District Decisions

Tier 1 Reading

Version 1.0
December 2020
# Table of Contents

- Reading Components of MTSS ................................................................. 3
- Definition of Tier 1 .................................................................................. 3
- District Decisions: Elementary ............................................................... 4
  - Tier 1 Reading Instruction ...................................................................... 4
  - Grade-Level Teams ............................................................................... 6
  - Assessment Decisions ......................................................................... 7
- District Decisions: Secondary ................................................................. 8
  - Content Area Reading Strategies ......................................................... 8
  - Department and Cross-Department Teams .......................................... 9
  - Assessment Decisions ....................................................................... 10
- Appendix A: Building a Master Schedule for Elementary School(s) ......... 11
  - Overview .......................................................................................... 11
  - Step One: Daily Reading Audit ......................................................... 11
  - Step Two: Survey Staff ...................................................................... 11
  - Step Three: Instructional Hours ......................................................... 12
  - Step Four: Schedule Instructional Priorities ..................................... 12
  - Step Five: Infrastructure .................................................................. 12
  - Step Six: Connecting Priorities ......................................................... 13
  - Step Seven: Finalize the Master Schedule ....................................... 14
- Appendix B: Daily Reading Audit .......................................................... 15
  - Example Elementary Daily Reading Audit (Tier 1) ............................. 15
District Decisions: Tier 1 Reading

This document provides an overview of the Tier 1 reading components of an MTSS framework and outlines decisions districts need to make to support schools in the installation of those components.

Reading Components of MTSS

The reading components of an MTSS framework are defined as multi-tiered structures encompassing:

1. systems to address the continuum of reading needs across the student body,
2. evidence-based practices designed to improve reading outcomes for all students, and
3. data use and analysis

At the elementary-level, the practices within a School-wide Reading Model focus on the Big Ideas of Reading (e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension). At the secondary-level, a School-wide Content Area Reading Model focuses on the use of practices, such as content area reading strategies, which involve active participation by all school staff. The data, systems, and practices within these models address supports at all three tiers. (St. Martin, Nantais, Harms, & Huth, 2018; St. Martin, Nantais, & Harms, 2019)

Definition of Tier 1

Tier 1 is defined as “universal instruction and differentiation intended to meet the needs of all learners” (MDE MTSS Practice Profile, 2020, p.14). Also referred to as “core” instruction, Tier 1 instruction is preventative in nature and is designed to meet the instructional needs of at least 80% of students.

The table below provides a comparison of the data, systems, and practices that need to be in place for effective implementation of the Tier 1 reading components of an MTSS framework.

Table 1. Tier 1 Reading Components of an MTSS framework

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems</td>
<td>• Team Structures (e.g., school, grade)</td>
<td>• Team Structures (e.g., school, cross-department, department)</td>
</tr>
<tr>
<td></td>
<td>• School-wide Reading Plan</td>
<td>• School-wide Content Area Reading Plan</td>
</tr>
<tr>
<td></td>
<td>• Grade-level Instruction Plans</td>
<td>• Department Team Instruction Plans</td>
</tr>
<tr>
<td></td>
<td>• Reading Assessment System</td>
<td>• Reading Assessment System</td>
</tr>
<tr>
<td></td>
<td>• 90-minute Reading Block, additional time for intervention</td>
<td></td>
</tr>
</tbody>
</table>
### Practices

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explicit, systematic, evidence-based reading instruction for all students</td>
<td>• Explicit instructional routines for content area reading strategies used before, during and after reading in all core subjects</td>
</tr>
<tr>
<td>• Core instruction that focuses on the Big Ideas of Reading (e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension)</td>
<td>• Content area reading strategies aligned with Big Ideas of Adolescent Literacy (e.g., word study, fluency, vocabulary, comprehension, motivation)</td>
</tr>
<tr>
<td>• District developed process for the review and selection of programs, materials, and resources for core instruction</td>
<td>• District developed process for review and selection of textbooks, materials, and instructional strategies to support content area reading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Analysis and Use</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• On-going process of analyzing data to inform systems and instructional decisions</td>
<td>• On-going process of analyzing data to inform systems and instructional decisions</td>
<td></td>
</tr>
<tr>
<td>• Analysis at school, grade, classroom</td>
<td>• Analysis at school, grade, classroom</td>
<td></td>
</tr>
</tbody>
</table>
Document the district decisions and / or process that will ensure schools are able to allocate adequate time for core reading instruction (e.g., specials schedule developed by admin team meeting in May).

