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## Let's Talk Fluency: Elementary Educators' Perceptions of the Impact and Implementation of Fluency Instruction within the Leveled Literacy Intervention Framework

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LET'S TALK FLUENCY: ELEMENTARY EDUCATORS' PERCEPTIONS OF THE IMPACT  
AND IMPLEMENTATION OF FLUENCY INSTRUCTION WITHIN THE LEVELED  
LITERACY INTERVENTION FRAMEWORK

by

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A dissertation submitted to the Graduate College  
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# LET'S TALK FLUENCY: ELEMENTARY EDUCATORS' PERCEPTIONS OF THE IMPACT AND IMPLEMENTATION OF FLUENCY INSTRUCTION WITHIN THE LEVELED LITERACY INTERVENTION FRAMEWORK

Megan L. Michalczak, Ed.D.

Western Michigan University, 2020

This study was warranted to thoroughly understand general and special education teachers' perceptions of the implementation of Leveled Literacy Intervention (LLI) within Tier II and Tier III of a Multi-tiered System of Support (MTSS) while focusing on reading fluency instruction. Using a mixed methods approach, this study described the impact of LLI on student outcomes in reading fluency, as well as examined the integrity of LLI implementation within Tier II and Tier III through descriptive statistical analysis of student achievement data and a document review of intervention records. In addition, through the use of inductive thematic analysis of observations and interviews, this study explored teachers' perceptions of LLI in relation to reading fluency instruction, as their perceptions, knowledge, and decision-making impact implementation of LLI across Tier II and Tier III of a MTSS.

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## CHAPTER I

### INTRODUCTION

Following policy changes in the Individuals with Disabilities Education Improvement Act (IDEIA, 2004, PL 104-886), and the No Child Left Behind Act (NCLB, 2001, PL 107-110), further emphasis was placed on providing a school-wide framework to improve student outcomes through Response to Intervention (RtI). Educational policy changes permitted schools to use RtI as an alternative framework to provide early intervention to all children at risk for school failure (Fuchs & Fuchs, 2006). RtI is a type of Multi-tiered System of Support (MTSS) that provides an evidence-based framework for addressing student needs (Whitten, Esteves, & Woodrow, 2019).

According to Duke and Block (2012), a central goal of the federal No Child Left Behind legislation, enacted in 2001, is to have all students reading at grade level by the end of third grade. The reauthorization of the NCLB Act, Every Student Succeeds Act of 2015, requires schools and teachers to provide high quality instruction and intervention to teach reading (U.S. Department of Education, 2017). Researchers have more recently investigated the effects of RtI on student achievement in reading (Preston, Wood, & Stecker, 2015). The process of RTI is intended to foster student achievement and limit learning difficulties through the use of evidence-based methods (Whitten, et al., 2019). The MTSS framework emphasizes the importance of high-quality, evidence-based core instruction, as well as early intervention efforts to help resolve learning problems (Whitten et al., 2019). Teachers should implement interventions to remediate skills before they lead to significant reading difficulties (Whitten et al., 2019).

An evidence-based practice refers to a practice with the strongest research evidence. To be an evidence-based practice, it will have multiple high-quality studies that are reviewed by reputable organizations that demonstrate the practice led to a positive effect on student outcomes (Cook & Odom, 2013). Although there is no magic evidence-based program to teach students with reading difficulties, the programs that produced good results have the following common features: (1) instruction in key areas of reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension; (2) explicit instruction; (3) systematic instruction; (4) small-group instruction with active engagement; (5) extended opportunities to practice with feedback; (6) opportunities to apply skills and strategies while reading connected text with teacher feedback; and (7) use of data to provide targeted instruction (Denton, 2012; Foorman & Torgesen, 2001; Gersten, Compton, Connor, Domino, Santoro, Linan-Thompson & Tilly, 2008; National Reading Panel, 2000; Snow, Burns & Griffin, 1998; Swanson, 1999; Torgesen, 2004; Wanzek & Vaughn, 2007). Therefore, evidence-based interventions are designed and employed to supplement, enhance, and support core instruction (Whitten et al., 2019). The focus, intensity and frequency of an intervention is carefully designed to meet targeted and individualized learning goals (Whitten et al., 2019).

According to Denton (2012), some RTI prevention systems consist of four or more tiers of intervention, however, this study focuses on a three-tiered model. The three-tiered delivery system is a responsive framework that provides instruction, intervention, and support intended to meet the needs of the whole child (Gersten et al., 2008; McIntosh & Goodman, 2016; Stewart, Benner, Martella, & Marchand-Martella, 2007). Tier I is the universal level of instruction provided by the general education teacher to all students within the classroom (Whitten et al.,

2019). Tier I consists of quality evidence-based core classroom reading instruction with universal screening to identify students at risk for reading difficulties (Denton, 2012; Whitten et al., 2019). Tier II interventions represent more targeted, supplemental teaching methods directed towards students at risk of academic difficulty (Denton, 2012; Whitten et al., 2019). These interventions are most frequently delivered by the general education teacher, or a person determined by the school (Whitten et al., 2019). Tier III interventions are the most intensive interventions designed to support students with the most significant needs (Denton, 2012; Whitten et al., 2019). These interventions are delivered by a person determined by the school (special education teachers, specialists, etc.) (Denton, 2012; Whitten et al., 2019).

Although reading interventions may be provided within Tier II and III, further research is necessary to determine the effectiveness of the interventions used at each tier, especially for reading instruction (Preston et al., 2015), as well as the contexts that affect the implementation of such interventions.

In 2000, the National Reading Panel (NRP) of the National Institute of Child Health and Development (NICHD) issued a report that identified key areas that were critical for effective reading instruction by assessing the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read (National Reading Panel [NRP], 2000). The key areas include phonemic awareness, phonics instruction through alphabetic principle, vocabulary, fluency, and comprehension (NRP, 2000).

Educators, policy makers, and researchers agree that reading interventions that target each of these areas are crucial for improving the outcomes of students who are at risk for or have reading disabilities (Denton, 2012). While each of the five areas work together to create a



successful reading experience, teachers will find that in most reading intervention programs, there is a combination of the five areas. Although fluency is a critical component of skilled reading, it is often neglected in classroom instruction (Allington, 2005; NRP, 2000; Rasinski, 2011; Rasinski, 2010; Shanahan, 2006). The NRP (2000) states, “that neglect has started to give way as research and theory have reconceptualized this aspect of reading, and empirical studies have examined the efficacy of specific approaches to teaching fluency (p. 3-1).” While there is evidence of research supporting the effectiveness of various fluency instructional approaches that are intended to foster the essential ingredient of reading development (NRP, 2000), further research is necessary to determine the impact and implementation of fluency instruction using evidence-based reading programs within Tier II and III of a MTSS.

The Leveled Literacy Intervention (LLI) was developed by Irene Fountas and Gay Su Pinnell in 2009 to support struggling readers within a district’s RtI plan (Fountas & Pinnell, 2009). The goal of LLI is to bring students to grade level achievement in reading (Fountas & Pinnell, 2013). The intervention system is usually implemented as a Tier II intervention. Nevertheless, the flexible design allows for it to be used as part of a Tier III intervention or even for short periods of time as part of the Tier 1 instruction (Fountas & Pinnell, 2009). Within LLI, there are instructional procedures for comprehension, vocabulary development, fluency, phonics/word study, and writing about reading (Fountas & Pinnell, 2013).

There is evidence to suggest that LLI has had positive effects on overall reading achievement and potentially positive effects on reading fluency in kindergarten through second grade (Ransford-Kaldon, Flynt, Ross, Franceschini, Zoblotsky, Huang & Gallagher, 2010). However, there is little research to establish its effects beyond second grade. Gathering scientific

evidence that focuses on the higher grades is critical if schools are to follow through with their commitment to ensure all students continue to read at grade level, and/or to provide intervention when necessary.

### **Statement of the Research Problem**

In 2016, the Michigan Legislature passed the Read by Grade Three Law that requires schools to identify learners who are struggling with reading and to provide additional help (Michigan Department of Education [MDE], 2019). An Individualized Reading Improvement Plan (IRIP) is written for kindergarten through third grade students identified as having a reading concern based on assessments within the first 30 days of school (MDE, 2019). Local education agencies are required to create a process based on their specific context and needs to support student learning needs (MDE, 2019). The identified process is then used to create each IRIP with the student's teacher, school, principal, parent or legal guardian and other pertinent school personnel (MDE, 2019). The IRIP describes the reading intervention services the student will receive, which is structured around the district's MTSS.

The law requires that the assessment, instruction, curriculum, and resources of a program be evidence-based (MDE, 2019). Within this legislation, evidence-based means the assessment, instruction, curriculum, and resources of a program are based on research and with proven efficacy (MDE, 2019). The Midwest Comprehensive Center (2019) states, "The What Works Clearinghouse (WWC) was established by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, and the public with a central, independent, and trusted source of scientific evidence revealing what works in education (p. 1)." The WWC provides educators with the information needed to make evidence-based decisions,

and thus it focuses on results from high-quality research (Midwest Comprehensive Center, 2019). The WWC identified two studies that met WWC standards, which investigated the effects of LLI on the reading achievement of beginning readers (What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education, 2017).

Many school districts across the country have implemented LLI as the reading intervention program for students with an IRIP within a MTSS (Gonzalez, 2018). Although early intervention in kindergarten through second grade is critical, there is research and evidence that suggests LLI has positive effects on general reading achievement and potentially positive effects on reading fluency (Ransford-Kaldon et al., 2010), but there is no evidence for third grade and beyond. Research by Fountas and Pinnell (2013) suggested that LLI is particularly important for the lowest achieving students in third grade because it serves to prevent literacy difficulties in subsequent years of schooling, as well as provides intervention when necessary in order to achieve grade level competency. Given the high demands of the Read by Grade Three Law, it is also critical for the lowest achieving students in third grade to receive reading intervention. Therefore, studies such as this one are needed to identify the effects LLI might have on third grade students, specifically in the area of reading fluency, as well as to better understand the integrity of implementation by investigating whether LLI can work under different implementation contexts and what adaptations might be most beneficial as contexts change (Gonzalez, 2018).

### **Purpose of Study**

The purpose of this mixed methods study was to describe the impact of LLI on student outcomes in the area of reading fluency within Tier II and Tier III, explore the integrity of LLI

implementation related to reading fluency within Tier II and Tier III, and explore general and special education teachers' perceptions of LLI in relation to reading fluency instruction across Tier II and Tier III of a MTSS. Research participants included general and special educators as their experiences were captured while working with students in third grade.

To address the purposes of the study, a comparative case study using a convergent mixed method design was used. Within this study, the researcher collected quantitative and qualitative data to answer the research questions. Four data sources were used: (1) student achievement data collected from three pre- and post-assessment measures of reading fluency (quantitative); (2) document review of intervention records to determine implementation integrity (quantitative); (3) two face-to-face observations of teacher's instructional practices to determine implementation integrity using an observation guide and anecdotal notes (qualitative); and (4) two individual interviews with six purposefully selected teacher participants (qualitative).

## **Research Questions**

The following research questions aided the analysis of this study's results:

1. To what extent does LLI improve student outcomes in reading fluency for students who receive LLI in Tier II and students who receive LLI in Tier III?
2. To what extent is LLI implemented with integrity?
3. What are the general and special education teachers' perceptions of LLI at Tiers II and III?

## **Theoretical Framework of Study**

The theoretical framework on which this study relied was LaBerge and Samuels (1974) Automatic Information-Processing Model. LaBerge and Samuels (1974) outlines the role of fluency in the theory of automatic information processing in reading (Rasinski & Hoffman, 2003; Kuhn & Stahl, 2000; NRP, 2000). LaBerge and Samuels (1974) suggested that reading requires two interdependent tasks, which include word decoding and comprehension. Without the ability to complete the word decoding task, the potential to comprehend can be taken away (LaBerge & Samuels, 1974). Reading fluency refers to a readers' ability to develop control over surface-level text processing so that he or she can focus on understanding the deeper levels of meaning embedded in the text (Rasinski, 2004). Research has shown an important relationship between fluency and comprehension (Allington, 2005; Fountas & Pinnell, 2013; NRP, 2000; Rasinski, 2011; Rasinski, 2010; Shanahan, 2006).

Despite the evidence that supports the need for instruction in reading fluency, it is essential to understand what constitutes fluency, it's role in the reading process, and how fluency instruction fits within reading curriculum and programs, such as LLI (Kuhn, Schwanenflugel & Meisinger, 2010). The instructional procedures that support fluency development will hold significant promise in overall reading achievement. Thus, the goal of reading instruction is to develop word decoding to a level of automatic processing so readers can devote their attention to the meaning of the text.

## **Significance of Study**

This study is significant to different stakeholders in terms of teaching, policy, and research. First, results of this study inform general and special educators' teaching of reading

fluency by highlighting the experiences and perceptions of teachers using LLI within Tier II and Tier III. For example, to effectively understand how to teach reading fluency, many general and special education teachers rely on assessments to determine the area of reading fluency in which the students require intense instruction (Kuhn et al., 2010). When evaluating fluency, teachers determine the appropriate instructional procedures needed to teach fluency, which will help students construct the meaning of the text as they read (Fountas & Pinnell, 2013).

Second, this study informs the policy and decision-making of school and district administrators as far as effecting the necessary policy and standards and providing the support and training for teachers when deciding to use intervention programs such as LLI.

Finally, this study informs the field of literacy and special education research by providing scientific evidence of the impact of LLI at Tier II and Tier III on students' reading fluency achievement, its implementation, and general and special education teachers' perceptions of its implementation.

By addressing the extent that LLI has on student outcomes in reading fluency within Tier II and Tier III, general and special educators evaluated student progress to determine if LLI improves reading fluency for students receiving LLI in Tier II and Tier III. Because of the complexity in implementing LLI within Tier II and Tier III, general and special education teachers identified the integrity of LLI implementation in order for school districts to navigate implementation more effectively. This will help gain a deeper understanding of the structure used to teach the LLI lessons, as well as the teachers' perceptions of the effectiveness of LLI, its implementation, student progress including overall strengths and areas for improvement.

In summary, this study was warranted because it provides a better understanding of student outcomes in reading fluency for students that receive LLI in Tier II and Tier III, the integrity in which the LLI program is implemented across Tier II and III, and the perceptions of LLI in relation to reading fluency instruction, as their perceptions impact implementation of LLI across Tier II and Tier III of a MTSS.

### **Definition of Terms**

**Assessment.** *Assessment* refers to a means of gathering information or data that reveals overall student achievement. This study will focus on three student achievement measures: (1) Fountas and Pinnell Benchmark Assessment System; (2) Fountas and Pinnell's Six Dimensions of Fluency; and (3) AIMSweb, Reading Curriculum-Based Measurement (R-CBM).

**Assisted Reading.** *Assisted Reading* refers to an instructional procedure used to support fluent reading; the teacher models the text read fluently, then reads the same text along with the student (Fountas & Pinnell, 2013).

**Echo Reading.** *Echo reading* refers to an instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled (Fountas & Pinnell, 2013).

**Evidence-based.** *Evidence-based* is based in research and with proven efficacy (MDE, 2019)

**Fluency.** *Fluency* will refer to an essential component of the development of reading that allows readers to decode words with sufficient accuracy, automaticity, and prosody, to allow for understanding the meaning of the text.

**Individualized Reading Instruction Plan.** *Individualized Reading Instruction Plan* describes the reading intervention services a pupil needs to remedy the reading deficiency (MDE, 2019).

**Instructional Text.** *Instructional text* refers to the level (levels L-Z) at which the student reads the text with 95-97% accuracy and excellent or satisfactory comprehension, or 98% or higher accuracy and limited comprehension (Fountas & Pinnell, 2013).

**Integration.** *Integration* refers to the way a reader consistently and evenly orchestrates rate, phrasing, pausing, intonation, and stress (Fountas & Pinnell, 2013).

**Integrity of Implementation.** *Integrity of Implementation* will refer to placing less emphasis on the accuracy and completeness of applying a program model and more on the internal conditions and external pressures of a given context (Shen, 2015).

**Intonation.** *Intonation* refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression (Fountas & Pinnell, 2013).

**Leveled Literacy Intervention.** *Leveled Literacy Intervention* refers to a small group, supplementary intervention designed for students who find reading and writing difficult (Fountas & Pinnell, 2013).



**Modeling.** *Modeling* will be referred to as an instructional strategy used to support fluent reading; the teacher demonstrates a new concept or skill, then the student learns by imitating.

**Multi-tiered System of Supports.** *Multi-tiered System of Supports* refers to a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child (MDE, 2019).

**Pausing.** *Pausing* refers to the way the reader's voice is guided by punctuation (Fountas & Pinnell, 2013).

**Phrased Reading.** *Phrased Reading* refers to an instructional procedure used to support fluent reading; to read aloud and reflect meaning units with phrases (Fountas & Pinnell, 2013).

**Phrasing.** *Phrasing* is related to pausing but requires more processing of the language of the text. When students read orally, they put words together in groups to represent the meaningful units of language (Fountas & Pinnell, 2013).

**Professional Development.** *Professional development* will refer to the structured professional learning that results in changes in teacher practices and improvements in student learning outcomes (Darling-Hammond, Hyler, & Gardner, 2017).

**Rate.** *Rate* refers to the pace at which a reader moves through the text - not too fast and not too slow (Fountas & Pinnell, 2013).

**Rate Mover.** *Rate Mover* refers to an instructional procedure used to support fluent reading; the teacher models the text read fluently, then the student reread parts of a text several

times to demonstrate faster reading without becoming robotic or expressionless (Fountas & Pinnell, 2013).

**Readers' Theater.** *Readers' Theater* refers to an instructional procedure used to support fluent reading; a rewrite of an original text that is scripted into dialogue so the readers can take parts (Fountas & Pinnell, 2013).

**Stress.** *Stress* refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language (Fountas & Pinnell, 2013).

**Tier I.** *Tier I* refers to the instruction for all students using evidence-based programs, strategies, and instructional methods, delivered by the general education classroom teacher within the general education classroom, taking place for 90 minutes per day (Whitten et al., 2019).

**Tier II.** *Tier II* refers to more focused supplemental instruction for students that have been identified as needing additional support to reach learning goals, using evidence-based interventions, delivered by a person determined by the school, within the general education classroom or pull-out classroom, using evidence-based interventions, taking place in small groups for a minimum of 30 minutes per day, three to four times a week, in addition to Tier I instruction (Whitten et al., 2019).

**Tier III.** *Tier III* refers to more intensive instruction for students that did not fully respond to Tier II efforts, using evidence-based interventions, delivered by a person determined by the school, within an appropriate setting designated by the school, using evidence-based

interventions, within a small group or individual instruction for a minimum of 40 minutes per day, four to five times a week, in addition to Tier I instruction (Whitten et al., 2019).

## CHAPTER II

### LITERATURE REVIEW

Providing a theoretical framework for this study, this literature review begins by examining the Automatic Information-Processing Model, which highlights the importance of fluency, and its operation (LaBerge & Samuels, 1974). This includes the five major components of the model that contribute to reading fluency as it relates to learning to read, as well as the delivery of reading fluency instruction.

Following the theoretical framework, this literature review will include contextual information on the Read by Grade Three Law, as well as the components and delivery of reading fluency instruction through a MTSS framework. Next, a review of the components of reading fluency is provided along with an overview of assessment and instructional procedures that are used to teach reading fluency as they relate to the automatic information-processing model. Lastly, this chapter provides a review of research on LLI, including the studies that focused on reading fluency.

