and reflective about their own work. This final characteristic is likely what drove them to take on the *massive* work involved in revising this book and creating the second edition of *Next STEPS in Literacy Instruction*. I was a big fan of the original book and have recommended it widely for years. Now I'm thrilled, as you will be, to have this updated edition, filled with clear, practical guidance for organizing reading instruction at the school level (using an multi-tiered systems of support [MTSS] framework) and providing effective reading instruction for struggling readers at the classroom level.

Every teacher deserves a coach to work alongside them, providing encouragement and helpful guidance for our sometimes-overwhelming work. If you are a teacher, I sincerely hope you have this kind of support. And once you have your copy of *Next STEPS in Literacy Instruction, Second Edition*, you will have Susan and Deb by your side every day to assist you in successfully helping your students become skillful and motivated readers. What a gift they have provided us.

Jan Hasbrouck, Ph.D.
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Preface

We welcome you to the second edition of *Next STEPS*. It has been 12 years since our collaborative work on the first edition, and a lot has happened in the world of assessment and reading instruction during that time. We are eager for you to delve into *Next STEPS, Second Edition*, and discover how we have updated the information so that teachers everywhere can apply current best practices for assessment and instruction to enable even more students to become proficient readers.

We are thankful to the thousands of teachers who took the first edition of *Next STEPS* to heart, strengthened their understanding of what to assess and how to assess, and used their findings to target instruction on what their students needed to be successful readers. We applaud the commitment teachers and administrators have made to the important task of teaching reading, especially during the pandemic years and, even more critically, during the aftermath when students returned to our classrooms so far behind. Now more than ever, assessment and responsive instruction are critical to accelerate learning for students who are at risk because of deficits that impact their literacy success.

Science-Informed Instruction

Next STEPS, Second Edition, is arriving in teachers' hands at a time when science-informed instruction is gaining momentum. The text is an ideal companion for professional development in the science of reading that more and more teachers are seeking and receiving every year. This book is designed to help K–6 classroom teachers, reading interventionists working with all grades, school psychologists, and other educational personnel find answers to questions they have about students whose literacy progress presents challenges. Over the span of several years, the authors have gleaned the best assessment and instructional practices from science and compiled them in this handbook. All education professionals deserve dependable and high-quality support in the very important work of teaching reading.

What Are the STEPS?

The *STEPS*, which serve as the lesson planning organizer in this book, are a five-step model that guides teachers to plan systematic and explicit instruction.

When teachers ask how to design small-group reading intervention, *Next STEPS* offers answers through the clever and powerful Structured Literacy lesson design of *STEPS*, which ensures that explicit, systematic, and differentiated instruction is provided. For teachers who are new to *Next STEPS*, let's take a look at how the acronym *STEPS* breaks down. The *STEPS* are as follows:

1. **Set-Up:** Review and warm-up
2. **Teach:** Explicit teaching with modeling and explanation
3. **Engage:** Practice with corrective feedback
4. **Practice Activity:** Apply skills through practice activities to build mastery
5. **Show You Know:** Monitor progress to determine learning

The *STEPS* will be further described in Chapter 1 and referenced throughout the book.

What's New in This Edition?

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New to this second edition teachers will find:

- Detailed information and practical suggestions about how to implement multi-tiered systems of support (MTSS) within the classroom
- Updated *assessment charts* that reflect current assessments, along with explanations to help teachers choose assessments that provide the information they need about their students
- Updated and new *activities* that provide the very important extended practice all readers benefit from but that struggling readers especially need during small-group instruction
- Enhanced *information about the reading brain* and the developmental phases students pass through as they become proficient readers
- Explicit references to *Structured Literacy* based on the Knowledge and Practice Standards developed by the International Dyslexia Association (<https://dyslexiaida.org/knowledge-and-practices/>), the Simple View of Reading, and Scarborough's Reading Rope (see Chapter 1 for further discussion of these topics)

How Is This Book Organized?

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Chapters 1 and 2 of this book lay the foundation for bringing Structured Literacy into classrooms everywhere. Effective practices are described through informative discussion of MTSS, Structured Literacy and the need for explicit and systematic instruction, and the importance of assessment that informs instruction. The authors recommend that teachers study these two chapters together before planning their implementation of the assessments and instructional tools outlined in the later chapters of the book.