When making decisions, consider the following questions:

- What steps need to be taken at the district-level to prioritize common time across grade levels for reading instruction?
- What is the district-wide impact on scheduling across schools? (e.g., specials, secondary schools)
- Do special education teacher(s) need to be involved in scheduling so they can support students on their caseload?
- Based on your current resources, are there grade levels that will be prioritized for ensuring grade level teachers have common time for core reading instruction?
- What other district-level guidance or decisions need to be made to ensure all schools have the resources necessary to allocate adequate time for core reading instruction?

**Curriculum Resources and Guidelines**

Core reading curriculum and resources need to be carefully reviewed and selected by the district to ensure systematic, explicit instruction is provided to all students which prioritizes the Big Ideas of Reading (e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension). Written guidelines for teaching the core reading curriculum should also be developed by the district.

To support schools in use of district-selected programs, resources and materials for core reading instruction, districts should consider the following steps:

- Complete the District Initiative and Innovation Alignment Process to gather key information about “district-selected” reading initiatives and priorities requiring staff time, attention and resources AND to determine how initiatives complement, overlap or contradict one another.
- Conduct a Daily Reading Audit (Appendix B) to understand what core reading instruction currently looks like at each grade level and all elementary schools within the district
- Review the Alignment Summary and the results of the Daily Reading Audit to make recommendations for continued use, selection or de-selection of initiatives, programs, and practices
  - Identify discrepancies between what has been selected by the district for use and what people are actually using
  - Determine how district-selected resources are being used and identify potential misuses of resources (e.g., phonemic awareness resource to teach phonics)
  - Identify gaps in instruction (e.g., phonics is taught only in K and 1st grades)
  - Inform professional learning needs (e.g., scientifically-valid reading practices)
  - Identify initiatives or innovations that are not resulting in improved student outcomes
• Complete the District Initiative and Innovation Review Process to select or de-select core reading curriculum materials and resources. When selecting a core reading program, consider use of supplemental resources (e.g., rubric to evaluate reading programs, analysis of scope and sequence, instructional routines, materials for differentiation)
• Develop Written Guidelines for Teaching the Core Reading Program to ensure teachers know which components and instructional routines to prioritize. MiMTSS TA Center has developed a process for districts to contextualize.
• Communicate district decisions and guidelines with all staff to support effective core reading instruction.

Document district decisions to support consistent, effective core reading instruction across all schools:

• Elementary Daily Reading Audit [insert link]
• Alignment Summary for Elementary Tier 1 Reading [insert link], with recommendations for continued use, selection, and / or deselection of initiatives, programs, and practices
• Review Process(es) for Core Reading Program and / or materials [insert link]
• Written Guidelines for Teaching the Core Reading Program [insert link]

Grade-Level Teams

Elementary grade-level teams meet every 4-6 weeks to engage in problem solving using universal screening and progress monitoring data to inform instructional decisions. Benchmark meetings require 2-3 hours, three times a year. Additionally, 1-2 hour meetings occur every 4-6 weeks. The result of each grade level meeting is an updated grade level instructional plan which outlines instructional and behavioral supports used for whole group and small group instruction.

Individual(s) facilitating grade level meetings must have the appropriate level of reading and behavior expertise, be organized, demonstrate good facilitation skills, and be able to adequately prepare for the meeting and follow-up with others on action items. Facilitators may be the principal, individual(s) with reading expertise, members of the school leadership team, or other staff who have the necessary skills and adequate time to fulfill the role.

To support effective team meeting processes, grade-level teams will need to have access to a meeting agenda template and grade-level instructional plan. Districts may choose to standardize these resources across grade-levels or schools to ensure consistency and support their use. Templates for these resources are provided to schools during Grade-level Problem Solving professional learning sessions.