#### **Automatic Information-Processing Model**

According to Rasinski, Reutzel, Chard, and Linan-Thompson (2011), LaBerge and Samuels (1974) theory of automatic information-processing in reading was an important milestone in contemporary conceptions of reading fluency. In fact, Samuels (1994) reported that the model was the most frequently presented reading model in the 1980s (Tracey & Morrow, 2017). This theory is one of the most dominant theories in reading because it explains how fluency develops (Kuhn & Stahl, 2003; NRP, 2000; Rasinski & Hoffman, 2003). LaBerge and

Samuel's Automatic Information-Processing Model is reflective of: (1) cognitive-processing perspectives; (2) information-processing theories; and (3) "bottom-up" processing (Tracey & Morrow, 2017).

### **Cognitive-Processing Perspectives**

First, cognitive-processing perspectives on reading help to describe the underlying mental processes that are involved in the act of reading. The theory of automatic-information processing in reading describes how visual information is transformed and processed through a series of stages until it is comprehended. "Information-Processing Models illustrate cognitive-processing perspectives because they attempt to articulate the unobservable, underlying cognitive processes involved with the processing, storage, and retrieval of information (Tracey & Morrow, 2017, p. 196)." Like LaBerge and Samuels (1974) Automatic Information-Processing Model, Tracey and Morrow (2017) outline several other models including Atkinson and Shiffrin's (1968) Information-Processing Model, Gough's (1972) "bottom-up" Information-Processing Model, Rumelhart's (1977) Interactive Model, Stanovich's (1980) Interactive-Compensatory Model, and Rumelhart, Hinton and McClelland's (1986) Parallel Distributed Processing Model, highlights and supports cognitive-processing perspectives. Because no theory of cognitive process is complex enough to account for the whole cognitive process, these theories or models are used to explain the act of learning to read. However, one way to represent cognitive-processing is through information-processing theories and models.

## **Information-Processing Theories**

Slavin (2003) described the information-processing theory as a cognitive theory of learning that describes the processing, storage, and retrieval of knowledge from the mind. Informational-processing represents the short-term and long-term memory processes that take place when breaking down the reading process. Information-processing theories have discrete, stage-by-stage and conceptual orientations (Stanovich, 2000; Tracey & Morrow, 2017). For example, in Atkinson and Shiffrin's (1968) Information-Processing Model, information moves through different stages as it is processed, reflected upon, learned, saved, and retrieved. In addition, in Gough's (1972) "bottom-up" Information-Processing Model, cognitive-processing of information proceeds from lower-order to higher-order stages during the reading process. Like Gough's model, LaBerge and Samuels Automatic Information-Processing Model is an example of a "bottom-up" cognitive-processing model.

### **Bottom-Up Processing**

A "bottom-up" information-processing model has lower-order to higher-order stages of the reading process. "By definition, "bottom-up" models present reading as progressing from the processing of lower levels of information, such as letter identification, to the processing of higher levels of information, such as the construction of the meaning of messages (Tracey & Morrow, 2017, p. 204)." LaBerge and Samuel's Automatic Information-Processing Model is considered a linear cognitive-processing model because it has five major components that begins with a lower-level stage and proceeds to build off of one another to get to the higher-level stage of cognitive-processing.

## **Components of Automatic Information-Processing Model**

There are five major components of the Automatic Information-Processing Model. These components include visual memory, phonological memory, episodic memory, semantic memory, and attention (Tracey & Morrow, 2017). LaBerge and Samuels model begins with visual memory because reading begins with visual processing of text. For letter identification, the visual memory processes features such as lines, curves, and angles, and with exposure and practice, letters become perceived as a single unit (Tracey & Morrow, 2017). The letter perception then becomes increasingly automatic and information is then processed through phonological memory, where sounds are attached to visual images, and word meaning is added (Tracey & Morrow, 2017).

Following word processing, the episodic memory is where this information is recorded, and then stored in the semantic memory where a sentence's meaning is understood (Tracey & Morrow, 2017). The final component is attention, which includes external and internal attention. External attention is directly observable behavior of an individual's eyes and ears to gather information, and internal attention is unobservable, which is happening inside the mind and is explained to be the core of LaBerge and Samuels model (Tracey & Morrow, 2017).

Internal attention includes alertness, selectivity, and limited capacity (Tracey & Morrow, 2017). First, alertness refers to how attentive the reader is trying to decode the message of the text. Next, selectivity is the process that allows the reader to select what he or she will attend to and the degree of what aspects will be processed. Lastly, limited capacity is the amount of attention an individual has for processing information. With each of these components, LaBerge and Samuels also applied the notion of automaticity.

The theory of automaticity is the ability to perform a task while devoting little attention to the reading task (Tracy & Morrow, 2017). Samuels (1974) explains a two-step process for a beginning reader and a fluent reader and how they gain meaning from printed words. First, the printed words are decoded, and second, the decoded words must be comprehended (Samuels, 1974). A beginning reader will switch back and forth between decoding and comprehending, whereas a fluent reader will be able to decode with automaticity and their attention is focused on comprehension. “When too much internal attention is used in lower-level processing, comprehension in higher-level processing will suffer (Tracey & Morrow, 2017, p. 212).” Therefore, the Automatic Information-Processing Model has diagnostic and intervention value that is applied within the classroom.

“The model suggests that if a student is reading a text without comprehension, that student may be experiencing too much of a cognitive load (Tracey & Morrow, 2017, p. 220).” As previously stated, the reader would allocate his or her attention to decoding and there would not be enough cognitive resources to obtain meaning (Rasinski et al., 2011). In this case, fluency instruction within the classroom will involve identifying the correct intervention to monitor students’ reading skills and development. An example of this is guided reading instruction. This instructional activity allows educators to closely monitor students’ fluency and comprehension because the reading instruction will take place in small groups of students possessing similar reading abilities. Teachers will select reading materials, such as leveled readers, to guide students through phases of reading. “Guided reading applies many practices consistent with cognitive-processing perspectives and is an important instructional activity that should be part of literacy instructional programs (Tracey & Morrow, 2017, p. 222).”



### **Contextual Influences on Reading Instruction**

According to the Michigan Department of Education (2017), in the 2014-15 school year, 107,178 third graders were assessed using the English Language Arts M-STEP, and 53,481 of those third graders were not proficient on the assessment. Therefore, Michigan was faced with a challenge to improve reading outcomes for students. In October 2016, the Michigan Legislature passed the MCL 380.1280f, now referred to as the “Read by Grade Three Law”, formerly known as the “Third Grade Reading Law” (MDE, 2019).

The Read by Grade Three Law has tremendous implications upon students if they demonstrate reading proficiency levels that are more than one grade level behind (Funk & Usiak, 2017; MDE, 2019). The law requires school districts across the state to develop an Individualized Reading Instruction Plan (IRIP) in partnership with teachers, administrators and families within 30 days of the student demonstrating difficulties, which is based on a full assessment system taking place at least three times per year (Funk & Usiak, 2017). An IRIP is an intensive intervention plan that is developed to identify and address student needs until there is no longer a reading deficiency. The law requires that the assessment, instruction, curriculum, and resources outlined in the IRIP must be evidence-based.

An evidence-based practice refers to a practice with the strongest research evidence. To be an evidence-based practice, it will have multiple high-quality studies that are reviewed by reputable organizations that demonstrate the practice led to a positive effect on student outcomes (Cook & Odom, 2013). Based on a recent review of literature on early reading instruction and intervention, Denton (2012) reported there is no one magic evidence-based program to teach students with reading difficulties. However, the programs who produced good results have the

following common characteristics: (1) instruction in key areas of reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension; (2) explicit instruction; (3) systematic instruction; (4) small-group instruction with active engagement; (5) extended opportunities to practice with feedback; (6) opportunities to apply skills and strategies while reading connected text with teacher feedback; and (7) use of data to provide targeted instruction (Denton, 2012; Foorman & Torgesen, 2001; Gersten et al., 2008; NRP, 2000; Snow et al., 1998; Swanson, 1999; Torgesen, 2004; Wanzek & Vaughn, 2007).

Although the identified characteristics related to improved reading outcomes, multiple studies have demonstrated that children who do not learn to read in the primary grades will continue to struggle in reading with typical instruction (Francis, Shaywitz, Stuebing, Shaywitz, & Fletcher, 1996; Juel, 1988; Torgesen & Burgess, 1998). Denton (2012) states, “if the performance gap between typically developing readers and students at risk for reading difficulties is addressed aggressively in the early stages of reading acquisition, more serious reading problems may be prevented (p. 233).” This leaves a window of opportunity to alter reading instruction to minimize later reading difficulty. In order to intervene as early as possible, research by Denton (2012) suggests using a multi-tier model of service delivery paired with evidence-based programs that have the identified characteristics to avoid typical reading instruction.

### **Multi-tiered System of Support**

Schools across the United States are implementing various response to intervention (RtI) models, or MTSS, to address early reading difficulties (Berkeley, Bender, Peaster, and Saunders, 2009; Denton, 2012). The purpose is to provide students with the appropriate level of support

needed to develop adequate reading proficiency through evidence-based classroom reading instruction and supplemental intervention that is based on student assessment data. Eagle, Dowd-Eagle, Snyder, and Holtzman (2015), define MTSS as an evidence-based model that employs data-based problem-solving techniques to integrate academic instruction and intervention. This systematic perspective and framework is used when making decisions in both general and special education, creating a well-integrated system of instruction and intervention that is guided by child outcome data (National Center for Learning Disabilities, 2015).

### **MTSS Components**

In Michigan, the IRIP process describes the reading intervention services the district will provide through a MTSS. The Michigan Department of Education (2018) took steps to define MTSS through the use of a research-based process to create a practice profile to promote effective practice and innovation. The practice profile identifies the essential components for successful implementation of MTSS: (1) Team-Based Leadership; (2) Tiered Delivery System; (3) Selection and Implementation of Instruction, Interventions and Supports; (5) Comprehensive Screening and Assessment System; and (5) Continuous Data-Based Decision-Making (Michigan Department of Education [MDE], 2018).

The first component, team-based leadership, refers to a group of representatives that exists to provide support to the whole child, remove barriers, and coordinate and evaluate activities across the system (Benazzi, Horner & Good, 2006; Freeman, Miller & Newcomer, 2015). Second, the tiered delivery system is a responsive framework that provides instruction, intervention and support intended to meet the needs of the whole child (Gersten et al., 2008; McIntosh & Goodman, 2016; Stewart, Benner, Martella, & Marchand-Martella, 2007). The third

component is the selection and implementation of instruction, interventions, and supports. These are chosen based on evidence that indicates expected success for the identified need (Blase, Kiser & Van Dyke, 2013; Vanderheyden & Tilly, 2010; Weiner, 2009). The fourth component, the comprehensive screening and assessment system, is a coordinated system of multiple assessments and measures that are designed to help educators make informed instructional and programmatic decisions (Daly, Neugebauer, Chafouleas, & Skinner, 2015; Faria, Sorensen, Heppen, Bowdon, Taylor, Eisner, & Foster, 2017; Gifford & Heffley, 2016; Kalberg, Lane, & Menzies, 2010; McIntosh, Campbell, Carter, & Zumbo, 2009; Weist, Rubin, Moore, Adelsheim, & Wrobel, 2007). The final component is continuous data-based decision-making. This is the utilization of the relevant data to analyze, evaluate, and plan strategies that support sustainable improvement and learner outcomes (Freeman, Miller & Newcomer, 2015; Stanley, 2016)

The components outlined in Michigan's MTSS are an integral part of Michigan's Top 10 in 10 strategic plan. In order to support schools and districts across the state, the MDE is required to identify assessments that districts will use to assist with having all students reading at grade level by the end of third grade (MCL: 380.1280f). The approved assessment lists help districts create a comprehensive screening and assessment system. The assessment lists are explained in two categories: initial and extensive assessments.

The initial assessment is delivered to all students to identify who may be at risk for poor learning outcomes. Initial assessments are also known as the universal screener. These are typically given three times per year to determine the level of support needed within a MTSS (Denton, 2012; Gersten et al., 2008; Hempenstall, 2012; Preston, Wood, & Stecker, 2015; Whitten et al., 2019). In this study's context, an example of an approved initial assessment from

MDE is the Fountas and Pinnell Benchmark Assessment System. The extensive assessment may be delivered only to those students for which an area of concern has been identified. This helps better identify areas to focus instruction. In this study's context, an example of an approved extensive assessment from MDE is AIMSweb. Districts will select one assessment from the list of initial assessments, and at least one from the list of extensive assessments to use. Assessments such as this are used as broader assessment systems to determine instructional needs and potential support for individual students to ensure they are developing appropriate skills and competencies in ELA within Tier I, II, and III of a MTSS.

### ***The Three Tiers***

In a MTSS, Tier II and Tier III interventions typically consist of supplemental instruction that is added to regular classroom reading instruction, or Tier I, so that students with reading difficulties receive increased instruction and opportunities. Researchers have come to an agreement that Tier I differentiated instruction in the classroom will lead to better student outcomes (Denton, 2012; Gersten et al., 2008; Hempenstall, 2012; Preston et al., 2015; Whitten et al., 2019). In addition, Tier II is provided to students who do not meet grade-level expectations, and Tier III instruction is provided for students who continue to perform below grade level (Denton, 2012; Gersten et al., 2008; Hempenstall, 2012; Preston et al., 2015; Whitten et al., 2019). The tiers of instruction are differentiated based on the intensity, duration, and frequency of instruction, which will be described through Tier I, Tier II, and Tier III.

**Tier I.** The first tier, Tier I, is the research-based instruction and classroom interventions that are available to all learners and effectively meet the needs of most. More specifically, Tier I instruction may be sufficient for 80-90% of the class (Denton, 2012; Gersten et al., 2008;

Hempenstall, 2012; Preston et al., 2015; Whitten et al., 2019). Tier I takes place within the general education setting taught by the general education teacher using high-quality instruction from research-based reading programs, strategies, and instructional methods. “The decision as to which actual reading method is chosen is made on the basis of investigating what has been shown to be effective (Hempenstall, 2012, p.106).” Quality instruction will involve adoption of an evidence-based core program, along with differentiation, purposeful activities, and flexible grouping (Denton, 2012; Gersten et al., 2008; Hempenstall, 2012; Preston et al., 2015; Whitten et al., 2019). Based on the initial assessment, as well as progress monitoring data, if students score below the specified criterion, they are in need of more intensive evidence-based instruction and intervention. Therefore, if students do not make adequate progress within Tier I, they are considered “non responsive” and will move to Tier II (Denton, 2012; Gersten et al., 2008; Hempenstall, 2012; Preston et al., 2015; Whitten et al., 2019).

**Tier II.** The second tier is supplemental, targeted reading interventions intended for some learners who require support or extension beyond Tier I. Tier II includes targeted group interventions that are individualized for approximately 15% of the class (Denton, 2012; Gersten et al., 2008; Hempenstall, 2012; Preston et al., 2015; Whitten et al., 2019). Tier II takes place within the general education setting taught by a person determined by the school (general educator, Title 1, literacy specialist, intervention specialist, etc.), using a more focused supplemental instruction that is separate and in addition to Tier I instruction. Tier II interventions use explicit instruction to target the specific areas of concern in reading. For example, supplemental instruction that highlights peer tutoring to increase a student's low reading fluency. The interventions often take place in small groups for 20- to 40-minutes per

day and three to five times per week. Tier II is considered time sensitive because there may be students that are ready to return to Tier I, or students that may require more intense services. In Tier II, progress monitoring should take place weekly or biweekly and if the student is non-responsive, then the student will move to Tier III (Denton, 2012; Hempenstall, 2012; Preston et al., 2015; Whitten et al., 2019).

**Tier III.** The third tier provides intense individual reading interventions for few learners with highly accelerated, or severe and persistently challenged, academic and/or non-academic needs. Tier III is supplied to approximately 5% of the class (Denton, 2012; Hempenstall, 2012; Preston et al., 2015; Whitten et al., 2019). Tier III takes place in the appropriate setting taught by a person determined by the school (special education teachers, specialists, etc.), using highly intensive interventions, specifically designed to meet individual needs that are separate and in addition to Tier I instruction. The frequency and duration spent in Tier III will depend on the needs of the students and the level of intensity with which intervention is delivered (Gersten et al., 2008). However, the interventions typically take place individually or in small groups for 30- to 45-minutes per day and four to five times per week. Progress monitoring takes place weekly or biweekly (Whitten, et al., 2019). Students' who do not respond to Tier III may be referred to additional testing to determine whether a specific learning disability is causing learning difficulties (Whitten, et al., 2019).

While research by Fountas and Pinnell (2015) suggests readers who struggle need to participate in both classroom reading instruction taking place in Tier I, as well as intensive instruction in Tier II and Tier III, in order to close the achievement gap, there are few studies that show the impact of Tier II and Tier III interventions on students' reading achievement,

particularly at the third grade level. Therefore, teachers must provide intensive instruction within Tier II and III using LLI because it was specifically designed to help struggling readers achieve grade-level competency (Fountas & Pinnell, 2015). In this study, Tier II intervention involved a group of 1:3 students receiving LLI three to four days per week for 30 minutes, and Tier III involved a group of 1:1 or 1:2 students receiving LLI four to five days a week for 40 minutes.

### **Overall Reading Instruction**

According to Burke, Fiene, Young, and Meyer (2008), teaching reading is a complex process. The knowledge of reading instruction and methods that a teacher develops during his or her practice is critical to student success (Burke et al., 2008). Understanding each component to reading instruction is important to a teachers' ability to teach reading. In 1997, Congress asked the NICHD, along with the U.S. Department of Education, to form a national panel to assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read. This panel was created because many of the nation's children have problems learning to read. The NRP (2000) made it clear in their report that the best approach to reading instruction is one that incorporates explicit instruction in phonemic awareness, phonics (or alphabetic principle), reading fluency, vocabulary, and comprehension. Proficiency in these areas are the necessary competencies for success in overall reading instruction (Honig, Diamond, & Gutlohn, 2013; NRP, 2000; Rasinski & Padak, 2004). Rasinski and Padak (2004), state that "a focus on the essential elements in reading suggests that specific competencies must be developed for students to experience success (Rasinski & Padak, 2004, p. 4)."



## **Five Essential Areas in Reading**

Consistent with the automatic information processing model, teaching phonemic awareness, the sounds of letters, gives students a basic foundation that helps them learn to read and spell (Honig et al., 2013; NRP, 2000; Rasinski & Padak, 2004). Before students make connections between oral language sounds and written symbols, or phonics, they must ensure their ability to deal with phonemic awareness, which is a necessary precondition to phonics learning, as well as successful reading. Teaching phonics helps students learn the relationship between phonemes and printed letters, which explains how students should use information to read and spell (Honig et al., 2013; NRP, 2000; Rasinski & Padak, 2004). Teaching fluency then helps students identify and understand words and sentences and whole passages and at the same time construct or comprehend the meaning of what they read (Honig et al., 2013; NRP, 2000; Rasinski & Padak, 2004). Finally, teaching reading comprehension, including vocabulary development, helps students understand what they are reading (Honig et al., 2013; NRP, 2000; Rasinski & Padak, 2004).

Each of these areas play an important role in helping students learn to read. Although there is no recommended sequence to teaching the five components of reading, the interconnectedness of each of the five components makes it possible for students to become successful readers (Honig et al., 2013; NRP, 2000; Rasinski & Padak, 2004). These five areas work together to create a successful reading experience. Teachers will find that in most literacy programs, there is a combination of these five areas rather than stand-alone interventions. Therefore, it should be noted that when focusing on one component, like fluency, the work within literacy programs is only one part of the instruction that students receive.