Chapters 3–7 are organized by the “big five” components of reading: phoneme awareness, phonics, fluency, reading comprehension, and vocabulary. Each of these chapters begins with an introduction to a component of reading, including research that supports the component's role in reading development. This is followed by the

assessment options available and how to apply the assessment findings to plan instruction. Each of these chapters includes practice activities to plan into *STEPS* lessons for small-group and whole-group instruction. These activities allow students purposeful interaction with the lesson focus as well as extended practice to build mastery.

Each chapter in this section also includes lesson scenarios. The teachers in these scenarios talk through their assessment findings and apply their understanding of student need to the development of their *STEPS* lesson plan.

The book's final chapter brings all of the *Next STEPS* content together to remind teachers of the importance of integrating the components and connecting the learning of one component to another in order to strengthen learning.

At the back of the book, readers will find:

- Appendix A: Quick Reveal Phoneme Awareness Tool, which provides teachers with a quick way to assess students' phoneme awareness for planning intentional phoneme awareness instruction
- Appendix B: Acadience Reading Diagnostic CFOL Checklist, which supplies educators with a comprehensive checklist for observing necessary components of comprehension, enabling more targeted planning for effective comprehension instruction
- A glossary for quick reference to meanings of key terms

Select forms, worksheets, and other practical materials are available for online download on the Brookes Download Hub (see the About the Downloads page to learn more). Readers can also download an Online Resources guide packed with ways to learn more about these topics and an Assessment Guide that lists all of the assessments discussed in this book and details on where to find them.

Next STEPS, Second Edition, strives to help teachers master small-group differentiated reading instruction and intervention and provides clear direction for what to teach so that more students are reached.

“A wonderful resource for teachers, interventionists, administrators who want to understand why, how, and when to connect assessment data to evidence-informed literacy instruction and interventions in elementary schools.”

—Stephanie Al Otaiba, Ph.D., Professor and Patsy Ray Caldwell Centennial Chair in Teaching and Learning, Harold Simmons School of Education and Human Development, Southern Methodist University

“Not only does this book provide important clarification of what constitutes explicit, systematic, and structured instructional intervention, but the book itself is explicit, systematic, and structured for ease of use. This book needs to be on every elementary teacher’s bookshelf.”

—Linda Diamond, M.Ed, speaker, literacy consultant, and author of *Teaching Reading Sourcebook*, *Assessing Reading: Multiple Measures*, and *Vocabulary Handbook*

“Rooted in the science of reading, [this book is] providing educators and leaders with the playbook for their literacy systems to make the best use of resources, time, and staff, with a focus on equity through literacy.”

—Brent Conway, Assistant Superintendent, Pentucket Regional School District, West Newbury, MA

After a universal screening assessment, how can K-6 educators translate the results into evidence-based instruction, targeted interventions, and improved reading outcomes? The new edition of this bestselling book has clear and practical answers. Updated with the latest reading research and models, this teacher-friendly planning guide **matches the items of today’s most popular reading assessments with Tiers 1, 2, and 3 interventions, strategies, and activities** that help struggling readers succeed.

Aligned with the science of reading and extensively field tested, this guidebook is **built around the National Reading Panel’s big five ideas**: phoneme awareness, phonics, fluency, reading comprehension, and vocabulary. Teachers will get a concise introduction to each component, assessment options for each, strategies for connecting assessment findings to lesson planning, and dozens of practice activities for small-group and whole-group instruction. Packed with strategies, scenarios, and planning worksheets, this book helps classroom teachers and reading specialists take action after assessments, make data-driven decisions, and plan differentiated instruction that makes a real difference for struggling readers.

WHAT’S NEW

- New focus on today’s most widely used assessments: DIBELS 8th Edition, Acadience Reading K-6, easyCBM, and aimswebPlus
- Convenient charts with clear summaries of the assessments
- 90+ new and updated activities designed for use with struggling readers
- Practical guidance on implementing instruction and intervention within MTSS
- Explicit connections to the science of reading, Structured Literacy, Scarborough’s Reading Rope, and Ehri’s phases of word reading development
- New online materials: a quick-reference Assessment Guide, an online resources list, and 20+ pages of downloadable worksheets, planning guides, and templates

ABOUT THE AUTHORS: **Susan M. Smartt, Ph.D.**, is a former senior research associate at Peabody College of Vanderbilt University, and currently a national literacy consultant and author who advocates for ensuring that all children learn to read. **Deborah R. Glaser, Ed.D.**, is an author, consultant, and teacher educator known for helping teachers bring reading science into their instruction.