Document district decisions to support grade-level teams. When making decisions, consider the following questions:

• Is there time already allocated for grade level teachers to meet in all schools (e.g., PLC time, late start / early release)?
• Is enough time allocated for benchmark and on-going grade level meetings that will result in teachers creating an instructional plan for improving reading and behavior outcomes across the grade level?
• What other district-level guidance or decisions need to be made to ensure all schools are able to allocate adequate time for grade level meetings?
• What guidance and support are needed from the district regarding the selection of individual(s) to facilitate grade-level meetings to ensure they have the skills and time necessary?
• Will the district standardized grade-level templates across schools? If so, ensure individuals involved in the development of the templates access the resources shared during Grade-level Problem Solving professional learning sessions
• Will the district provide guidance on which staff need to attend Acadience Reading Essentials and Data Interpretation to build fluency in data collection and use? How will the district ensure all are fluent in analyzing and using Acadience data to inform instructional planning?
• What will the DIT be looking for to gauge whether grade level meetings are occurring and successful in all schools?

Assessment Decisions

The District’s MTSS Assessment System for district-selected reading assessments includes measure information, an assessment schedule, personnel to support data coordination, and data collection and analysis decisions.

Reading assessment data is analyzed at the school, grade, classroom, and individual student level to inform problem solving and action planning. Data sources used to inform systems and instructional decisions include:

• **Reading Tiered Fidelity Inventory Elementary-level Edition** self-assessment completed by the school leadership team to assess the school’s level of implementation of a school-wide reading model
• **Acadience Reading Data** collected three times a year as universal screening data to assess the health of the school-wide reading system and to identify students who are risk for reading difficulties

To support schools in the collection and use of reading data for decision-making, districts should consider the following steps:

• Complete the District Initiative and Innovation Alignment Process to gather key information about “district-selected” reading assessments requiring staff time, attention and resources AND to determine how assessments complement, overlap or contradict one another
• Review the Alignment Summary to make recommendations for continued use, selection or de-selection of reading assessments
• Complete the District Initiative and Innovation Review Process to select or de-select reading assessments
• Document decisions around data collection and use for all reading assessments in your District’s MTSS Assessment System
• Share assessment decisions with staff, including the purpose of each assessment and rationale for its use

Work with your MiMTSS TA Center Reading Data Coordinator to make assessment decisions. Document reading assessment decisions in your district’s MTSS Assessment System [insert link]
Content Area Reading Strategies

Content area reading strategies are “evidence-based instructional practices that are used by teachers across different content areas (science, social studies, etc.) to provide high-quality instruction by incorporating the practices into their curricula to ensure students can access and comprehend secondary expository text” (St. Martin, Nantais, & Harms, 2019).

A package of district selected strategies are needed to be used before, during, and after reading in order to ensure students comprehend the information read in their textbooks and subject area materials. An explicit instructional routine is developed and taught to staff to ensure each strategy is implemented as intended and effective.

MiMTSS TA Center provides professional learning in three content area reading strategies:

- **Text Summarization**: an “after” reading strategy, used in all core classes with informational and narrative text (required as part of secondary scope and sequence)
- **Explicit Vocabulary**: a “before” reading strategy used in all core classes with informational and narrative text (optional)
- **Survey, Question, Read, Recite, Review (SQ3R)**: a package of “before,” “during,” and “after” reading strategies used primarily in science and social studies with informational text (optional)

To support schools in the selection and use of content area reading strategies, districts should consider the following steps:

- Survey secondary content area teachers to determine if they have access to high-quality text and other reading materials to support the use of content area reading strategies
- Use the results of the survey to determine next steps for ensuring all content area teachers have access to high-quality text. Use the Initiative and Innovation Review Process, when applicable.
- Work with secondary school administrators to develop a plan for initial use and scale-up of the required strategy, Text Summarization
  - Identify staff to attend the Text Summarization training and who would be willing to use the strategy and share their experiences with other staff
  - Develop a plan to ensure all staff are trained in Text Summarization
  - Ensure all staff have adequate time to learn and successfully use the Text Summarization strategy
  - Provide time for staff to network with one another to develop resources and materials to support the use of the strategy in their content area and / or observe each other using it
- Select additional content area reading strategies aligned with the Big Ideas of Adolescent Literacy to support comprehension before, during, and after reading
  - Consider using the Initiative and Innovation Alignment Process for any existing content area reading strategies to determine how they align with the components of a Content Area Reading Model and Text Summarization
Use the Initiative and Innovation Review Process to select additional content area reading strategies to adequately support comprehension, with consideration given to strategies trained by MiMTSS TA Center (e.g., SQ3R, Explicit Vocabulary)