Although fluency is a critical component of skilled reading, it is often neglected in classroom instruction (Allington, 2005; NRP, 2000; Rasinski, 2011; Rasinski, 2010; Shanahan, 2006). The NRP (2000) found that reading fluency improved students' abilities to recognize new words, read with greater speed, accuracy, and expression, as well as better understand what they read. Although there is evidence that suggests fluency is necessary in reading instruction, it is important to look at the evidence behind the programs that are used to provide fluency instruction. The NRP (2000) suggests that there is a call for more attention on fluency instruction because it is a critical building block of reading and it is directly related to comprehension. Therefore, there is a need for more research that examines fluency instruction within literacy programs.

### **Reading Fluency**

The NRP's (2000) survey of research in reading determined that reading fluency is one of the pillars of effective reading instruction. In addition, subsequent summaries of research have also determined that there is research that supports the importance of reading fluency instruction (Chard, Vaughn & Tyler, 2002; Rasinski, 2010; Rasinski & Hoffman, 2003; Rasinski, Reutzel, Chard, & Linan-Thompson, 2011; Rasinski, 2012). Fluency instruction within the classroom develops around teachers' perceived understanding of fluency. Therefore, it is important to describe: (1) what fluency is; (2) the components of reading fluency; (3) how fluency is assessed; and (4) how to teach fluency.

### **Defining Fluency**

The ultimate goal of reading is the construction of meaning, which is why it is important to assess the role fluency plays in comprehension (Anderson, Hiebery, Wilkinson, & Scott, 1985;

Kuhn & Stahl, 2003). The work of LaBerge and Samuels (1974) suggests that if readers use a lot of attention to decode words in a text, they have little attention remaining to comprehend the text. Schrauben (2010) argues that the current definition of fluency not only incorporates accurate word decoding and automatic word recognition, but incorporates use of prosodic features (Allington, 1983; Dowhower, 1991; Hudson, Lane, & Pullen, 2005; Kuhn & Stahl, 2003). Samuels (2006) admitted that reading speed and proper expression in oral reading are characteristics of fluency, but quickly retracted this idea by describing the principles outlined in the automatic information-processing model (Schrauben, 2010). However, this was challenged by other researchers and Samuels (2006) acknowledged that prosody is indeed one of the variables that contributes to fluency (Schrauben, 2010).

Several definitions of fluency highlight the importance of accuracy, automaticity, and prosody in relation to the comprehension of text (Kuhn et al., 2010). Rasinski (2004) suggests reading fluency is the ability to read accurately, quickly, effortlessly, and with appropriate expression and meaning. This aligns with the automatic processes in LaBerge and Samuels Automatic Information-Processing Model, as well as prosodic features. Consistent with research by Rasinski (2004), Fountas and Pinnell (2013) suggests fluency is being able to read quickly, knowing what the words are and what they mean, and properly expressing certain words, putting the right feeling, emotion, or emphasis on the right word or phrase. This definition also includes the importance of including automaticity and prosody in the reading fluency definition.

Given the definitions and essential features of fluency in previous reviews of research, for the purpose of this study, reading fluency was defined as an essential component of the development of reading that allows readers to decode words with sufficient accuracy,

automaticity and prosody, to allow for understanding the meaning of the text. This definition includes the fluency components that lead to the ultimate goal of reading.

### **Fluency Components**

Fluency is described as a bridge that links word recognition to comprehension (Pikulski & Chard, 2005; Rasinski, 2012). Fluency has two essential components, which include the accuracy and automaticity in word recognition, as well as prosody (Rasinski, 2012).

Automaticity refers to the ability to recognize words accurately, automatically, and effortlessly (LaBerge & Samuels, 1974; Rasinski, 2012; Fountas & Pinnell, 2013). Prosody is reading with proper expression, timing, phrasing, and intonation, which completes the bridge by connecting to comprehension (LaBerge & Samuels, 1997; Rasinski, 2012; Fountas & Pinnell, 2013).

### ***Automaticity***

“Automatic word recognition is central to the construct of fluency and fluency’s role in the comprehension of text (Kuhn, Schwanflugel, & Meisinger, 2010, p. 233).” Rasinski (2012) states, “when the words in text are identified automatically, readers can employ most of their limited cognitive energy to that all important task in reading - text comprehension (p. 517).” Automatic processes include speed, effortlessness, autonomy, and lack of conscious awareness (Kuhn et al., 2010). The first automatic process is speed. As automaticity develops, a child’s reading performance not only becomes more accurate, it becomes faster. The second automatic process is effortlessness, which refers to the sense of ease with which a task is performed while a second task is carried out at once. Fluent readers are able to decode a text while simultaneously comprehending what they are reading (Kuhn et al., 2010). In addition to speed and effortlessness, automatic processes occur by recognizing words automatically. The final characteristic of automaticity is the lack of conscious awareness, which is the awareness of

sub skills needed in word recognition in order to be a fluent reader. This process occurs on a continuum, which helps readers develop automatic word recognition that connects to comprehension (Kuhn et al., 2010). Although automaticity is central to fluency development, another critical component of reading fluency is the ability to read with prosody.

### ***Prosody***

Reading with prosody means to read with appropriate expression or intonation, as well as phrasing that allows a reader to determine the meaning (Rasinski, 2012; Kuhn et al., 2010). Reading prosody features include pitch, duration, stress, and pausing (Kuhn et al., 2010). The first prosodic feature is fundamental frequency, or pitch. Pitch should be considered relative to a speaker's voice range and native language because these factors will affect measured pitch. When reading with good prosody, children display intonational pitch contour, which demonstrates good fluency (Kuhn et al., 2010). Another prosodic feature includes duration. The duration should be considered with the speaker's overall speaking rate because the intensity or volume of stressed and unstressed words will have shorter or longer durations.

The next prosodic feature is stress. "Stress is a property in speaking that makes one syllable in a word more prominent than its neighbors (Kuhn et al., 2010, p. 236)." Like duration, the language should be considered in stress because each language follows its own rhythmic pattern, which is related to the development of skilled reading. When monitoring prosody in reading, it is essential to look for the familiar stress patterns associated with language. The final prosodic feature is pausing. Pausing refers to the pauses in oral reading that go beyond natural consonant combinations. Pausing is important to consider because most pauses in reading

among young readers correlate with their decoding abilities, which affects overall reading fluency (Kuhn et al., 2010).

According to Schrauben (2010), “the essence of fluency has changed and today it is widely regarded as incorporating reading at a sufficient rate, reading accurately, and having prosodic features of language (p. 90).” With adequate fluency, students can comprehend by focusing their attention on the meaning of the text (Fountas & Pinnell, 2013). Teachers must look to assessments that measure accuracy and automaticity in word recognition, and prosody in oral reading to make more informed data-based instructional decisions to lead to better teaching and improved learning (Rasinski et al., 2011; Deno, 1997). Therefore, it is important to look at how teachers and researchers are assessing the construct of reading fluency.

### **Fluency Assessment**

In order to identify a student's achievement level, students' fluency results should be considered as part of a broader range of assessments and classroom-based data (Kuhn et al., 2010). The results collected from assessments and classroom-based data will provide teachers with baseline data, ongoing progress in the various dimensions of reading fluency, and identify the students who require additional assessment and instruction (Rasinski, 2004). Teachers can assess students' reading fluency through their accuracy and automatic processing in word decoding using Curriculum-based Measurement (CBM), as well as their prosodic reading using rating scales (Rasinski, 2004).

### ***Curriculum-based Measurement***

In order to determine the proficiency of the accuracy and automaticity in word decoding, teachers will calculate the percentage of words a reader can accurately decode on grade level

material. When assessing automaticity, teachers will look at the student's reading rate, or the number of words read correctly within 1-minute (Rasinski, 2004). Examples of this type of assessment include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the AIMSweb Reading Curriculum-Based Measurement (R-CBM) (Kuhn et al., 2010). Shinn and Shinn (2002) states "R-CBM has been demonstrated to be a valid general outcome measure of reading, including comprehension for most students (p. 7)." When administering the R-CBM, students read aloud for 1-minute from meaningful, connected, and grade level passages of text. The number of words read correctly, and errors are counted. Rasinski (2004) suggests that one way to assess fluency is to have students read grade-level passages for 1-minute each to quickly assess the student's level of accuracy, automaticity, and prosodic reading. However, assessing fluency should not be limited to correct words per minute because it leaves out important features of construct, such as prosody. Therefore, together with R-CBM, the teacher will also use a rubric, or rating scale, to evaluate reading fluency (Kuhn et al., 2010; Rasinski, 2004).

### ***Rating Scales***

In measuring reading prosody, rating scales are used for evaluation purposes. The most common rating scale measures include the NAEP Oral Reading Fluency Scale and the Multidimensional Fluency Scale (Kuhn et al., 2010; Rasinski, Rikli & Johnston, 2009; Zutell & Rasinski, 1991). The rating scales consist of subscales such as phrasing, expression, smoothness, accuracy, and pacing (Kuhn et al., 2010). These scales are then summed to represent children's overall ratings of fluency.

“A significantly large number of students who experience difficulty in reading manifest difficulties in reading fluency that appear to contribute to their overall struggles in reading (Rasinski et al., 2009, p. 192).” Assessing reading fluency allows teachers to identify the types of miscues readers are making and in what context, how the readers’ rate varies with the type of text and its instructional level, and how appropriate their prosody is with the text they’re reading (Kuhn et al., 2010). The information collected from assessments and classroom-based data leads to improved teacher decision making and instruction, as well as student performance in reading that is taking place in the classroom (Rasinski et al., 2011; Fuchs, Deno, & Mirkin, 1984; Fuchs & Fuchs, 1986; Marston & Magnusson, 1985).

### **Fluency Instruction**

Reading fluency has emerged as an important component in effective reading instruction for elementary grade students (Rasinski, Homan, & Biggs, 2009; NRP, 2000; Kuhn & Stahl, 2000; Rasinski & Hoffman, 2003). Research reviews have noted that reading fluency instruction improves not only a student’s reading fluency, but their overall reading achievement (Rasinski et al., 2009; Kuhn & Stahl, 2000; Rasinski & Hoffman, 2003).

Although there is no one best approach to the effective teaching of reading, there is recognition that reading fluency is an essential component that must be part of any reading curriculum (Allington, 2005; NRP, 2000; Rasinski, 2011; Rasinski, 2010; Shanahan, 2006). Because there is a common agreement that fluency is achieved largely through practice (NRP, 2000; Rasinski, 2011), it is important to look at the instructional approaches that are used in the classroom for fluency development. The research on instructional practices for teaching



reading fluency include: (1) wide reading; (2) repeated reading; and (3) reading fluency instructional routines.

### ***Wide Reading***

Wide reading is when students independently read books, magazines, or other materials for an extended period of time. Marzano (2004) suggests that wide reading is a strategy for building academic background knowledge that emphasizes the curriculum for students. Sustained silent reading is an effective way to implement wide reading within a classroom. “Silent scaffolded wide reading resulted in gains in elementary students’ fluency and comprehension (Reutzel, Jones, Fawson, & Smith, 2008, p. 3)”, however, they argue that wide silent reading is most effective when teachers provide sufficient instruction. Although research suggests wide reading supports fluency development, it should be paired with deep reading, or guided repeated reading (Rasinski, 2011).

### ***Repeated Reading***

Repeated reading assumes that readers must develop some degree of mastery over one text before moving on to the next. “Repeated readings has been proven to be a positive instructional method, especially for students who struggle in achieving reading proficiency, and should be combined with wide reading for purposes of improving reading fluency (Rasinski, 2011, p. 4).” Repeated reading is an essential method for achieving fluency (LaBerge & Samuels, 1979; NRP, 2000; Rasinski & Hoffman, 2003; Rasinski et al., 2009). Teachers will play an important role in guided repeated readings by selecting appropriate texts, modeling the

reading of texts, and providing students with the support necessary to achieve an acceptable level of fluency.

### ***Reading Fluency Instructional Routines***

The NRP (2000) affirmed the effectiveness of guided oral repeated readings that were used with students at various grade and achievement levels that were implemented through various forms of instructional delivery support. These instructional forms for reading fluency include repeated readings, neurological impress, paired reading, shared reading, and assisted reading (NRP, 2000; Rasinski & Hoffman, 2003). For example, in assisted reading, the student will read a passage while simultaneously listening to a fluent reading of the same text (Rasinski & Hoffman, 2003). Assisted reading can be performed with a teacher, partner, or assistive technology to develop fluency in reading (Rasinski et al., 2011). Like repeated readings, assisted reading should be coupled with modeling and coaching of a students' accuracy, reading rate, and prosodic reading (Rasinski, 2004; Rasinski et al., 2009). This should become part of the classroom's fluency instruction routine (Rasinski, 2004).

Teachers can use readers theatre, poetry reading, singing, choral reading, and guided reading in order to promote reading fluency (Rasinski & Hoffman, 2003; Burke et al., 2008; Kuhn & Stahl, 2003; Rasinski, Homan, & Biggs, 2009; Rasinski, 2004). Rasinski et al. (2009) suggests the best way to help students develop an understanding of fluency is to model by reading to students regularly in a fluent manner and direct students' attention to what made it fluent reading. In addition, in order to motivate students to then practice reading fluently is to use readers' theater (Rasinski et al., 2011). Readers theater is when students rehearse, or repeatedly read, a script of assigned parts or roles and later perform the text. "At its heart,

fluency in any endeavor requires practice (Rasinski et al. (2009), p. 197).” Therefore, planning meaningful direct and indirect instructional routines will allow students to practice meaningfully.

Understanding the research behind fluency instruction is an important factor when considering effective reading programs for students (Rasinski, Homan, & Biggs, 2009). Griffith and Rasinski (2004) states, “although reading fluency is a key goal for the elementary school reading curriculum, many teachers are not familiar with the effective methods of instruction and ways for integrating reading fluency with the curriculum (p. 126).” In addition, although fluency is identified as a key element in successful reading programs it is often not a significant part of them (Griffith & Rasinski, 2004; Allington, 1983; Rasinski & Zutell, 1996). Therefore, looking at the research behind reading programs, such as LLI, will not only inform instruction, but also help teachers in understanding the significance of fluency within the program.

### **Leveled Literacy Intervention**

In 2009, Irene Fountas and Gay Su Pinnell developed LLI in order to provide explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. Following the Automatic Processing Model, this research is grounded on reading fluency instruction that focuses on reading behaviors. One of the fifteen key characteristics of effective literacy intervention outlined in LLI is to teach fluency during reading instruction (pausing, phrasing, word stress, intonation, rate, and integration). In addition, one of the instructional procedures within LLI is to develop fluency and phrasing through explicit instruction. The ultimate goal of teaching fluency in reading outlined in LLI is to provide struggling readers with the experience needed to communicate the meaning of the text,

which is orchestrated processing across all types of text, aligning with Laberge and Samuels Automatic Information-Processing Model.

Fountas and Pinnell (2013) suggests that fluency is important because fluent readers are able to focus on processing the meaning of the words being read because they are not spending all their energy decoding, and fluent readers are more likely to want to read because the process is easier and they are connecting with the text. A student's fluency will vary depending on the level of difficulty of the text, familiarity with the words, content, genre of the text, and the amount of practice with the text. However, without fluency, students cannot read smoothly with natural phrasing and expression, comprehend the text fully, and focus their attention on making connections among the ideas in a text and between these ideas and their background knowledge (Fountas & Pinnell, 2013). Within LLI, teachers observe reading behaviors. The reading behaviors include a readers' ability to "solve words, monitor and correct, search for and use information, maintain fluency, and adjust reading to solve problems (Fountas & Pinnell, 2013, p. 70)."

LLI is a short-term intervention that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching (Fountas & Pinnell, 2013). The LLI systems are designed to be used with students who need intensive support to achieve grade-level competency (Fountas & Pinnell, 2013). Fountas and Pinnell (2013) suggests each level of text makes increased demands on the reader, which provide an opportunity for the reader to expand their reading abilities. The approximate amount of time a student needs in LLI will depend on entry reading level and the distance to grade-level performance (Fountas & Pinnell, 2013). The LLI lesson framework provides a great deal of support for teachers (Fountas & Pinnell, 2015).

## LLI Lesson Framework

Within LLI, there are systematically designed lessons that include leveled books to deliver instruction at students' instructional reading level (Fountas & Pinnell, 2013). This study focuses on the "45-Minute Standard Lesson Framework" for odd- and even-numbered lessons (Fountas & Pinnell, 2013) (Table 1).

**Table 1**

*LLI 45-Minute Standard Lesson Framework*

Standard Lesson (Odd-Numbered)	Standard Lesson (Even-Numbered)
<b>Discussion of Yesterday's New Book</b> <i>5 minutes</i>	<b>Revisiting Yesterday's New Book</b> Choose one: <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Vocabulary</li> <li>• Fluency</li> </ul> <i>5 minutes</i>
<b>Revisiting Yesterday's New Book</b> Choose one: <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Vocabulary</li> <li>• Fluency</li> </ul> <i>5 minutes</i>	<b>Rereading and Assessment</b> <i>5 minutes</i>
<b>Phonics/Word Study</b> <i>10 minutes</i>	<b>Writing About Reading</b> <i>15 minutes</i>
<b>Reading a New Book</b> (Instructional Level) <ul style="list-style-type: none"> <li>• Introducing the Text</li> <li>• Reading the Text</li> <li>• Discussing and Revisiting the Text</li> <li>• Teaching Points</li> </ul> <i>25 minutes</i>	<b>Phonics/Word Study</b> <i>10 minutes</i>
	<b>Reading a New Book</b> (Instructional Level) <ul style="list-style-type: none"> <li>• Introducing the Text</li> <li>• Reading the Text</li> <li>• Discussing and Revisiting the Text</li> <li>• Teaching Points</li> </ul> <i>25 minutes</i>

In addition to the parts of each lesson, the framework for the odd-numbered and even-numbered lessons include materials, goals, how the book works, text analysis, teaching points, classroom and homework connection, assessment, supporting English Language Learners, and professional development links (Fountas & Pinnell, 2013).

***Standard Lesson: Odd-Numbered***

Within the lesson framework, the teacher begins by using the lesson goals to plan for student needs. Table 5 outlines four options within the odd-numbered lesson: (1) Discussion of Yesterday's New Book; (2) Revisiting Yesterday's New Book; (3) Phonics/Word Study; and (4) Reading a New Book. The first option, Discussing Yesterday's New Book, the teacher invites the students to share their thoughts about the text (Fountas & Pinnell, 2013). The second option, Revisiting Yesterday's New Book, the teacher will select one of the three teaching options (comprehension, vocabulary, or fluency) (Fountas & Pinnell, 2013). Because there is a focus on reading fluency within this study, the teacher engaged the student in targeted and explicit teaching in fluency.

The third option, Phonics/Word Study, the teacher engages students in inquiry around a specific word study principle (Fountas & Pinnell, 2013). The teaching sequence involves: (a) teacher showing examples, (b) students searching examples for pattern, (c) teacher helping students articulate the principle, (d) students practicing applying the principle, and (e) teacher summarizing the learning by reseating the principle (Fountas & Pinnell, 2013).

The last option is Reading a New Book. The three parts to this option include: (1) Introducing the text; (2) Reading the text; and (3) Discussing and revisiting the text. The first

part, introducing the text, the teacher talks with students to gain information about their ability to make connections, inferences, and predictions (Fountas & Pinnell, 2013). In addition, the teacher will adjust the level of support the students need to process and comprehend the text (Fountas & Pinnell, 2013). In the second part, reading the text, the students read silently and the teacher samples oral reading and briefly provides strategies (Fountas & Pinnell, 2013). In the third part, discussing and revisiting the text, the teacher facilitates a discussion of the text, while looking for evidence of student understanding (Fountas & Pinnell, 2013). At the end of the lesson, the teacher will select a specific teaching point based on reading observations (Fountas & Pinnell, 2013).

### ***Standard Lesson: Even-Numbered***

Just like the odd-numbered lesson, the even-numbered lesson begins with the teacher using the lesson goals to plan for student needs. Table 5 outlines the five options within the even-numbered lesson: (1) Revisiting Yesterday's New Book; (2) Rereading and Assessment; (3) Writing About Reading; (4) Phonics/Word Study; and (5) Reading a New Book. The three options that have the same outline as the odd-numbered lesson include: (1) Revisiting Yesterday's New Book; (4) Phonics/Word Study; and (5) Reading a New Book. Therefore, the teacher and student responsibilities are the same as above. However, the second and third option are additional options for even-numbered lessons.

In the second option, Rereading and Assessment, the teacher sets a specific purpose for rereading part of yesterday's new book and will assess a student's accuracy, fluency, and comprehension using a reading record (Fountas & Pinnell, 2013). Following the assessment, the teacher will select a brief teaching point for the reader (Fountas & Pinnell, 2013). In the third

option, Writing About Reading, the teacher will engage students about yesterday's new book and its text structure, aspects of the writer's craft, and extension of comprehension (Fountas & Pinnell, 2013). Based on the student's needs, the teacher will ask the students to use Shared, Dictated, or Independent writing (Fountas & Pinnell, 2013). The teacher will utilize a variety of instructional procedures to assist students during this process (Fountas & Pinnell, 2013).

### **LLI Implementation**

According to Fountas and Pinnell (2013), the LLI lessons are designed to be taught in a 45-minute time slot, 5 days per week for optimal results and intensity, however, there are 30-minute variations of each lesson type and 3 to 4 days a week at a minimum. The recommended duration of LLI ranges between 12-20 weeks, and the recommended group size for grade 3 is four students, however, size may vary slightly according to school policy (Fountas & Pinnell, 2015). Therefore, it is essential for school districts to identify the intensity, duration, and frequency of LLI within each Tier.

Research by Ransford-Kaldon et al. (2010) has shown that students receiving LLI in grades K-2 demonstrate significant gains when the program is implemented with fidelity. For many years, educational researchers have focused on implementation fidelity, which involved the application of tools and procedures designed to ensure the implementation of intervention programs replicates exactly as they were designed and intended (Shen, 2015). Implementation fidelity emphasizes the extent to which teachers "faithfully" carry out prescribed instructional practices when implementing an intervention program (Shen, 2015). Although LLI provides sequenced and structured lessons, the options within the lessons are described as suggestions for implementing the program. Despite the importance of implementing interventions with fidelity,



successful implementation requires learning how to get this intervention to work reliably in the hands of educators working in varied school contexts (Shen, 2015), which highlights the idea of implementation integrity.

The integrity of implementation refers to placing less emphasis on the accuracy and completeness of applying a program model and more on the internal conditions and external pressures of a given context (Shen, 2015). Research by Fountas and Pinnell (2013) suggests the implementation of LLI is focused more on the assessment, selection of students for the intervention, management of LLI groups, and getting organized for teaching, rather than following a prescriptive model. Given the teachers power to tailor LLI lessons and select options that best meet the needs of their students, the implementation of LLI within Tier II and Tier III will impact student achievement and perceptions of the LLI system. Therefore, it is more appropriate to use implementation integrity to determine the instructional moves, interactions, and combination of activities teachers use when instructing with LLI (Fountas & Pinnell, 2015).

According to Fountas and Pinnell (2013), “Providing excellent intervention lessons depends on the expertise of teachers (p. 1).” The teachers should be exceptionally skilled in systematic observation, assessment of reading behaviors, and in teaching for the range of strategic actions that proficient readers use (Fountas & Pinnell, 2013). Therefore, all teachers need opportunities to continually increase their understanding of the reading and behavioral processes that reveal competencies (Fountas & Pinnell, 2013). Likewise, Darling-Hammond, Hyler, and Gardner (2017), highlights the importance of effective professional development as a key feature of teachers learning and refining the pedagogies required to support the complex skills students need. Effective professional development is defined as structured professional

learning that results in changes in teacher practices and improvements in student learning outcomes (Darling-Hammond et al., 2017). Effective professional development incorporates: (1) content focused learning; (2) active learning; (3) collaboration; (4) coaching and expert support; (5) feedback and reflection; and (6) is of sustained duration (Darling-Hammond et al., 2017). An example of this is utilizing professional learning communities (PLCs) as a model that can result in widespread improvement within and beyond the school level (Darling-Hammond et al., 2017).

When effective professional development is in place, teachers have the ability to implement LLI with integrity. Although fluency does not stand alone in LLI, the intervention provides explicit instruction in fluency, which is why it is essential to look at the research behind LLI and the effect it has on students' reading fluency. Currently, there are two studies of LLI that demonstrate positive effects on general reading achievement, potentially positive effects on reading fluency, and no discernible effects on alphabets for beginning readers (Ransford-Kaldon et al., 2010; Ransford-Kaldon, Ross, Lee, Flynt, Franceschini, & Zoblotsky, 2013). For the reading fluency domain, there is only one study that showed that LLI had a statistically significant positive effect, which results in a rating of potentially positive effects, with a small extent of evidence (Ransford-Kaldon et al., 2010). Although the evidence suggests that LLI has positive effects on reading fluency, the evidence is based on a single case that targeted students in kindergarten through second grade (Ransford-Kaldon et al., 2010). The development of the LLI systems for grades 3-12 rests on the foundation of research already completed (and ongoing) for the K-2 LLI systems (Fountas & Pinnell, 2015). Although there is research behind the foundation of LLI for grades 3-12, this research is based on students in K-2.

### **Summary**

Further research was necessary to determine the effects of LLI on reading fluency development for students in third grade. Therefore, the purpose of this study was to describe the impact of the LLI system on third grade student outcomes in the area of reading fluency within Tier II and Tier III, the integrity of LLI implementation within Tier II and Tier III, and the perceptions of general and special education teachers' who used LLI at Tier II and Tier III.

## CHAPTER III

### METHODOLOGY

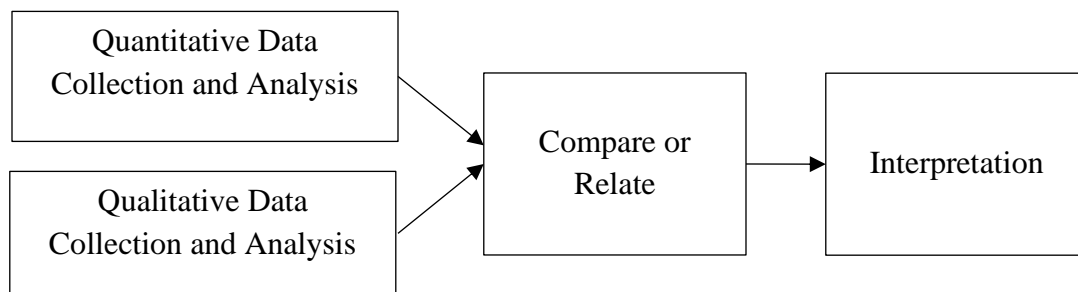
The purpose of this chapter is to outline the methodology of this study. First, the purpose of this study will be explained, followed by the design, participants, setting, and intervention. Next, the procedures for data collection and analysis will be explained.

#### **Purpose**

This study used mixed methods to gather information from general and special education teachers in one Midwestern school district about their experiences during the implementation of LLI within Tier II and Tier III of a MTSS when focusing on reading fluency instruction. The purpose of this mixed methods study was to describe the impact of LLI on student outcomes within Tier II and Tier III, explore the integrity of LLI implementation related to reading fluency within Tier II and Tier III, and elicit teachers' perceptions of LLI as their perceptions may impact implementation of LLI within a MTSS.

#### **Design**

In order to address the purposes of the study, a comparative case study using a convergent mixed method design was selected. Within this convergent mixed method study, the quantitative and qualitative data collection and analysis was conducted separately, followed by comparison and interpretation in order to provide a comprehensive analysis of the research questions (Figure 1) (Creswell & Creswell, 2018).

**Figure 1***The Convergent Parallel Design*

According to Yin (2018), case studies enable researchers to investigate a case in depth and within its real-world context, and in order to provide a more holistic description of LLI's impact and implementation, collecting both quantitative and qualitative data was necessary. Comparative case studies involve the analysis and synthesis of the similarities, differences, and patterns across two or more cases that share a common focus or goal (Goodrick, 2014). In this case study, student outcomes, intervention records, observations, and interviews support what was being investigated, and Tier II and Tier III were the contexts in which this study took place.

Given the focus on generating a good understanding of the cases and contexts, comparative case studies often incorporate both qualitative and quantitative data. As a form of mixed methods research, convergent mixed methods design enables the researcher to conduct quantitative and qualitative data collection and analysis separately, which will then be followed by comparison and interpretation in order to provide a comprehensive analysis of the research questions (Creswell & Creswell, 2018).

Within this study, the researcher collected quantitative and qualitative data in order to answer the research questions (Table 2).

**Table 2***Methods of Data Collection*

<b>Quantitative</b>	<b>Qualitative</b>
Student Achievement Data	Observations
Document Review of Intervention Records	Interviews

The four data sources used in this study included: (1) student achievement data collected from three pre- and post-assessment measures of reading fluency (quantitative); (2) document review of intervention records to determine implementation integrity (quantitative); (3) two face-to-face observations of teacher's instructional practices to determine implementation integrity using an observation guide and anecdotal notes (qualitative); and (4) two individual interviews with six purposefully selected teacher participants (qualitative).

**Quantitative Data**

The quantitative data for this study included the student achievement scores and the document review of intervention records. The student achievement scores were collected from three sources. The three sources include the Fountas and Pinnell Benchmark Assessment System (BAS), the Fountas and Pinnell Six Dimensions of Fluency rubric, and AIMSweb, Reading Curriculum-based Measurement (R-CBM). The purpose was to determine the student outcomes in reading fluency for students who receive LLI in Tier II and Tier III. Quantitative data was collected, including the fluency score, Six Dimensions of Fluency score, and number of words read correctly to describe student outcomes in the area of reading fluency within Tier II and Tier III.

The document review of intervention records was used to measure the implementation fidelity of LLI. Document reviews are often used in combination with other research methods as

a means of triangulation (Bowen, 2009). Teachers were given an adapted version of Fountas and Pinnell's Intervention Record (Fountas & Pinnell, 2009). Descriptive data was collected, including the date, week, attendance record, and group size, in order to measure the implementation integrity over the 12-weeks of intervention.

### **Qualitative Data**

The qualitative data for this study included the lesson observations and individual interviews with teachers. The observations were used to measure the implementation fidelity of LLI using the observation guide, which is an adapted version of Fountas and Pinnell's Administrator's Tool: Fidelity of LLI Implementation (Intermediate) (Fountas & Pinnell, 2013). Anecdotal notes were collected alongside the observation guide to provide rich descriptions of the implementation LLI. In addition, the interviews were used to capture teachers' perceptions of LLI when using interventions within Tier II and Tier III of a MTSS.

### **Research Questions**

The research questions for this study were:

1. To what extent does LLI improve student outcomes in reading fluency for students who receive LLI in Tier II and students who receive LLI in Tier III?
2. To what extent is LLI implemented with integrity across Tier II and III?
3. What are the general and special education teachers' perceptions of LLI at Tiers II and III?

### **Participants**

The target population included general education teachers and special education teachers working in a public school district located in a Midwestern suburban community for the 2019-2020 school year. The participant selection process was completed in four steps. In the first step,

the researcher contacted the district superintendent for permission to conduct the study (Appendix A). Once permission was granted, the superintendent provided a list of district administrators for the researcher to contact.

Second, the researcher contacted principals from 12 elementary schools through email, informing them of the study and inviting them to identify and share the names of general education and special education teachers based on three criteria (Appendix B). The inclusion criteria for general education and special education teachers included: (1) educators that must teach students in third grade; (2) be previously trained in LLI; and (3) have been evaluated as highly effective according to Charlotte Danielson's Framework for Teaching, which demonstrates exemplary teaching (Danielson, 2013). Once principals provided a list of teachers, the researcher purposefully selected three general education teachers and three special education teachers to participate in the study.

In the third step, the researcher sent a letter via email to potential candidates explaining the purpose of the study and providing the opportunity to participate in the study (Appendix C). Finally, in the fourth step, if the teacher agreed to meet, the researcher scheduled a meeting to review the Consent Document (Appendix D) and answer questions prior to the data collection process.

A total of six teachers met the criteria and agreed to participate in the study. The six teacher participants will be referred to as T1, T2, T3, T4, T5 and T6 (Table 3).



**Table 3***Participant Demographics*

	<b>Job Title</b>	<b>Years Teaching</b>	<b>Years using LLI</b>	<b>MTSS</b>	<b>Certification Endorsement</b>	<b>Discipline Areas</b>	<b>Degree Level</b>
T1	General Education Teacher	10	2	Tier II	Elementary K-5 all subjects (K-8 All Subjects Self Contained Classroom)	Teaching in Curriculum	Master
T2	General Education Teacher	5	2	Tier II	Elementary K-5 all subjects (K-8 All Subjects Self Contained Classroom)	Language Arts 6-8, Educational Technology	Master
T3	General Education Teacher	26	2	Tier II	Elementary K-5 all subjects (K-8 All Subjects Self Contained Classroom)	Early Childhood Education PK-K (ZA)	Master
T4	Special Education Teacher	7	3	Tier III	Elementary K-5 all subjects (K-8 All Subjects Self Contained Classroom)	Learning Disabilities (SM) K-12, Language Arts 6-8	Master
T5	Special Education Teacher	6	2	Tier III	Elementary K-5 all subjects (K-8 All Subjects Self Contained Classroom)	Learning Disabilities (SM) K-12, Early Childhood Education PK-K (ZA), Cognitive Impairment (SA), Language Arts 6-8	Master
T6	Special Education Teacher	2	2	Tier III	Elementary K-5 all subjects (K-8 All Subjects Self Contained Classroom)	Learning Disabilities (SM) K-12, Language Arts 6-8	Bachelor

Prior to data collection, teacher participants were asked to share their experiences working with students in third grade to receive 12 weeks of intervention using LLI. This included 3-9 students for Tier II instruction and 3-6 students for Tier III instruction. Teachers used the following

criteria when sharing their intervention work with students: (1) students that are in third grade; (2) identified as reading below grade level according to Fountas and Pinnell's Benchmark Assessment System (BAS); and (3) have an IRIP with a focus area in reading fluency.

The Fountas and Pinnell BAS was used by the teachers in order to select third grade students that were eligible for LLI in Tier II and Tier III. The Fountas and Pinnell BAS and LLI are based on the Fountas and Pinnell Text Level Gradient and Instructional Level Expectations for Reading, which is correlated to grade level expectations, which is designed to bring students from the earliest level A (kindergarten level) to level Z (middle and secondary level) (Fountas & Pinnell, 2013). It is recommended that schools' use the Fountas and Pinnell BAS to determine the instructional reading level for each student because they correlate precisely to LLI levels (Fountas & Pinnell, 2013). Weekly reading records will also provide important information for instruction (Fountas & Pinnell, 2013).

The Instructional Level Expectations for Reading identifies where a student is for the teacher to provide the necessary level of support within the MTSS (Table 4).

**Table 4**

*Grade 3 Instructional Level Expectations for Reading*

<b>Grade 3</b>	<b>Beginning of Year (August-September)</b>	<b>MTSS</b>
Exceeds Expectations	N	Tier I
Meets Expectations	M	Tier I
Approaches Expectations	L	Tier I, Tier II
Does Not Meet Expectations	Below L	Tier I, Tier III

At the beginning of the year (August-September), students in third grade are expected to be reading at a level M (Fountas & Pinnell, 2015). If a student is reading at a level M, the student is

meeting expectations and will receive Tier I instruction. If a student is reading at a level L, the student is approaching expectations and should receive Tier II intervention in LLI in addition to Tier I instruction. If a student is reading below a level L, the student does not meet expectations and should receive intensive LLI intervention in Tier III in addition to Tier I instruction.

A total of six students were identified by teachers who met the criteria for Tier II and Tier III LLI instruction. The six students will be referred to as S1, S2, S3, S4, S5 and S6 (Table 5).

**Table 5**

*Student Demographics*

Student	Grade	Tier	Teacher	Beginning of Year Fountas & Pinnell BAS Level
S1	3	II	T1	L
S2	3	II	T2	L
S3	3	II	T3	L
S4	3	III	T4	K
S5	3	III	T5	I
S6	3	III	T6	G

Because the student data shared with the researcher was de-identified, there was no need to obtain parental consent for students as they are not considered participants in this study. There were a total of three students that qualified for Tier II LLI instruction, and three students that qualified for Tier III LLI instruction.

**Ethical Considerations**

In order to ensure ethical treatment of participants, the researcher obtained approval for this study from Western Michigan University's Human Subjects Institutional Review Board (HSIRB). Following approval, an Informed Consent Document (Appendix D) was signed by all participants. The Consent Document included: the study summary, purpose of the study,

participant criteria, location of study, time commitment, research activities, uses of the data, methods to be employed, benefits, risks, and conditions. In addition, the document contained a statement about the confidentiality of the data collected and the procedures for maintaining the data, the participants rights, the researcher's contact information, and a place for the participant signature. Participants were assured anonymity by providing pseudonyms.

### **Setting**

The participants were selected from elementary schools in a large suburban K-12 public school district (12,000-13,000 students) in the Metropolitan area of Southeast Michigan. The school district contained 1 preschool, 12 elementary schools, 4 middle schools, 3 nontraditional schools, 4 high schools, and 1 community education school. The student population represented diverse socioeconomic settings. The ethnic backgrounds included White, Asian, African American, Hispanic/Latino, and Multiracial/Other. Within the district, there are approximately 15% economically disadvantaged and 8% of students with disabilities. In addition, there is a 91% graduation rate and 85% of students enrolled in college within 0-6 months.

### **Intervention**

Within this study, the teachers used the systematically designed lessons within LLI. As stated in Chapter II, participants in this study used the 45-Minute Standard Lesson Framework for odd- and even-numbered lessons.

#### **Standard Lesson: Odd-Numbered**

Within the odd-numbered lesson framework, teacher participants began by stating the lesson goal or teaching point. Then, participants chose from four options within the odd-numbered lesson to complete within the 30-40 minute LLI lesson: (1) Discussion of Yesterday's

New Book; (2) Revisiting Yesterday's New Book; (3) Phonics/Word Study; and (4) Reading a New Book. When Reading a New Book, participants engaged the student in targeted and explicitly teaching in reading fluency. Following the odd-numbered lesson, the teacher would remind students of the at home reading routine and send students off to read independently.

### **Standard Lesson: Even-Numbered**

Unlike the odd-numbered lesson, the teacher began with Rereading and Assessment in order to identify the lesson goal or teaching point. Then, participants chose from four other options within the even-numbered lesson to complete within the 30-40 minute LLI lesson: (1) Revisiting Yesterday's New Book; (2) Writing About Reading; (3) Phonics/Word Study; and (4) Reading a New Book. Like the odd-numbered lesson, the even-numbered lesson would end by the teacher reminding the student of the at home reading routine and sending students off to read independently.