- Work with secondary school administrators to develop a plan for initial use and scale-up of additional content area reading strategies, once all staff have been trained and are using Text Summarization

Document district decisions to support consistent, effective implementation of content area reading instruction across all secondary schools:

- Secondary Content Area Reading Survey [insert link]
- Alignment Summary for Content Area Reading [insert link], with recommendations for continued use, selection, and / or deselection of content area reading strategies
- Review Process(es) for Content Area Reading Materials or Strategies [insert link]
- Plan for Initial Use and Scale-up of Content Area Reading Strategies [insert link], including timeline for all secondary schools to successfully and consistently implement all content area reading strategies

**Department and Cross-Department Teams**

At the secondary-level, there are two additional teaming structures, beyond the School Leadership Team, that support the use of content area reading strategies:

- Department teams support the implementation of content area reading strategies by planning and discussing the use of the strategies within their content area
- Cross-Department Teams allow teachers who work with the same group of students (e.g., 9th graders) to engage in problem solving using Early Warning Indicator data, along with SWIS data, to understand how strategies are working for groups of students across subject areas and to identify students who may be in need of more support

Secondary schools initial focus is on developing teaming structures for department teams. Department teams meet monthly, with the result of each department meeting being an updated department instructional plan which outlines how content area reading strategies will be used in each content area.

Individual(s) facilitating department meetings must have an understanding of the content area reading strategies, be organized, demonstrate good facilitation skills, and be able to adequately prepare for the meeting and follow-up with others on action items. Facilitators may be department chairs, members of the school leadership team, or other staff who have the necessary skills and adequate time to fulfill the role.

To support effective team meeting processes, department teams will need to have access to a meeting agenda template and department instructional plan. Districts may choose to standardize these resources across departments or schools to ensure consistency and support their use.
Document district decisions to support department teams. When making decisions, consider the following questions:

- Is there time already allocated for department teams to meet in all schools (e.g., PLC time, late start / early release)?
- Is enough time allocated for department meetings that will result in teachers creating an instructional plan for improving the use of content area reading strategies for their content area?
- What other district-level guidance or decisions need to be made to ensure all schools are able to allocate adequate time for department meetings?
- What guidance and support are needed from the district regarding the selection of individual(s) to facilitate department meetings to ensure they have the skills and time necessary?
- Will the district standardized department templates across schools?
- Will the district provide guidance on which staff should initially be trained and need to attend Text Summarization? How will the district ensure all staff are trained in Text Summarization?
- What will the DIT be looking for to gauge whether grade level meetings are occurring and successful in all schools?

Assessment Decisions

The District’s MTSS Assessment System for district-selected reading assessments includes measure information, an assessment schedule, personnel to support data coordination, and data collection and analysis decisions.

Reading assessment data is analyzed at the school, grade, classroom, and individual student level to inform problem solving and action planning. Data sources used to inform systems and instructional decisions include:

- **Reading Tiered Fidelity Inventory Secondary-level Edition** self-assessment completed by the school leadership team to assess the school’s level of implementation of a school-wide content area reading model
- **Early Warning Indicator Data** collected as universal screening data four times a year to assess overall student engagement and to identify students who are risk for dropping out of school
- **Content Area Reading Strategy Fidelity Data** collected and used by content area teachers to continuously improve implementation of content area reading strategies

To support schools in the collection and use of reading and engagement data for decision-making, districts should consider the following steps:

- Document decisions around data collection and use for all reading assessments in your District’s MTSS Assessment System
- Share assessment decisions with staff, including the purpose of each assessment and rationale for its use

Work with your MiMTSS TA Center Reading and EWS Data Coordinators to make assessment decisions. Document reading assessment decisions in your district’s MTSS Assessment System [insert link]
Appendix A: Building a Master Schedule for Elementary School(s)

This resource supports districts and schools in the development of an elementary master schedule that ensures teachers have a minimum of 90 minutes of uninterrupted reading instruction, with additional time for interventions.

**Overview**

A master schedule aims to maximize resources; people, time, and materials and connect priorities to MTSS in order to increase student achievement. The master schedule should reflect the school’s vision.

Implementation of MTSS requires a strong commitment to increasing instructional time for non-proficient students in an already crowded instructional day. Establishing a Multi-Tiered System of Supports (MTSS) that provides multiple tiers of intervention, each demanding a chunk of instructional time that does not remove a student from Tier 1 core instruction can be a daunting scheduling challenge (Weber, 2013; Miller, 2010).

**Step One: Daily Reading Audit**

Review the results of the “Daily Reading Audit” for Tier 1 Reading (Core) for grades K-6 to better understand how time is currently allocated for reading instruction across grades K-6 and across schools, as appropriate. Discuss if the schedule you currently have fulfills the 90-minute reading block and 30-minute intervention block for all of the grades and has time built in for common teacher prep, benchmark data meetings and on-going grade level meetings that occur every 4-6 weeks.

If yes, then you do not have to go any further. You are all set with your master schedule. If no, then follow the steps outlined in this document to create a comprehensive master schedule that has a 90-minute reading block and 30-minutes for intervention every day for every grade level and build in time for common teacher prep, benchmark data meetings and on-going grade level meetings that occur every 4-6 weeks.

Before you get started, reflect on the following questions:

- What are certain things we have to follow: instructional minutes, bus schedules, district decisions?
- What happens during the day that reflects what is important to our staff and team?
- Is our team using student data to help determine the importance of what needs to go into our day?
- Is our schedule equitable and are there opportunities for all students to succeed?

**Step Two: Survey Staff**

Consider surveying school staff. Communicate with staff so they are aware that your district and school teams are working on a Master Schedule. Nobody likes a surprise schedule change! Staff need to see that what you are doing is student centered, that the master schedule will be equitable and will have opportunities for all students to succeed, and that data will be examined to be able to help students achieve their outcomes.
Suggested Survey Questions to help build consensus around a vision:

- Ask them what they view their role is, what is their hope for students?
- What do we as a school hope to be in 10 years?
- What are our core beliefs/values?
- Do they align with the vision of the school? District?

This is what drives the master schedule. Ensure that everyone in your building understands the vision. Make sure that everyone knows what is important and what is expected. Answer questions about why we do the things we do, be transparent.

**Step Three: Instructional Hours**

Start off by determining the number of hours in a day and the number of hours in a week for the major “chunks” of school. Fill in the following table to organize this information. This information will help to better define the time you are working with when building your master schedule.

Table A.1. Record the number of hours per day and per week for the identified activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours per Day</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assemblies / other scheduled activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step Four: Schedule Instructional Priorities**

Consider the following questions as you begin building the master schedule:

- How many hours in a school day?
- How many hours are devoted to ELA instruction each day? To Math?
- How many hours remain after ELA and Math are addressed?
- How many minutes per day are devoted to interventions for students when they are not responding to core instruction? (Ultimate goal is at least 30 minutes per day for Tier 2 intervention).
- Approximately how many hours per day remain for specials, science, social studies and library?

**Step Five: Infrastructure**

Record specific time of day for ELA, Math and Intervention Instruction, Lunch/Recess. Do not add in Specials to Table A.2 at this point. You will add these in after you’ve completed Table A.2.
The district may need to take the lead in making the decisions represented in this table in order to establish consistency before each school works to complete the master schedule in Table A.2.

Table A.2. Insert specific times for the following parts of the school day.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Lunch/Recess</th>
<th>Intervention Block</th>
<th>ELA Block</th>
<th>Math Block</th>
<th>Specials (block or dispersed?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step Six: Connecting Priorities**

As you work on this next step, keep in mind teacher prep, breaks, contracts, job descriptions, district policies that are in place regarding the use of other support personnel (ELL, teachers/aides, at-risk tutors, Title 1 personnel)

Discuss and place the following priorities into Table A.3 in the appropriate categories to keep the team focused on specific areas that need to be a priority in scheduling.