### **LLI within a MTSS**

Within this study, the school districts' MTSS contained three tiers: Tier I, Tier II, and Tier III. As a current requirement of the school district, the general and special education teachers used LLI as the targeted intervention for students reading below grade level. Specifically, the general education teachers were responsible for the instruction and evaluation of the reading intervention of students in third grade taking place within Tier II, and the special education teachers were responsible for the instruction and evaluation of the reading intervention of students in third grade taking place within Tier III. Because LLI can be used in

different intensities and/or tiers, depending upon student need (Fountas & Pinnell, 2009), Table 6 outlines the context of LLI within Tier II and Tier III of the districts' MTSS within this study.

**Table 6**

*LLI within Tier II and Tier III*

<b>Tier II</b>	<b>Tier III</b>
General Education Teacher T1 (S1), T2 (S2), T3 (S3)	Special Education Teacher T4 (S4) , T5 (S5), T6 (S6)
1:1-1:3 students	1:1-1:2 students
3-4 days a week	4-5 days a week
30 minutes	40 minutes

*Context of LLI in Tier II*

In this study, the general education teacher was responsible for 12 weeks of LLI instruction in Tier II. Based on recommendations from Fountas and Pinnell (2013), LLI lessons in Tier II took place 3-5 days per week for 30 minutes, with a group of 1-3 students. Given the amount of students that qualified for Tier II instruction, the group size was 1:1.

*Context of LLI in Tier III*

Contrarily, the special education teacher was responsible for 12 weeks of LLI instruction within Tier III. In order to increase the intensity and frequency of the instruction, LLI lessons in Tier III took place 4-5 days per week for 40 minutes, with a group of 1-2 students. Like Tier II, the group size was 1:1 due to the amount of students that qualified for Tier III instruction.

### ***LLI in Tier II and Tier III***

The LLI lessons varied depending on students identified needs. Specifically, for fluency instruction, the LLI lesson structure provides for explicit teaching of fluency in six dimensions (pausing, phrasing, word stress, intonation, rate, and integration) through a range of instructional routines to support fluency (Fountas & Pinnell, 2015). The instructional procedures for fluency included: Echo Reading, Phrased Reading, Assisted Reading, Rate Mover, and Readers' Theatre (Fountas & Pinnell, 2015). When students are given texts at their level, they can practice fluent reading on first readings and during rereading. For example, for a student receiving Tier II fluency instruction in LLI, the teacher may focus on phrasing and intonation using Assisted Reading within the odd-numbered lesson framework: (a) Discussion of Yesterday's New Book; (b) Revisiting Yesterday's New Book with a focus on Fluency; and (c) Reading a New Book.

Although Fountas and Pinnell (2013) provides a framework for the lesson outline, the LLI lessons should be adjusted in any way justified by information from the ongoing assessment and observation of learners' strengths and needs. Teachers tailored lessons to meet the precise needs of individual students without consistently eliminating lesson components or drastically slowing down lessons (Fountas & Pinnell, 2013). Given the LLI framework including the standard lesson options provided by Fountas and Pinnell (2013), the teaching decisions directly correlate with LLI implementation within Tier II and III.

## **Methods of Data Collection**

### **Collecting Data**

As mentioned above, this section describes the four methods of data collection used in this study: (1) student achievement data; (2) document review of intervention records; (3) observations; and (4) interviews.

#### ***Student Achievement Data***

The first data source, student achievement data, was used to answer the first research question. The student achievement data consisted of three quantitative data sources. The purpose of the pre- and post-assessment measures was to evaluate student progress to determine if LLI improves student outcomes in reading fluency for students receiving LLI in Tier II and Tier III. Students' aggregate and anonymous data was collected from the teachers. Teachers were given an Excel document where they entered de-identified data from the three sources (Appendix E). During the 12-week intervention period, the student achievement data was collected by using pre- and post-test measures using three fluency measures: (1) the Fountas and Pinnell BAS fluency scoring key; (2) the Fountas and Pinnell's Six Dimensions of Fluency rubric; and (3) R-CBM from AIMSweb.

**Fluency Measure 1.** The fluency rubric from the Fountas and Pinnell BAS is the first reading fluency measure (Fountas & Pinnell, 2008). The Fountas and Pinnell BAS demonstrated to be both reliable and valid for assessing students' reading levels through a field study containing test-retest reliability and convergent validity (Fountas and Pinnell, 2012). This measure is designed to measure reading progress in a way that informs instruction. Therefore, the single most important factor in implementation is a comprehensive professional development and training that involves continual improvement for teachers (Fountas & Pinnell, 2008). As a



current requirement of the school district, all teachers participated in the comprehensive professional development, as well as a refresher training at the beginning of each school year.

The fluency score within the Fountas and Pinnell BAS reflects how consistently students are interpreting the meaning of the text with their voices. A four-point (0-3) fluency score key is included (Figure 2) (Fountas & Pinnell, 2008).

**Figure 2**

*Fountas and Pinnell Benchmark Assessment System 2, Third Edition: Fluency Score*

Fluency Score	0 1 2 3	<b>Fluency Scoring Key</b> <b>0</b> Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. <b>1</b> Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. <b>2</b> Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. <b>3</b> Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.
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Fountas and Pinnell (2008) describes a high score of 3 indicates that the reader is:

- a. Phrasing, or grouping words, as evident through intonation, stress and pauses as well as through emphasizing the beginnings and endings of phrases by rise and fall of pitch or by pausing;
- b. Adhering to the author's syntax or sentence structure, reflecting their comprehension of the language;
- c. Expressive; the students reading reflects feeling, anticipation, and character development; and
- d. Using punctuation to cue pausing or altering the voice.

The overall rating is not a label for an individual reader, but it is an evaluation of a single reading of a particular context (Fountas & Pinnell, 2008). Therefore, the students' ability to demonstrate fluency may differ depending on the level of the text. For example, in the beginning of the year, a student reading at an instructional level L may have a fluency score of 2, and when reassessed in the middle of the year, the student could be reading at an instructional level O with a fluency score of 2. Although it seems as if the student did not make fluency growth with a score of 2, the student actually increased their instructional reading level, demonstrating their ability to read at a higher, more difficult level of text. A teachers' diagnosis of a students' reading fluency using this measure will judge the reading performance as a whole, thus arriving at a single score. Because this fluency score relies heavily on a single reading evaluation across levels of texts, it was necessary to use Fluency Measure 2 and 3 to evaluate student outcomes in reading fluency.

**Fluency Measure 2.** The second reading fluency measure is Fountas and Pinnell's Six Dimensions of Fluency Rubric (Appendix F). The Six Dimensions of Fluency Rubric is an optional assessment within the Fountas and Pinnell BAS. Therefore, during the comprehensive professional development, teachers received training on using this measure to observe and record a student's oral reading fluency.

This rubric helps teachers observe and record a student's oral reading fluency using a leveled text by considering the student's rate, phrasing, pausing, intonation, stress, and integration as separate dimensions (Fountas & Pinnell, 2010). Fountas and Pinnell (2010) suggests that this assessment helps teachers notice and think about the characteristics of oral reading that a student demonstrates and needs to develop further. Although each dimension is

described in detail on the rubric, the four-point (0-3) fluency score key is included to determine students' needs (Table 3).

**Table 7**

*Six Dimensions of Fluency Scoring Key*

0	1	2	3
Needs intensive teaching and/or text not appropriate	Needs explicit teaching, prompting, and reinforcing	Needs some prompting and reinforcing	Teaching not needed

First, the teacher rates each dimension, including rate, phrasing, pausing, intonation, and stress from 0 to 3 on the rubric, and then, the teacher rates integration, which is the overall impression of the student's application of all the elements in reading. Therefore, unlike judging a student's reading fluency as a whole, the teacher will judge specific dimensions of fluency, thus arriving at six scores, based on the six dimensions.

**Fluency Measure 3.** The third reading fluency measure is the R-CBM from AIMSweb (Appendix G). Shinn and Shinn (2002) states R-CBM has been demonstrated to be valid and reliable. This assessment measures the number of words read correct and number of errors using a one-minute standard assessment reading passage (Pearson, 2012). Shinn and Shinn (2002) describes R-CBM as a General Outcome Measure (GOM) using a Curriculum-based Measurement (CBM) for oral reading fluency. This means it represents the general curriculum and is intended to be measured in a standard way. However, in addition to the students' standard scores, it should also be paired with how the students earned the scores. Shinn and Shinn (2002) suggests after listening to a student read, the teacher should judge the quantity and quality of reading through observation of reading skills and strategies. In order to do so, this assessment was selected and intended to be paired with Fluency Measure 1 and 2 outlined above.

### ***Document Review***

The second data source, document review of intervention records, was used to answer the second research question. The document reviews consisted of quantitative data. The intervention records were used to help determine implementation integrity of the LLI system. The intervention records were collected weekly during the 12-week intervention period in order to conduct the document reviews. Teachers were given an adapted version of Fountas and Pinnell's Intervention Record (Fountas & Pinnell, 2009). This document included the date, week of intervention, student and teacher attendance record, and group size (Appendix E).

In reviewing the documents for the Tier II general education teachers, the adapted intervention record was used as a summary form to determine if there were 1:3 students receiving LLI 3-4 days a week for 30 minutes (Conrad, Haworth, & Lattuca, 2001). In reviewing the documents for the Tier III special education teachers, the adapted intervention record was used as a summary form to determine if there were 1:1 or 1:2 students receiving LLI 4-5 days a week for 40 minutes (Conrad, Haworth, & Lattuca, 2001).

### ***Observations***

The third data source, two face-to-face observations, were used to answer the second research question, which consisted of qualitative data. The two face-to-face observations took place at the beginning and end of the 12-week intervention period. An observation guide was developed to guide the researcher in assessing the teacher's instructional practices during the intervention to determine if LLI has been implemented with integrity. The qualitative data consisted of anecdotal notes recorded by the researcher alongside the observation guide (Appendix H). The observation guide was an adapted version of Fountas and Pinnell's Administrator's Tool: Fidelity of LLI Implementation (Intermediate) (Fountas & Pinnell,

2013). The guide included the implementation of the intervention, teacher expertise, and the lesson outline (Fountas & Pinnell, 2013). This helped the researcher gain a deeper understanding of the structure used to teach the LLI lessons within the 30-40-minute timeframe.

### ***Interviews***

The fourth data source, two semi-structured individual interviews, were used to answer the third research question. The interviews consisted of qualitative data. The purpose of the individual interviews was to investigate the LLI teacher's perceptions of the effectiveness of LLI, their implementation, student progress and overall strengths and areas for improvement (Appendix I). The two in-depth interviews were designed as a conversation to gain information (Guest, Namey, & Mitchell, 2012), which were conducted at the beginning and end of the 12-week intervention period and took a total of 30-minutes to complete. The interviews were audio recorded and transcribed verbatim. The interviews were conducted one-on-one and utilized open-ended questions with inductive probing and note taking during the interview (Guest et al., 2012). The interviewer used an interview guide and conversational norms to build rapport with the interviewee and effectively ask questions that are relevant to the research questions (Guest et al., 2012).

### **Validity, Reliability, and Trustworthiness in Data Collection**

According to Golafshani (2003), the use of reliability and validity are common in quantitative research. Unlike quantitative research, qualitative researchers do not have prescribed ways to ensure validity and reliability, however, the terms are being reconsidered in the qualitative research paradigm (Golafshani, 2003). In quantitative research, validity is defined as the extent to which a concept is accurately measured, and reliability is the accuracy of the instrument. In qualitative research, researchers have used strategies such as quality, rigor, and

trustworthiness (Golafshani, 2003). This study will use validity, reliability, and trustworthiness for quantitative and qualitative methods. In addition to the reliability and validity of fluency measures outlined in student achievement data, an audit trail, member checking and triangulation were used to build trustworthiness throughout the study.

### ***Audit Trail***

According to Koch (2006), an audit trail provides evidence of the decisions and choices made by the researcher. Within this study, the researcher used an audit trail to help the researcher systemize, relate, and cross reference data (Cresswell & Poth, 2018). The audit trail included records of the raw data, field notes, transcripts, and a reflexive journal to document the research process (Cresswell & Poth, 2018).

### ***Member Checking***

Member checks involved the researcher seeking verification from the participants about the data collected within the study (Cresswell & Cresswell, 2018; Mertens, 2015). In this study, formal member checks were conducted through the interviews, and informal member checks were conducted through intervention records and student achievement data. Following the two face-to-face interviews, formal member checks were conducted in this study. The researcher provided the interview participants a copy of the interview transcript as an opportunity for additions, changes, or clarification of responses. In addition, because the participants completed and submitted the intervention records and student achievement data, informal member checks were conducted in this study.

### ***Triangulation***

Triangulation involved checking information that has been collected from different methods across sources of data (Cresswell & Cresswell, 2018; Mertens, 2015). Data will be

triangulated through the use of student achievement data, document review of intervention records, two observations, and two semi-structured interviews. Triangulating the data sources provided the researcher with evidence from multiple sources to build credibility (Patton, 1990).

### **Location of Data Collection**

The location of data collected for this study depended on each data source. The first data collection method, student achievement data, collected from the Fountas and Pinnell BAS, Six Dimensions of Fluency Rubric, and AIMSweb, R-CBM was entered into an Excel document by the teachers. The researcher provided the Excel file to each teacher for their individual use. Students' names in the Excel file were replaced by pseudonyms given by the teachers to protect the identity of their learners. Once all the information in Excel were completely de-identified, the teachers emailed the files to the researcher.

The second data source, teacher documentation of intervention records, were also entered into an Excel document provided by the researcher.

The third data source, two face-to-face observations, were conducted during the Tier II or Tier III instructional interventions provided by the teachers. The interventions were held in a private, safe, and distraction free professional environment (i.e., classroom or conference room).

The fourth data source, individual interviews, were completed at the time and location that was convenient and agreed upon by both the interviewer and interviewee. The location also offered a private, safe, and distraction free professional environment.

## **Methods of Data Analysis**

### **Stages of Data Analysis**

Onwuegbuzie & Leech (2006) outline seven stages of analysis within a mixed methods framework. Onwuegbuzie and Leech (2006) suggests researchers may undergo at least some of

the seven stages. Within this study, the researcher used three stages for quantitative and qualitative data analysis (Table 8).

**Table 8**

*Mixed Methods Analysis*

<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>
Data Reduction	Data Display	Data Integration

The first stage, data reduction, involved reducing the dimensionality of the quantitative and qualitative data (Onwuegbuzie & Leech, 2006). The second stage, data display, involved visually organizing the quantitative and qualitative data separately (Onwuegbuzie & Leech, 2006). The third stage, data integration, involved integrating the quantitative and qualitative data into a coherent whole by writing up a final report (Onwuegbuzie & Leech, 2006). Within this study, the research questions helped determine the data analytic procedures (Table 9) (Onwuegbuzie & Leech, 2006).

**Table 9**

*Data Analytic Procedures*

<b>Research Question 1</b>	<b>Research Question 2</b>	<b>Research Question 3</b>
Quantitative Data	Quantitative & Qualitative Data	Qualitative Data
Student Achievement Data	Document Review Observations	Interviews
Data Reduction	Data Reduction	Data Reduction
Data Display	Data Display	Data Display
Data Integration	Data Integration	Data Integration



## **Quantitative Analysis**

### ***Student Achievement Data***

The quantitative data from the student achievement scores were reduced using descriptive statistical analysis (Onwuegbuzie & Leech, 2006). Specifically, this descriptively statistical analysis involved reporting the measures of central tendency (mean or average) of the pre- and post-assessment scores. In displaying the quantitative data from the student achievement scores, the researcher included three tables: (a) Fluency Measure 1; (b) Fluency Measure 2; and (c) Fluency Measure 3, which are shown and discussed in Chapter 4.

### **Document Review**

Similarly, the quantitative data from the document review of intervention records were reduced using descriptive statistical analysis (Onwuegbuzie & Leech, 2006). The descriptively statistical analysis involved calculating the mean of the attendance record (number of days per week students received LLI), group size, and total LLI lessons received during the 12-week intervention period. In displaying the quantitative data from the intervention records, the researcher included a table that summarizes the intervention record data, which are shown and discussed in Chapter IV. Because the document review of intervention records addressed the second research question, it was compared with the qualitative data from the observations. Data integration allowed the researcher to draw upon two sources of data to determine implementation integrity (Onwuegbuzie & Leech, 2006; Yin, 1994). Through integrating the data from the intervention record and observations, the researcher was able to examine the following implementation procedures: (a) context; (b) group size; (c) instructional minutes; (d) LLI lesson number; and (e) attendance procedures.

## Qualitative Analysis

### *Observations & Interviews*

The qualitative data from the observational field notes and semi-structured interviews were reduced using inductive thematic analysis (Braun & Clarke, 2016). Inductive thematic analysis was conducted by generating codes and themes in the observation and interview data. Braun and Clarke (2006) outline six phases in inductive thematic analysis (Table 10).

**Table 10**

### *Inductive Thematic Analysis*

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Familiarization with the Data	Generation of Initial Codes	Searching for Themes	Reviewing Themes	Defining and Naming Themes	Producing Final Report

**Phase 1: Familiarization with the Data.** In the first phase of inductive thematic analysis, the researcher became familiar with the data (Braun & Clarke, 2006). In doing so, the researcher read and re-read the data. During this phase, the researcher paid close attention to patterns that occurred and displayed the initial ideas prior to starting the coding process.

**Phase 2: Generation of Initial Codes.** Within the second phase, the researcher generated initial codes. The researcher used manual open coding to identify all possible patterns. The researcher used data reduction in order to collapse the data into meaningful categories, which led to searching for themes (Braun & Clarke, 2006).

**Phase 3: Searching for Themes.** During the third phase, the researcher collated codes into themes. The researcher used a table to display the themes. In order to determine if the themes accurately represent the data, the researcher reviewed the themes (Braun & Clarke, 2006).

**Phase 4: Reviewing Themes.** Within the fourth phase, the researcher reviewed the themes by refining, collapsing, and breaking down into separate themes (Braun & Clarke, 2006). In reviewing the themes, the researcher first checked the themes to see if there is a coherent pattern (Braun & Clarke, 2006). Next, the researcher checked individual themes to determine if there was an accurate representation of the entire data set (Braun & Clarke, 2006).

**Phase 5. Defining and Naming Themes.** During the fifth phase, the researcher defined each theme. This involved describing what each theme is about and determining what aspect of the data each theme captures (Braun & Clarke, 2006). During this phase, the researcher also determined whether a theme contained any sub-themes, as well as renamed any themes that did not give the reader a clear sense of what the theme was about. Once the themes were finalized, the researcher provided a detailed analysis of each individual theme.

**Phase 6. Producing Final Report.** Within the final phase, the researcher provided a concise, coherent, and logical report of the data, within and across themes (Braun & Clarke, 2006). In producing the final report, the researcher told a story about the data, as well as included an argument in relation to the research question.

### **Validity, Reliability, and Trustworthiness in Data Analysis**

During data analysis, the researcher used both quantitative and qualitative approaches to strengthen the validity, reliability, and trustworthiness of the findings. In validating trustworthiness in data analysis for this study, the researcher used an audit trail, continuous member checking and triangulation. First, the researcher used an audit trail by storing raw data of all field notes, transcripts, and reflective journals. During this process, the researcher used the raw data to generate codes and develop themes. The audit trail helped the researcher document the research process and produce the final report within this study.