- Instructional minutes for ELA/ Math, Other required curriculums
- Special Education
- ELL
- Specials, Interventions
- Bus schedules
- Lunch Schedule
- Computer lab
- Music
- Library
- Interventions
- Common planning time for Grade Level Prep and Grade Level Problem Solving
- Breaks
- Contracts
- Job descriptions
- District policies that are in place regarding the use of other support personnel (e.g., ELL, teachers/aides, at-risk tutors, Title 1 personnel)

You may add any that are not in the list but came up during discussion, review and staff surveys.
Flexibility: Is there flexibility in how we meet the expected minutes (e.g., requirement of 150 minutes weekly for science instruction can be met by having 30 min. of science daily or 75-min. blocks 2 times per week)?

Table A.3. Identify priorities are tight and which are loose when it comes to building your master schedule.

<table>
<thead>
<tr>
<th>Tight</th>
<th>Loose</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g., Instructional minutes for ELA/Math)</td>
<td></td>
</tr>
</tbody>
</table>

Step Seven: Finalize the Master Schedule

Start with a 5-minute incremental daily schedule. This will help you see where your transitions are and will give strength to solid instructional blocks. You can set up a table in google docs, word or create an excel spreadsheet. Each grade level will need a copy of the table below.

Next, plug in Lunch/Recess, ELA, Math and Tier 2 Intervention Blocks for each grade level from Table A.2.

Then plug in Specials for every grade level and Specials Teacher Prep. We suggest you begin by creating a separate grid for the specials schedule with specials teacher prep then plug-in specials for every grade level on the master schedule. This is where you can create common grade level time without all of the noise of the master schedule. Do you have itinerant staff that is only available on certain days and at certain times? If so, the building administrator needs to be in communication with the administrator who shares the itinerant staff during the development of the schedule.

Last plug in Science, Social Studies and other district non-negotiables that were discussed earlier from Table A.3.

Table A.4. Master Schedule Template

<table>
<thead>
<tr>
<th>Time</th>
<th>Class</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Daily Reading Audit

The Daily Reading Audit is used at both the district and school level to understand what core reading instruction looks like at each grade level, which instructional resources and materials are being used, how reading instruction is being delivered and how instructional time is being allocated.

Typically, the audit is developed by district leaders and results are shared with both district and school teams to inform decisions regarding scheduling and the selection and use of curriculum, programs, and materials for elementary core reading instruction.

The audit is completed by each grade-level team in every school to get a better understanding of what reading instruction looks like across the district. Many districts have found the use of a Google form or spreadsheet an easy way to compile results across grade-levels and schools. If using a spreadsheet, separate tabs or sheets can be created for each school with columns assigned to each grade-level to document their responses.

Example Elementary Daily Reading Audit (Tier 1)

Directions: As a grade-level team, please respond to each question or prompt. Your responses will be used by the District Implementation Team and School Leadership Team to support core reading instruction.

School: [select your school]
Grade: [select your grade]

1. Name all reading curriculum resource materials used for core instruction, date of publication and specific components that are taught in accordance to author and / or publisher guidelines
2. List the type(s) of text used during daily reading instruction (anthology, leveled readers, decodable readers)
3. List additional resources or manipulatives used to provide reading instruction (e.g., sound spelling cards and close reading student book that comes with the core reading curriculum materials)
4. What guidance has been provided by the district and / or literacy leaders about which core reading curriculum components to prioritize teaching, which resources to use, and assessments to administer on a regular basis?
5. Do teachers teach reading using the district-approved reading curriculum resources daily (Monday-Friday)?
6. How many minutes are allocated for core reading instruction daily?
7. How many minutes are allocated to teach students how to write (writing foundational skills and writing process)?
8. List the types of instructional groupings that occur during daily reading instruction and the amount of time allocated to each, including:
   - Whole group instruction, small group teacher-led instruction
   - Small group student-guided instruction
   - Individualized instruction
   - Independent learning opportunities
9. What methods are used to determine student groupings?
10. How much professional learning has been provided to guide teachers in making adjustments to core instruction (e.g., determine what components to use, how to strengthen instructional routines)?

11. Which students participate in daily (Monday-Friday) core reading instruction (e.g., all students, only general education students)?