In addition, the researcher used continuous member checking. The researcher sent participants an electronic file of transcripts, emerging themes, and evidence from the transcripts that support each theme. The researcher asked the participants to review and offer any additions, changes, or clarification of responses. If the participant provided feedback, the researcher made changes to better represent the participant. Lastly, the researcher used triangulation to gain trustworthiness and build credibility within this study. The researcher used the student achievement data, document review of intervention records, two observations, and two semi-structured interviews to triangulate the data.

### **Summary**

In order to capture the general and special education teachers' experiences, this study employs four data collection methods. In addition, the researcher utilized multiple methods of data analysis to help answer the research questions. Within chapter four, the researcher presents the results from the student achievement data, document review of intervention records, interviews, and observation field notes.

## CHAPTER IV

### RESULTS

The purpose of this chapter is to present the data collected during this study. The researcher followed the methods of data collection and analysis presented in Chapter III. This chapter concludes with the delimitations and limitations of the study. In order to gain an understanding of the results, the researcher conducted quantitative and qualitative analysis to answer the following research questions:

1. To what extent does LLI improve student outcomes in reading fluency for students who receive LLI in Tier II and students who receive LLI in Tier III?
2. To what extent is LLI implemented with integrity across Tier II and III?
3. What are the general and special education teachers' perceptions of LLI at Tiers II and III?

Six participants from a public school district located in a Midwestern suburban community used the following four methods of data collection for the purpose of this study: (1) student achievement data; (2) document review of intervention records; (3) observations; and (4) interviews. As stated in Chapter III, general education teacher participants and students will be referred to as T1 (S1), T2 (S2), and T3 (S3), and special education teacher participants and students will be referred to as T4 (S4), T5 (S5), and T6 (S6). Within this chapter, the researcher provides the data collection results, which highlights the analysis procedures including descriptive statistical analysis and inductive thematic analysis (Table 11).

**Table 11***Research Questions and Data Collection*

<b>Research Question 1</b>	<b>Research Question 2</b>	<b>Research Question 3</b>
Quantitative Data	Quantitative & Qualitative Data	Qualitative Data
Student Achievement Data: Fluency Measure 1 Fluency Measure 2 Fluency Measure 3	Document Review of Intervention Records & Observations	Interviews
Descriptive Statistical Analysis	Descriptive Statistical Analysis & Inductive Thematic Analysis	Inductive Thematic Analysis

**Research Questions**

**Research Question 1: To what extent does LLI improve student outcomes in reading fluency for students who receive LLI in Tier II and students who receive LLI in Tier III?**

Pre- and post-assessment achievement scores were collected using three measures helped answer the first research question. The three student achievement measures include: (1) the Fountas and Pinnell BAS fluency scoring key; (2) the Fountas and Pinnell Six Dimensions of Fluency rubric; and (3) R-CBM from AIMSweb.

***Fluency Measure 1***

The Fountas and Pinnell BAS was the first fluency measure. Students' pre- and post-assessment instructional reading level and fluency score were collected. Fluency Measure 1 was administered prior to the start of the intervention in week 1, and at the end of the intervention period in week 12. The Instructional Level Expectations for Reading identifies students in third grade should be reading at a level M in the beginning of the year (August-September), and a level N during the first interval (November-December) (Fountas & Pinnell, 2012). Within the

12-week intervention period, if the student is meeting expectations, they should increase by one level. Descriptive statistical analysis involved calculating the mean, or average, of the pre- and post-assessment outcome scores from the Fountas and Pinnell BAS (Table 12).

**Table 12**

*Fluency Measure 1: Results*

<b>Fountas and Pinnell BAS Instructional Reading Levels</b>			
	<i>Pre-Assessment</i>	<i>Post-Assessment</i>	<i>Outcome</i>
T1 (S1)	Level L	Level N	+2
T2 (S2)	Level L	Level O	+3
T3 (S3)	Level L	Level N	+2
<b><i>Tier II Average</i></b>		<b>+2.3</b>	
T4 (S4)	Level K	Level M	+2
T5 (S5)	Level I	Level K	+2
T6 (S6)	Level G	Level J	+3
<b><i>Tier III Average</i></b>		<b>+2.3</b>	
<b>Total Average</b>		<b>+2.3</b>	

<b>Fluency Measure 1: Fountas and Pinnell BAS Fluency Score</b>			
	<i>Pre-Assessment</i>	<i>Post-Assessment</i>	<i>Outcome</i>
T1 (S1)	1	2	+1
T2 (S2)	2	2	0
T3 (S3)	2	2	0
<b><i>Tier II Average</i></b>		<b>+0.33</b>	
T4 (S4)	2	2	0
T5 (S5)	1	1	0
T6 (S6)	1	1	0
<b><i>Tier III Average</i></b>		<b>0</b>	
<b>Total Average</b>		<b>+0.17</b>	

On average, participants reported that students' in Tier II and III mean outcome had an increase of 2.3 instructional reading levels on the Fountas and Pinnell BAS (M=2.3). In addition, the participants reported the mean outcome for students' fluency score on the Fountas and

Pinnell BAS had an increase of 0.17 ( $M=0.17$ ). Participants reported the mean outcome for students' in Tier II fluency score had an increase of 0.33 ( $M=0.33$ ), and participants reported the mean outcome for students' in Tier III fluency score had no change ( $M=0$ ).

### ***Fluency Measure 2***

The Fountas and Pinnell Six Dimensions of Fluency rubric was the second fluency measure. Students were given a pre- and post-assessment using the Six Dimensions of Fluency rubric. Like Fluency Measure 1, Fluency Measure 2 was administered in week 1 and week 12. Data was collected from the six dimensions, which include: (1) pausing; (2) phrasing; (3) stress; (4) intonation; (5) rate; and (6) integration.

**Table 13**

#### ***Fluency Measure 2: Results***

Fluency Measure 2: Fountas and Pinnell Six Dimensions of Fluency														
	Tier II						Tier III							
	T1, S1		T2, S2		T3, S3		T4, S4		T5, S5		T6, S6			
	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>		
Pausing	1	3	2	2	2	3	3	3	1	2	1	3		
Phrasing	1	3	2	2	2	3	2	3	1	2	2	3		
Stress	1	2	2	3	1	3	1	3	1	1	2	2		
Intonation	1	2	2	3	1	3	3	3	1	1	1	3		
Rate	2	3	2	2	1	3	2	2	1	2	2	2		
Integration	2	3	2	3	1	2	2	3	1	2	1	2		
Total	8	16	12	15	8	17	13	17	6	10	9	15		
Outcome	+8		+3		+9		+4		+4		+6			
Tier II and Tier III Average							+6.66						+4.66	
Total Average							+5.66							



Unlike Fluency Measure 1 and 3, Fountas and Pinnell's Six Dimensions of Fluency rubric does not provide recommendations for expected progress. This assessment is used by teachers to notice the characteristics of fluency the student demonstrates, as well as what the student neglects, in order to guide instruction (Fountas & Pinnell, 2010). Therefore, descriptive statistical analysis involved calculating the mean, or average, of the pre- and post-assessment outcome scores from Fountas and Pinnell's Six Dimensions of Fluency.

On average, participants reported that students' mean outcome had an increase of 5.66 on the Fountas and Pinnell Six Dimensions of Fluency measure ( $M=5.66$ ). Participants reported the mean outcome for students' in Tier II had an increase of 6.66 ( $M=6.66$ ), as well as an increase of 4.66 for students' in Tier III ( $M=4.66$ ).

### ***Fluency Measure 3***

The third fluency measure was AIMSweb's R-CBM. Students' pre- and post-assessment Words Read Correct (WRC), Rate of Improvement (ROI), and Errors were collected. Like Fluency Measure 1 and 2, Fluency Measure 3 was administered prior to the start of the intervention in week 1, and at the end of the intervention period in week 12. A score at the 50th percentile is considered average (Pearson, 2019). Therefore, a student in 3rd grade should read 87 WRC in the fall and 111 WRC in the winter, for an 18-week intervention period (Pearson, 2019). Because this study was based on a 12-week intervention period, students' individual ROI were calculated to determine the average group ROI.

AIMSweb recommends calculating the Rates of Improvement (ROI) using the following four step formula: (1) Determine the beginning performance and ending performance; (2) Calculate the difference between the beginning and ending performance to get the total growth; (3) Calculate the number of instructional weeks between the beginning and ending performance;

and (4) Divide total growth by number of instructional weeks to get the weekly ROI (Pearson, 2012). The typical ROI for students in 3rd grade during an 18-week intervention period is 1.11. For this study, the mean, or average, of ROI for 3rd grade students during a 12-week intervention period is 1.08. Like Fluency Measure 1 and 2, descriptive statistical analysis involved calculating the mean, or average, of the pre- and post-assessment outcome scores from AIMSweb's R-CBM (Table 14).

**Table 14**

*Fluency Measure 3: Results*

<b>Fluency Measure 3: AIMSweb R-CBM CWPM</b>				
	<i>Pre WRC</i>	<i>Post WRC</i>	<i>Outcome</i>	<i>ROI</i>
T1 (S1)	67	115	+48	4
T2 (S2)	59	96	+37	3.08
T3 (S3)	49	131	+82	6.83
<b><i>Tier II Average</i></b>		<b>+55.66</b>		<b>+4.63</b>
T4 (S4)	54	78	+24	2
T5 (S5)	27	56	+29	2.41
T6 (S6)	20	12	-8	-0.66
<b><i>Tier III Average</i></b>		<b>+15</b>		<b>+1.25</b>
<b>Total Average</b>		<b>+35.33</b>		<b>2.94</b>

<b>Fluency Measure #3: AIMSweb R-CBM Errors</b>			
	<i>Pre Errors</i>	<i>Post Errors</i>	<i>Outcome</i>
T1 (S1)	3	2	-1
T2 (S2)	4	2	-2
T3 (S3)	3	2	-1
<b><i>Tier II Average</i></b>		<b>-1.33</b>	
T4 (S4)	12	6	-6
T5 (S5)	5	3	-2
T6 (S6)	5	2	-3
<b><i>Tier III Average</i></b>		<b>-3.66</b>	
<b>Total Average</b>		<b>-2.5</b>	

On average, participants reported that students' outcome scores had an average increase of 35.33 WRC on AIMSweb's R-CBM measure ( $M=35.33$ ). Participants reported the mean outcome for students' in Tier II had an increase of 55.66 ( $M=55.66$ ), as well as an increase of 15 for students' in Tier III ( $M=15$ ). The group ROI had an average increase of 2.94 ( $M=2.94$ ). In Tier II, the ROI had an average increase of 4.63 ( $M=4.63$ ), as well as an increase of 1.25 for students' in Tier III ( $M=1.25$ ). Lastly, participants reported the mean outcome for students' errors on AIMSweb R-CBM decreased by 2.5 ( $M=2.5$ ). Participants reported the mean outcome for students' in Tier II had a decrease of 1.33 ( $M=1.33$ ), as well as a decrease of 3.66 for students' in Tier III ( $M=3.66$ ).

### **Research Question 2: To what extent is LLI implemented with integrity?**

To answer the second research question, two data collection methods were used: (1) document review of intervention records; and (2) two face-to-face observations.

#### ***Document Review of Intervention Records***

Participants were given an intervention record that was collected weekly during the 12-week intervention period in order to conduct the document reviews. The intervention record included the date, week of intervention, student and teacher attendance record, and group size. Similar to the student achievement data, descriptive statistical analysis involved calculating the mean, or average, of the attendance record (number of days per week students received LLI), group size, and total LLI lessons received during the 12-week intervention period (Table 15).

**Table 15***Attendance Records Summary*

Attendance Record	T1	T2	T3	T4	T5	T6
Week 1	3	2	5	4	4	4
Week 2	3	4	5	4	4	4
Week 3	2	1	5	3	2	3
Week 4	2	3	4	3	2	4
Week 5	4	4	5	4	4	4
Week 6	2	3	4	4	2	3
Week 7	2	4	4	5	2	4
Week 8	3	3	4	5	4	4
Week 9	3	4	4	5	4	5
Week 10	3	4	4	5	5	2
Week 11	3	3	3	5	4	3
Week 12	3	2	1	5	4	3
Total Days per Week	2.75	3.08	4	4.33	3.41	3.58
Tier II and III Average (Days per Week)	3.27			3.77		
Average (Days per Week)	3.52					
Total LLI Lessons	33	37	48	52	41	43
Tier II and III Average (LLI Lessons)	39.33			45.33		
Average (LLI Lessons)	42.33					
Total Group Size	1	1	1	1	1	1
Tier II and III Average (Group Size)	1			1		
Average (Group Size)	1					

On average, participants reported the amount of days per week that students were provided LLI instruction is 3.52 days per week (M=3.52). Participants reported the amount of days per week that students' in Tier II were provided instruction is 3.27 days per week (M=3.27), as well as 3.77 days per week for students' in Tier III (M=3.77). Also, the participants reported the amount of total LLI lessons given within the 12-week intervention period was 42.33 lessons (M=42.33). Participants reported the amount of LLI lessons given to students' in Tier II was 39.33 total lessons (M=39.33), as well as 45.33 total lessons for students' in Tier III (M=45.33).

In addition, on average, the participants reported the average group size for LLI instruction is 1 student for both Tier II and III (M=1). Lastly, as stated in Chapter III, the data for the time of intervention was self-reported based on the two face-to-face observations and interviews (Table 16).

**Table 16**

*Intervention Time Summary*

<b>Intervention Time</b>	<b><i>T1</i></b>	<b><i>T2</i></b>	<b><i>T3</i></b>	<b><i>T4</i></b>	<b><i>T5</i></b>	<b><i>T6</i></b>
Reported Observation Time (minutes per day)	25	25	25	40	40	42.5
Tier II and II Average Observation Time (minutes per day)		25			40.83	
Reported Interview Time (minutes per day)	20	20	20	35	35	40
Tier II and II Average Interview Time (minutes per day)		20			36.66	
<b>Tier II and II Average Time (minutes per day)</b>		<b>22.5</b>			<b>38.74</b>	

First, the researcher reported the average time of LLI demonstrated within the pre- and post-observation for Tier II as 25 minutes (M=25), as well as 40.83 for Tier III (M=40.83). Next, based on the interviews, participants reported the average time of LLI within Tier II as 20 minutes (M=20), as well as 36.66 for Tier III (M=36.66). Therefore, LLI time within Tier II was reported as 22.5 minutes (M=22.5), and 38.74 minutes within Tier III (M=38.74).

***Observations***

Each participant was observed twice during the 12-week intervention period. The observations took place during a 30-40-minute LLI instructional block. As stated in Chapter III,

the researcher recorded anecdotal notes alongside an observational guide, which was an adapted version of Fountas and Pinnell's Administrator's Tool: Fidelity of LLI Implementation (Intermediate) (Fountas & Pinnell, 2013). The odd- and even-numbered LLI "45-Minute Standard Lesson Framework" that was described in Chapter II was used to determine the options used by the participants. The researcher used this tool during each observation to record participants' implementation of LLI. In analyzing observational data, inductive thematic analysis was used.

As addressed in Chapter III, Braun and Clarke (2006) outline six phases in inductive thematic analysis: (1) familiarization with the data; (2) generation of initial codes; (3) searching for themes; (4) reviewing themes; (5) defining and naming themes; and (6) producing final report.

**Phase 1: Familiarization with the Data.** During the first phase of inductive thematic analysis, the researcher became familiar with the observational field notes by reading and re-reading the data three times through to search for meanings and patterns. The researcher marked initial ideas for coding that were revisited in subsequent phases (Braun & Clarke, 2006) (Figure 2). Table 17 shows the initial themes for T1 pre-observation. All participants' results can be found in Appendix J.

**Table 17***Inductive Thematic Analysis: T1 Pre-Observation*

<b>Pre-Observation: T1</b>				
<b>Observation Guide</b>	<b>Anecdotal Notes</b>	<b>Phase 1: Familiarization with the Data</b>	<b>Phase 2: Generation of Initial Codes</b>	<b>Phase 3: Searching for Themes</b>
Explain the context of the LLI group	Within the general education classroom at a u-shaped table while other students in the classroom are reading independently	Setting	Setting	Context and Procedures in Implementation
Identify the number of students in the LLI group	4	Group Size	Group Size	
Total instructional minutes for LLI lesson	20 minutes	Time	Time	
Identify LLI Lesson Number (Even/Odd)	Even	LLI Lesson Framework	LLI Lesson Framework	Fluency Concepts & Instructional Procedures
Explain how attendance is monitored	District's IRIP form	Attendance	IRIPs	
Explain how the teacher models, encourages, and provides opportunities for fluent oral reading.	Teach models phrasing, word stress, and intonation. Phrasing: Phrasing is related to pausing but requires more processing of the language of the text. When students read orally they put words together in groups to represent the meaningful units of language. Word Stress: Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language. Intonation: Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression.	Pausing	Phrasing	Varied Use of Assessment
		Word Stress	Word Stress	
		Intonation	Intonation	
		Echo Reading	Echo Reading	
		Observation	Observation	
		Assessment	Assessment	
		Classroom Connection	(Fountas & Pinnell BAS, LLI Reading Records)	
		Home Connection	Classroom/ Home Connection	
		Modeling	Modeling	
		Repeated Reading	Repeated Reading	
Explain how the teacher models and encourages students	Teacher reads a sentence on each page and the students	Rate	Rate	
		Instructional Modifications	Instructional Modifications	
		Purposeful Instruction	Purposeful Instruction	
			Student Engagement	
			Comprehension	

Table 17 - continued

to use appropriate reading fluency strategies.	<p>echo the reading that has been modeled.</p> <p><i>Echo Reading:</i> An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled.</p>	<p>Student Engagement</p> <p>Comprehension</p> <p>Writing</p> <p>Word Work (Phonics)</p>	<p>Writing</p> <p>Word Work (Phonics)</p>	
Explain how the teacher engages in conversation about the text in order to support reading fluency.	<p>“Read it like this...Each friend had one thing that the other wished for.” (Phrasing)</p> <p>“Let’s try this word again. Make this word sound like...” (Word Stress)</p> <p>“Make sure you stop at the period.” (Intonation)</p>			
Explain how the teacher uses assessment to monitor student progress.	Running record every 4 weeks			
Explain how the teacher makes classroom connections.	Made a connection with the type of writing.			
Explain how the teacher makes home connections.	Teacher sends home ‘read at home’ routine along with black and white book to reread.			
Explain teachers’ response to student progress.	Positive reinforcement: “I like how I see...”			
Explain how the teacher makes instructional modifications.	Teacher follows LLI lesson outline.			
Explain how the teacher makes material modifications.	N/A			
Explain student’s response to fluency instruction using the six dimensions.	Students try to echo teacher modeling. Teacher gave several reminders throughout independent reading - “Make sure you read like this...”			



Table 17 - continued

Explain the student's engagement throughout the lesson.	Teacher asks each student to retell the book before. Each student had the opportunity to talk.			
Explain the student's response to intended lesson outcomes.	Students each read the book independently focusing closely on word stress and phrasing. Students were concerned with reading fast and not stopping at the period.			
Explain the student's response to instructional modifications.	Read at Home routine - Developed by teacher using LLI guidelines			
Explain the student's response to material modifications.	N/A			
Goals for Lesson	Read dialogue with phrasing intonation, and appropriate word stress.			
Discussion of Yesterday's New Book	Teacher invites students to share their thinking about yesterday's book. "What was the problem?" One student couldn't remember anything, so the teacher asked, "Do you remember the characters?" Reviewed the author's purpose. Reviewed the genre.			
Revisiting Yesterday's New Book	Students do not reread story because they reread it at home. Instead, the teacher uses writing about reading. See examples below.			
Rereading and Assessment	N/A			
Writing About Reading	Dictated writing - teacher gives a sentence and students write it down. "Pete and Percy try to make a surprise dinner, but they make a mess." "Chef Lobo made vegetable stew." "Petunia tricked him when she put lots of hot stuff in the stew pot."			
Phonics/Word Study	Teacher explained that they do phonics as a whole class at a			

Table 17 - continued

	separate time during the school day.			
Reading a New Book: Introducing the new text	Student reads the title. They each make a prediction. “It’s going to be fiction because...” Teacher follows lesson outline by Introducing the Text.			
Reading a New Book: Reading the text	Students read in a quiet whisper voice as teacher listens to each of them. Students and teacher discuss the book after reading. “What did the author teach us? What was the lesson?” “I like how _ read the story because he read at a good pace, paused at periods and made words sound important.” Talked about Read at Home routine. “This is your job over the weekend...”			

**Phase 2: Generation of Initial Codes.** During the second phase, the researcher used the initial list of ideas from Phase 1 to produce initial codes from the observational data (Braun & Clarke, 2006). During this process, the researcher manually coded the data to indicate patterns. In organizing the data into meaningful groups, the researcher identified initial codes from the observational field notes (Table 17).

**Phase 3: Searching for Themes.** In the third phase, the researcher used the codes from the observational data to re-focus and develop broader emerging themes (Table 12) (Braun & Clarke, 2006). In sorting different codes into themes, the researcher organized themes from the two observations into tables with each code creating theme-piles (Table 18).

**Table 18***Phase 3: Searching for Observation Themes*

<b>T1: Pre- and Post-Observation</b>		
<b>Context and Procedures in Implementation</b>	<b>Fluency Concepts &amp; Instructional Procedures</b>	<b>Varied Use of Assessment</b>
<ul style="list-style-type: none"> <li>• Setting</li> <li>• Group Size</li> <li>• Time</li> <li>• LLI Lesson Framework</li> <li>• IRIPs</li> <li>• Classroom/Home Connection</li> <li>• Instructional Modifications</li> <li>• Student Engagement</li> <li>• Comprehension</li> <li>• Writing</li> <li>• Word Work (Phonics)</li> </ul>	<ul style="list-style-type: none"> <li>• Phrasing</li> <li>• Word Stress</li> <li>• Pausing</li> <li>• Intonation</li> <li>• Phrased Reading</li> <li>• Echo Reading</li> <li>• Rate</li> <li>• Modeling</li> <li>• Repeated Reading</li> <li>• Purposeful Instruction</li> <li>• Reading Fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment (Fountas &amp; Pinnell BAS, LLI Reading Records)</li> <li>• Observation</li> </ul>
<b>T2: Pre- and Post-Observation</b>		
<b>Context and Procedures in Implementation</b>	<b>Fluency Concepts &amp; Instructional Procedures</b>	<b>Varied Use of Assessment</b>
<ul style="list-style-type: none"> <li>• Setting</li> <li>• Group Size</li> <li>• Time</li> <li>• LLI Lesson Framework</li> <li>• IRIPs</li> <li>• Classroom/Home Connection</li> <li>• Student Engagement</li> <li>• Comprehension</li> <li>• Writing</li> <li>• Word Work (Phonics)</li> </ul>	<ul style="list-style-type: none"> <li>• Pausing</li> <li>• Phrased Reading</li> <li>• Word Stress</li> <li>• Echo Reading</li> <li>• Modeling</li> <li>• Repeated Reading</li> <li>• Purposeful Instruction</li> <li>• Integration</li> <li>• Reading Fluency</li> <li>• Phrasing</li> <li>• Rate</li> <li>• Assisted Reading</li> <li>• Intonation</li> <li>• Six Dimensions</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment (Fountas &amp; Pinnell BAS, LLI Reading Records)</li> <li>• Observation</li> </ul>
<b>T3: Pre- and Post-Observation</b>		
<b>Context and Procedures in Implementation</b>	<b>Fluency Concepts &amp; Instructional Procedures</b>	<b>Varied Use of Assessment</b>
<ul style="list-style-type: none"> <li>• Setting</li> <li>• Group Size</li> </ul>	<ul style="list-style-type: none"> <li>• Phrasing</li> <li>• Intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment (Fountas &amp; Pinnell BAS, LLI Reading Records)</li> </ul>

Table 18 - continued

<ul style="list-style-type: none"> <li>• Time</li> <li>• LLI Lesson Framework</li> <li>• IRIPs</li> <li>• Classroom/Home Connection</li> <li>• Instructional Modifications</li> <li>• Student Engagement</li> <li>• Comprehension</li> <li>• Writing</li> <li>• Word Work (Phonics)</li> </ul>	<ul style="list-style-type: none"> <li>• Word Stress</li> <li>• Phrased Reading</li> <li>• Echo Reading</li> <li>• Assisted Reading</li> <li>• Modeling</li> <li>• Repeated Reading</li> <li>• Purposeful Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>
<b>T4: Pre- and Post-Observation</b>		
<b>Context and Procedures in Implementation</b>	<b>Fluency Concepts &amp; Instructional Procedures</b>	<b>Varied Use of Assessment</b>
<ul style="list-style-type: none"> <li>• Setting</li> <li>• Group Size</li> <li>• Time</li> <li>• LLI Lesson Framework</li> <li>• IRIPs</li> <li>• Classroom/Home Connection</li> <li>• Instructional Modification</li> <li>• Student Engagement</li> <li>• Word Work (Phonics)</li> </ul>	<ul style="list-style-type: none"> <li>• Word Stress</li> <li>• Intonation</li> <li>• Echo Reading</li> <li>• Modeling</li> <li>• Integration</li> <li>• Repeated Reading</li> <li>• Six Dimensions</li> <li>• Purposeful Instruction</li> <li>• Reading Fluency</li> <li>• Phrasing</li> <li>• Rate</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment (Fountas &amp; Pinnell BAS, LLI Reading Records)</li> <li>• Observation</li> </ul>
<b>T5: Pre- and Post-Observation</b>		
<b>Context and Procedures in Implementation</b>	<b>Fluency Concepts &amp; Instructional Procedures</b>	<b>Varied Use of Assessment</b>
<ul style="list-style-type: none"> <li>• Setting</li> <li>• Group Size</li> <li>• Time</li> <li>• LLI Lesson Framework</li> <li>• IRIPs</li> <li>• Classroom/Home Connection</li> <li>• Instructional Modification</li> <li>• Student Engagement</li> <li>• Comprehension</li> <li>• Writing</li> <li>• Word Work (Phonics)</li> </ul>	<ul style="list-style-type: none"> <li>• Pausing</li> <li>• Phrasing</li> <li>• Word Stress</li> <li>• Intonation</li> <li>• Assisted Reading</li> <li>• Echo Reading</li> <li>• Modeling</li> <li>• Repeated Reading</li> <li>• Purposeful Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment (Fountas &amp; Pinnell BAS, LLI Reading Records)</li> <li>• Observation</li> </ul>
<b>T6: Pre- and Post-Observation</b>		
<b>Context and Procedures in Implementation</b>	<b>Fluency Concepts &amp; Instructional Procedures</b>	<b>Varied Use of Assessment</b>

Table 18 - continued

<ul style="list-style-type: none"> <li>• Setting</li> <li>• Group Size</li> <li>• Time</li> <li>• LLI Lesson Framework</li> <li>• IRIPs</li> <li>• Instructional Modifications</li> <li>• Student Engagement</li> <li>• Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Rate</li> <li>• Pausing</li> <li>• Word Stress</li> <li>• Assisted Reading</li> <li>• Rate Mover</li> <li>• Echo Reading</li> <li>• Phrasing</li> <li>• Integration</li> <li>• Repeated Reading</li> <li>• Purposeful Instruction</li> <li>• Modeling</li> <li>• Intonation</li> <li>• Reading Fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment (Fountas &amp; Pinnell BAS, LLI Reading Records)</li> <li>• Observation</li> </ul>
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**Phase 4: Reviewing Themes.** During this phase, the researcher reviewed each theme to determine clear, identifiable distinctions between themes (Braun & Clarke, 2006). First, the researcher reviewed the codes for each theme to determine if there was a coherent pattern for each participant. Next, the researcher conducted a similar process, but used the data set from the observational field notes for all participants. The researcher conducted on-going checking of the anecdotal notes for each theme. The observational field notes were used as supporting evidence for each theme (Table 19). Table 19 shows the anecdotal evidence for T1. All participants' results can be found in Appendix K.

**Table 19***Phase 4: Reviewing Observation Themes*

Table of Themes from T1		
Themes	Anecdotal Evidence Pre-Observation	Anecdotal Evidence Post-Observation
<b>Context and Procedures in Implementation</b>	<p><i>Within the general education classroom at a u-shaped table while other students in the classroom are reading independently</i></p> <p>4</p> <p><i>20 minutes</i></p>	<p><i>Within general education classroom at a u-shaped table while other students in the class are reading silently to themselves</i></p> <p>4</p> <p><i>30 minutes</i></p>

Table 19 - continued

	<p><i>Even</i></p> <p><i>District's IRIP form</i></p> <p><i>Made a connection with the type of writing.</i></p> <p><i>Teacher sends home 'read at home' routine along with black and white book to reread.</i></p> <p><i>Teacher follows LLI lesson outline.</i></p> <p><i>Teacher asks each student to retell the book before. Each student had the opportunity to talk.</i></p> <p><i>Read at Home routine - Developed by teacher using LLI guidelines</i></p> <p><i>Teacher invites students to share their thinking about yesterday's book. "What was the problem?" One student couldn't remember anything, so the teacher asked, "Do you remember the characters?" Reviewed the author's purpose. Reviewed the genre</i></p> <p><i>Students do not reread story because they reread it at home. Instead, the teacher uses writing about reading.</i></p> <p><i>Dictated writing - teacher gives a sentence and students write it down. "Pete and Percy try to make a surprise dinner, but they make a mess." "Chef Lobo made vegetable stew. "Petunia tricked him when she put lots of hot stuff in the stew pot."</i></p> <p><i>Teacher explained that they do phonics as a whole class at a separate time during the school day.</i></p> <p><i>Student reads the title. They each make a prediction. "It's going to be fiction because..."</i></p> <p><i>Teacher follows lesson outline by Introducing the Text.</i></p> <p><i>Students read in a quiet whisper voice as teacher listens to each of them.</i></p> <p><i>Students and teacher discuss the book after reading.</i></p> <p><i>"What did the author teach us? What was the lesson?"</i></p> <p><i>Talked about Read at Home routine. "This is your job over the weekend..."</i></p>	<p><i>Odd (Red 39)</i></p> <p><i>District's IRIP form</i></p> <p><i>In previewing the text (nonfiction) the teacher commented on the writing unit they were working on and what are some of the things they included in their "All About Books" that they see in this book</i></p> <p><i>Teacher asked if they took yesterday's book home to read</i></p> <p><i>Teacher asked students to summarize the book from yesterday</i></p> <p><i>Teacher begins lesson by reviewing the book from yesterday</i></p> <p><i>She asked if anyone took it home to read it</i></p> <p><i>Bore, Bored, Boring "Can you think of a sentence that you could use this word in..."</i></p> <p><i>"Let's look at the book, it says..."animals are bore..." Refers students back to the book to find the word within the text</i></p> <p><i>"There's another word we can use this word..."</i></p> <p><i>A student finds the word within the text. Teacher praises and asks what the author is trying to say.</i></p> <p><i>Teacher follows LLI lesson outline for introducing the text</i></p>
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Table 19 - continued

<p><b>Fluency Concepts &amp; Instructional Procedures</b></p>	<p><i>Teach models phrasing, word stress and intonation.</i></p> <p><i>Phrasing: Phrasing is related to pausing but requires more processing of the language of the text. When students read orally they put words together in groups to represent the meaningful units of language.</i></p> <p><i>Word Stress: Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.</i></p> <p><i>Intonation: Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression.</i></p> <p><i>Teacher reads a sentence on each page and the students echo the reading that has been modeled.</i></p> <p><i>Echo Reading: An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled.</i></p> <p><i>“Read it like this...Each friend had one thing that the other wished for.” (Phrasing)</i></p> <p><i>“Let’s try this word again. Make this word sound like...” (Word Stress)</i></p> <p><i>“Make sure you stop at the period.” (Intonation)</i></p> <p><i>Positive reinforcement: “I like how I see...”</i></p> <p><i>Students try to echo teacher modeling. Teacher gave several reminders throughout independent reading - “Make sure you read like this...”</i></p> <p><i>Students each read the book independently focusing closely on word stress and phrasing. Students were concerned with reading fast and not stopping at the period.</i></p> <p><i>Read dialogue with phrasing, intonation, and appropriate word stress.</i></p> <p><i>“I like how _ read the story because he read at a good pace, paused at periods and made words sound important.”</i></p>	<p><i>Teach models phrasing, pausing and intonation.</i></p> <p><i>Phrasing: Phrasing is related to pausing but requires more processing of the language of the text. When students read orally they put words together in groups to represent the meaningful units of language.</i></p> <p><i>Pausing: Pausing refers to the way the reader’s voice is guided by punctuation.</i></p> <p><i>Intonation: Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression.</i></p> <p><i>Phrased Reading (Yesterday’s book) Teacher connects phrased reading with the meaning “is there anything else that helped you would add to your summary after rereading this page”</i></p> <p><i>Teacher models reading a page, then asks students to partner read together. Phrased Reading: An instructional procedure used to support fluent reading; to read aloud and reflect meaning units with phrases.</i></p> <p><i>Pausing: “Did you notice how I paused at the end of the sentence...” “Did you see how important it was to pause at the period before moving on to the next sentence...”</i></p> <p><i>Intonation: “I really liked how (student) made his voice go up at the period.”</i></p> <p><i>Phrasing: “Listen to me read this...”</i></p> <p><i>Teacher had students reread for meaning from yesterday’s book (close read, vocabulary &amp; fluency)</i></p> <p><i>Teacher asks students to summarize the text</i></p> <p><i>When rereading yesterday’s book, the teacher had the students read with a partner and do glows and grows</i></p> <p><i>Students practiced pausing at punctuation.</i></p> <p><i>In previewing yesterday’s book, the teacher focused on fluency (choral reading, vocabulary &amp; fluency/pausing)</i></p> <p><i>The students practicing pausing when completing the Echo Reading</i></p> <p><i>Students practiced phrasing and intonation</i></p>
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Table 19 - continued

		<p><i>Partner reading instead of individual reading. Students read with their partners and provided glows and grows.</i></p> <p><i>The teacher asks the students to practice reading silently on their own</i></p> <p><i>Teacher allows the students to finish reading the book on their own (ran out of time)</i></p>
<b>Varied Use of Assessment</b>	<i>Running record every 4 weeks</i>	<p><i>While the students were partner reading, the teacher provided feedback to the students and asked how they demonstrated fluency... "Where did you pause..." "Is there anything your partner did that they did really well?" "Is there anything your partner did that they can work on"</i></p> <p><i>Teacher provided positive feedback when she heard the student pause or make their voice go up</i></p> <p><i>The teacher tapped the desk in front of the student to get them to read aloud to listen to their fluency</i></p> <p><i>Students took turns practicing their fluency by reading it to a partner while the teacher listened in.</i></p>

**Phase 5: Defining and Naming Themes.** The fifth phase took place in two steps: (1) the researcher defined themes; and (2) the researcher analyzed the data with each theme, identifying the content of data presented (Table 20) (Braun & Clarke, 2006).

**Table 20***Phase 5: Defining and Naming Observation Themes*

<b>Clustering Themes</b>	<b>Theme Definitions</b>
<i>Context and Procedures in Implementation</i>	Context (i.e. time, setting, group size) and LLI procedures implemented by LLI teachers.
<i>Fluency Concepts &amp; Instructional Procedures</i>	Identification of the fluency concepts and instructional procedures teachers use within LLI.
<i>Varied Use of Assessment</i>	Identification of varied assessment tools and procedures that teachers use to analyze student progress and overall outcomes in reading fluency in order to adjust daily LLI instruction.



To end this phase, as recommended by Braun & Clarke (2006), the researcher conducted and wrote a detailed analysis of each individual theme within Chapter V. The researcher considered each individual theme and how it relates to the second research question.

**Phase 6: Producing the Final Report.** The final phase involves a final analysis and write-up of the report, which is within Chapter V. The final report includes a concise, coherent, and logical story of the data across the themes identified from the observational data presented (Braun & Clarke, 2006). The three themes that emerged from the observations include: (1) Context and Procedures in Implementation; (2) Fluency Concepts and Instructional Procedures; and (3) Varied Use of Assessment. The write up in Chapter V includes a narrative of specific evidence from the observational data collected within each theme.

**Research Question 3. What are the general and special education teachers' perceptions of LLI at Tiers II and III?**

### *Interviews*

To answer the third research question, each participant participated in two interviews with the researcher during the 12-week intervention period. The interviews took place during a 30-minute time block outside of instructional time. The interview questions were developed from the research questions and literature review outlined in this study. Each interview was audio recorded and transcribed. The participants were then given the opportunity to complete a member check. There were no changes requested by the participants. Similar to the analysis process used for the observations, inductive thematic analysis was used to analyze interview data. The researcher followed the six phases of inductive thematic analysis outlined by Braun and Clarke (2006).

**Phase 1: Familiarization with the Data.** In becoming familiar with the participants' transcripts, the researcher listened and read the interview recordings three times each. In searching for meanings and patterns, the researcher marked initial ideas for coding in a table that were revisited in subsequent phases (Table 16) (Braun & Clarke, 2006). Table 21 shows the initial themes for T1 pre-interview. All participants' results can be found in Appendix L.

**Table 21**

*Inductive Thematic Analysis: T1 Pre-Interview*

Pre-Interview: T1			
Transcript	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
<p><i>Please start by describing your background. What is the nature of your job?</i></p> <p>I'm a third grade teacher. This is my second year at this school. Beforehand, I taught 4th grade for five years and 3rd grade for three years at a different school. I've worked for three years tutoring at a business where I used Orton Gillingham to teach phonics to students.</p> <p><i>How long have you been using LLI?</i></p> <p>This is my second year.</p> <p><i>How were you introduced to LLI (e.g., through a colleague; through PD/ training; through reading specialist; etc.)?</i></p> <p>Professional Development. It was at the new teacher orientation, so it was an introduction course.</p> <p><i>In what instructional capacity have you used LLI (e.g., mostly geared towards comprehension, decoding, etc.)?</i></p> <p>Probably comprehension.</p>	<p>Professional development</p> <p>Comprehension</p> <p>Daily reading</p> <p>Daily instruction</p> <p>Adjust instruction</p> <p>'Just right' books</p> <p>Student needs</p> <p>Leveled books</p> <p>Observation</p> <p>Fluency</p> <p>Instructional Materials</p> <p>Additional program</p> <p>Word work</p>	<p>Professional Development</p> <p>Repeated Reading</p> <p>Purposeful Instruction</p> <p>Leveled Texts</p> <p>Student Needs</p> <p>Student Impact</p> <p>Instructional Modifications</p> <p>Instructional Time</p> <p>Assessment (Fountas &amp; Pinnell BAS, LLI Reading Records)</p> <p>Observation</p>	<p>Professional Development</p> <p>Use of the Six Dimensions to Inform Instruction</p> <p>Use of Assessment to Inform Instruction</p> <p>LLI Implementation Across Tier II and Tier III</p>

Table 21 - continued

<p><b><i>In your opinion, how has LLI impacted student achievement in the area of reading fluency?</i></b></p>	Time	LLI Lesson Framework	
<p>It allowed me to hear the students read on a daily basis, so that I can adjust my instruction to them daily. It allowed me to ensure that they were reading at their level, so that I wasn't just listening to them in their own 'just right' books. It really helps me to guide where we are going next to see what their specific needs are.</p>	Lesson parts	Group Size	
<p><b><i>Describe how you think LLI could address student deficits in reading fluency.</i></b></p>	Group size	Student Engagement	
<p>Like I was saying before, it allows me to hear them read on a daily basis at their level, so I'm able to right in the moment be able to see what they need to work on.</p>	Impact on reading fluency	Student Motivation	
<p><b><i>Describe how you provide opportunities to develop oral reading fluency using LLI within Tier [Insert II/III].</i></b></p>	Impact on general reading achievement	Reading Fluency Word Work (Phonics)	
<p><b><i>What materials are most helpful?</i></b></p>	High interest books	Comprehension	
<p>The books they give. That's what we use daily.</p>	Variety of books	Writing	
<p><b><i>What about teaching fluency?</i></b></p>	Instructional choices	District Support	
<p>No, I think there can be some better materials to help support instruction for fluency. I had mentioned earlier that I had used Orton Gillingham because I had a lot of students that struggle with fluency, so I had to use another program to support those learners in addition to using LLI.</p>	Training	LLI Use	
<p><b><i>Do you frequently modify materials?</i></b></p>	Workshop model		
<p>Only for fluency instruction. I didn't even know LLI had a phonics portion until this year, so we are actually implementing it as a whole class now. We've created presentations to present to the phonics to our whole class, so I don't feel as if I have to modify much anymore, especially because we didn't realize there was this option. I pull from other resources less frequently now.</p>	Administration support		
<p><b><i>How much time do you think is needed?</i></b></p>	Reading specialist support		
<p>I think they are supposed to be about 40-45 minutes lessons, so it's difficult to sometimes take</p>	Phonics		
	Writing		
	Motivation		
	Engagement		
	Lesson outline		
	Progress monitoring		
	LLI Reading Records		

Table 21 - continued

<p>out the most important things to teach, but I need at least 20 minutes.</p> <p><i>What are the strengths and challenges of LLI implementation within a MTSS at the classroom/school/district level?</i></p> <p>First of all, I think it would be beneficial to have a little bit more training in LLI. In the beginning, when I was a new teacher, we had training and I didn't even know what it was, so at that moment I couldn't even comprehend what they were talking about because I had never seen it before. This year at back to school PD, we did have some LLI training. I chose to take the advanced LLI course as well, so that did help answer some questions, especially because I've been doing it for awhile I was able to comprehend and understand exactly how to use it and what to take out of it a little bit better. As a grade level we would talk about it, like what are you taking out of this lesson or that lesson, but other than that, we don't talk about it at a school level. The biggest challenge is taking out the most important parts from the lesson. There is so much to the lesson that it could be an amazing lesson, but due to time, and the amount of groups, we're unable to do that. I think it is a good program. I've seen that it's really helped students. The books are interesting and they seem to enjoy doing it. There is a big variety we can choose from, but the choosing is what is challenging.</p> <p><i>Describe the training you've received in LLI. What guidance and/or continued support is provided by your district?</i></p> <p>There is an option to receive training in the beginning of the year as I described. Also, the last time we had an early release day for training, they spent some time talking about LLI, which was really helpful.</p> <p><i>Describe how administration supports your efforts to implement LLI within your classroom.</i></p> <p>Administration gives us the time. We've set up the workshop model. However, they're not really in the classroom to see what we're doing. Even the reading specialist isn't really checking in or talking about it in any way. So, I'm not sure that the administration is supporting us very much.</p>	<p>Formative assessment</p> <p>Fountas and Pinnell BAS</p> <p>Language</p> <p>Phonics rules</p>		
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Table 21 - continued

<p><i>Describe the strengths of the LLI system and why you feel these are strengths.</i></p> <p>I think LLI is good because it allows us to look at comprehension, writing, fluency and accuracy. It really motivates the student. It also motivates me to meet with the students everyday, especially because the lesson outline is right there, which all connect to each other. I like the progress monitoring because it helps me stay on track other than the everyday formative assessments we are giving to them. I feel like it goes perfectly with the Fountas and Pinnell testing. A lot of the same language is used within LLI that is found on the test so students are more familiar with it. I think it's a great system.</p> <p><i>What areas of the LLI system could be improved and why do you believe these improvements are necessary?</i></p> <p>I think if it's the idea is to do a 15-20 minute lesson, I think it would be much more helpful and a time saver to teachers if the lessons were shortened at the get go, rather than have to take the time ahead of time to look at the lesson and decide what to teach from there.</p> <p><i>Why should your district continue or not continue the LLI system when addressing reading fluency?</i></p> <p>I do think the district should continue, especially because now we know about the word study portion of it, but I think they could add more support when it comes to fluency instruction.</p> <p><i>Do you believe word study impacts reading fluency?</i></p> <p>I'm not sure that it directly impacts students reading fluency, but I feel like talking about the rules and why you're pronouncing sounds this way allows the students to make connections while they are reading.</p> <p><i>Is there anything that I did not ask that you would like to share about your experience with LLI?</i></p> <p>No, I don't think so!</p>			
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**Phase 2: Generation of Initial Codes.** During the second phase, the researcher used the initial list of ideas from Phase 1 to produce initial codes from the interview transcripts (Braun & Clarke, 2006). The researcher manually coded the transcripts to indicate patterns within the data. The initial codes from the transcripts were identified (Table 16).

**Phase 3: Searching for Themes.** In the third phase, the researcher used the codes from the transcripts to identify emerging themes (Table 16) (Braun & Clarke, 2006). In sorting different codes into themes, the researcher organized themes from the two interviews into tables with each code creating theme-piles (Table 22).

**Table 22**

*Phase 3: Searching for Interview Themes*

<b>T1: Pre- and Post-Interview</b>			
<b>Professional Development</b>	<b>LLI Implementation Across Tier II and Tier III</b>	<b>Use of the Six Dimensions to Inform Instruction</b>	<b>Use of Assessment to Inform Instruction</b>
<ul style="list-style-type: none"> <li>Professional Development</li> <li>District Support</li> <li>LLI Use</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Modifications</li> <li>Time</li> <li>LLI Lesson Outline</li> <li>Group Size</li> <li>Engagement</li> <li>Motivation</li> <li>Word Work (Phonics)</li> <li>Comprehension</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Purposeful Instruction</li> <li>Reading Fluency</li> <li>Repeated Reading</li> <li>Leveled Texts</li> <li>Internal Attention</li> <li>External Attention</li> <li>Automaticity</li> <li>Echo Reading</li> <li>Rate Mover</li> <li>Readers Theatre</li> <li>Speed</li> <li>Modeling</li> </ul>	<ul style="list-style-type: none"> <li>Student Needs</li> <li>Student Impact</li> <li>Assessment (Fountas &amp; Pinnell BAS, LLI Reading Records, Six Dimensions of Fluency)</li> <li>Observation</li> </ul>
<b>T2: Pre- and Post-Interview</b>			

Table 22 - continued

Professional Development	LLI Implementation Across Tier II and Tier III	Use of the Six Dimensions to Inform Instruction	Use of Assessment to Inform Instruction
<ul style="list-style-type: none"> <li>Professional Development</li> <li>District Support</li> <li>LLI Use</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension</li> <li>Word Work (Phonics)</li> <li>LLI Lesson Outline</li> <li>Group Size</li> <li>Instructional Modifications</li> <li>Vocabulary</li> <li>Time</li> <li>Home Connections</li> <li>Writing</li> <li>Engagement</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Purposeful Instruction</li> <li>Repeated Reading</li> <li>Leveled Texts</li> <li>Decoding</li> <li>Reading Fluency</li> <li>Modeling</li> <li>Internal Attention</li> <li>External Attention</li> <li>Automaticity</li> <li>Echo Reading</li> <li>Rate Mover</li> <li>Readers Theatre</li> <li>Speed</li> <li>Pausing</li> <li>Modeling</li> </ul>	<ul style="list-style-type: none"> <li>Assessment (Fountas &amp; Pinnell BAS, LLI Reading Records, Six Dimensions of Fluency)</li> <li>Observation</li> <li>Student Needs</li> <li>Student Impact</li> <li>Student Needs</li> </ul>
<b>T3: Pre- and Post-Interview</b>			
Professional Development	LLI Implementation Across Tier II and Tier III	Use of the Six Dimensions to Inform Instruction	Use of Assessment to Inform Instruction
<ul style="list-style-type: none"> <li>Professional Development</li> <li>District Support</li> <li>LLI Use</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension</li> <li>LLI Lesson Outline</li> <li>Time</li> <li>Group Size</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Decoding</li> <li>Reading Fluency</li> <li>Readers Theatre</li> <li>Choral Reading</li> <li>Leveled Texts</li> <li>Purposeful Instruction</li> <li>Internal Attention</li> <li>External Attention</li> <li>Automaticity</li> <li>Modeling</li> <li>Echo Reading</li> <li>Readers Theater</li> <li>Assisted Reading</li> </ul>	<ul style="list-style-type: none"> <li>Student Impact</li> <li>Assessment (Fountas &amp; Pinnell BAS, LLI Reading Records, Six Dimensions of Fluency)</li> <li>Student Needs</li> <li>Observation</li> </ul>

Table 22 - continued

		<ul style="list-style-type: none"> <li>• Phrased Reading</li> <li>• Pausing</li> </ul>	
<b>T4: Pre- and Post-Interview</b>			
<b>Professional Development</b>	<b>LLI Implementation Across Tier II and Tier III</b>	<b>Use of the Six Dimensions to Inform Instruction</b>	<b>Use of Assessment to Inform Instruction</b>
<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• District Support</li> <li>• LLI Use</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Instructional Modifications</li> <li>• Time</li> <li>• Group Size</li> <li>• MTSS</li> <li>• LLI Lesson Outline</li> <li>• Student Engagement</li> <li>• Leveled Texts</li> <li>• Vocabulary</li> <li>• Writing</li> <li>• Word Work (Phonics)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Fluency</li> <li>• Repeated Reading</li> <li>• Modeling</li> <li>• Phrased Reading</li> <li>• Decoding</li> <li>• Purposeful Instruction</li> <li>• Internal Attention</li> <li>• External Attention</li> <li>• Automaticity</li> <li>• Phrased Reading</li> <li>• Echo Reading</li> <li>• Assisted Reading</li> <li>• Rate Mover</li> <li>• Readers Theater</li> </ul>	<ul style="list-style-type: none"> <li>• Student Needs</li> <li>• Student Impact</li> <li>• Assessment (Fountas &amp; Pinnell BAS, LLI Reading Records, Six Dimensions of Fluency)</li> <li>• Observation</li> </ul>
<b>T5: Pre- and Post-Interview</b>			
<b>Professional Development</b>	<b>LLI Implementation Across Tier II and Tier III</b>	<b>Use of the Six Dimensions to Inform Instruction</b>	<b>Use of Assessment to Inform Instruction</b>
<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• District Support</li> <li>• LLI Use</li> </ul>	<ul style="list-style-type: none"> <li>• MTSS</li> <li>• Comprehension</li> <li>• Leveled Texts</li> <li>• Word Work (Phonics)</li> <li>• Writing</li> <li>• LLI Lesson Outline</li> <li>• Time</li> <li>• Group Size</li> <li>• Instructional Modifications</li> <li>• Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated Reading</li> <li>• Reading Fluency</li> <li>• Purposeful Instruction</li> <li>• Decoding</li> <li>• Modeling</li> <li>• Echo Reading</li> <li>• Phrased Reading</li> <li>• Internal Attention</li> </ul>	<ul style="list-style-type: none"> <li>• Student Impact</li> <li>• Assessment (Fountas &amp; Pinnell BAS, LLI Reading Records, Six Dimensions of Fluency)</li> <li>• Student Needs</li> <li>• Observation</li> </ul>



Table 22 - continued

		<ul style="list-style-type: none"> <li>• External Attention</li> <li>• Assisted Reading</li> <li>• Readers Theater</li> </ul>	
<b>T6: Pre- and Post-Interview</b>			
<b>Professional Development</b>	<b>LLI Implementation Across Tier II and Tier III</b>	<b>Use of the Six Dimensions to Inform Instructions</b>	<b>Use of Assessment to Inform Instruction</b>
<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• District Support</li> <li>• LLI Use</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Leveled Texts</li> <li>• Instructional Modifications</li> <li>• LLI Lesson Outline</li> <li>• Group Size</li> <li>• Time</li> <li>• Student Engagement</li> <li>• Consistency</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Fluency</li> <li>• Decoding</li> <li>• Modeling</li> <li>• Purposeful Instruction</li> <li>• Repeated Reading</li> <li>• Six Dimensions</li> <li>• Internal Attention</li> <li>• External Attention</li> <li>• Automaticity</li> <li>• Echo Reading</li> <li>• Phrased Reading</li> <li>• Readers Theater</li> </ul>	<ul style="list-style-type: none"> <li>• Student Needs</li> <li>• Student Impact</li> <li>• Assessment (Fountas &amp; Pinnell BAS, LLI Reading Records, Six Dimensions of Fluency)</li> </ul>

**Phase 4: Reviewing Themes.** The fourth phase took place in two steps: (1) the researcher reviewed the codes for each theme to determine patterns for each participant; and (2) the researcher reviewed the codes for each theme using the entire data set (Braun & Clarke, 2006). During this phase, the researcher conducted on-going checking of transcripts for each theme. Coded excerpts from the transcripts comprise evidence for each theme (Table 23). Table 23 shows the transcript evidence for T1. All participants' results can be found in Appendix M.

Table 23

## Phase 4: Reviewing Interview Themes

Table of Themes from T1		
Themes	Transcript Evidence Pre-Interview	Transcript Evidence Post-Interview
<b>Professional Development</b>	<p><i>Professional Development. It was at the new teacher orientation, so it was an introduction course.</i></p> <p><i>First of all, I think it would be beneficial to have a little bit more training in LLI. In the beginning, when I was a new teacher, we had training and I didn't even know what it was, so at that moment I couldn't even comprehend what they were talking about because I had never seen it before. This year at back to school PD, we did have some LLI training. I chose to take the advanced LLI course as well, so that did help answer some questions, especially because I've been doing it for awhile I was able to comprehend and understand exactly how to use it and what to take out of it a little bit better. As a grade level we would talk about it, like what are you taking out of this lesson or that lesson, but other than that, we don't talk about it at a school level.</i></p> <p><i>There is an option to receive training in the beginning of the year as I described. Also, the last time we had an early release day for training, they spent some time talking about LLI, which was really helpful.</i></p> <p><i>I do think the district should continue, especially because now we know about the word study portion of it, but I think they could add more support when it comes to fluency instruction.</i></p> <p><i>Administration gives us the time. We've set up the workshop model. However, they're not really in the classroom to see what we're doing. Even the reading specialist isn't really checking in or talking about it in any way. So, I'm not sure that the administration is supporting us very much.</i></p> <p><i>I think it is a good program. I've seen that it's really helped students.</i></p>	<p><i>Also, there should be more to help aid fluency instruction. Most lessons just include a short blurb of what to practice that day and it seems Echo Reading is repeated throughout the lessons a lot.</i></p> <p><i>I believe the district should continue using LLI. It provides an outlined lesson for teachers to use, which is helpful for educators who may not know what to implement or practice on their own. However, I believe more emphasis and time needs to be spent on providing teachers with extra professional development on how to fully utilize the fluency portion of LLI.</i></p>
<b>LLI Implementation</b>	<p><i>I had mentioned earlier that I had used Orton Gillingham because I had a lot of students that struggle with fluency, so I had to use another</i></p>	<p><i>LLI gives more of an opportunity for students to read orally and for the teacher to listen and</i></p>

Table 23 - continued

<p><b>Across Tier II and Tier III</b></p>	<p>program to support those learners in addition to using LLI.</p> <p><i>Only for fluency instruction. I didn't even know LLI had a phonics portion until this year, so we are actually implementing it as a whole class now. We've created presentations to present to the phonics to our whole class, so I don't feel as if I have to modify much anymore, especially because we didn't realize there was this option. I pull from other resources less frequently now.</i></p> <p><i>I think they are supposed to be about 40-45 minutes lessons, so it's difficult to sometimes take out the most important things to teach, but I need at least 20 minutes.</i></p> <p><i>The biggest challenge is taking out the most important parts from the lesson. There is so much to the lesson that it could be an amazing lesson, but due to time, and the amount of groups, we're unable to do that. I think it is a good program. I've seen that it's really helped students. The books are interesting, and they seem to enjoy doing it. There is a big variety we can choose from, but the choosing is what is challenging.</i></p> <p><i>Administration gives us the time. We've set up the workshop model.</i></p> <p><i>I think LLI is good because it allows us to look at comprehension, writing, fluency, and accuracy. It really motivates the student. It also motivates me to meet with the students every day, especially because the lesson outline is right there, which all connect to each other.</i></p> <p><i>I think if it's the idea is to do a 15-20 minute lesson, I think it would be much more helpful and a time saver to teachers if the lessons were shortened at the get go, rather than have to take the time ahead of time to look at the lesson and decide what to teach from there.</i></p>	<p>observe internal and external attention in a small group setting.</p> <p><i>Personally, I follow the LLI lesson outline. I don't make any changes or modifications, but I don't complete the entire LLI lesson. I just complete what needs to be completed based on student needs.</i></p> <p>5 minutes</p> <p><i>I don't spend time on fluency as a whole group because I feel like fluency isn't something everyone needs instruction on as a whole. Plus, I feel like targeting fluency in a small group is better because you can target specific skills rather than approach it as a whole.</i></p> <p><i>I do not use all 5. The three procedures that I use during LLI are Echo Reading, Rate Mover and Readers Theatre. For Echo Reading I focus on student speed. Instead of having students read to a partner, I like to model too fast, too slow, and just the right speed. Students then try to mimic the just right speed with reading aloud.</i></p> <p><i>The lessons are very thorough, which can be both positive and negative. It does cover a lot of good questions and skills, but these lessons are not intended to be 15-20 minute lessons. It's difficult to cover all the material and if you don't cover it all you feel like you are doing an adequate job. Also, there should be more to help aid fluency instruction. Most lessons just include a short blurb of what to practice that day and it seems Echo Reading is repeated throughout the lessons a lot.</i></p>
<p><b>Use of the Six Dimensions to Inform Instruction</b></p>	<p>Probably comprehension.</p> <p><i>It allowed me to hear the students read on a daily basis, so that I can adjust my instruction to them daily. It allowed me to ensure that they were reading at their level, so that I wasn't just listening to them in their own 'just right' books. It really helps me to guide where we are going next to see what their specific needs are.</i></p> <p><i>Like I was saying before, it allows me to hear them read on a daily basis at their level, so I'm</i></p>	<p>LLI gives more of an opportunity for students to read orally and for the teacher to listen and observe internal and external attention in a small group setting.</p> <p><i>I think that it has a positive effect on reading fluency because there are a lot of opportunities to practice reading through texts at their independent and instructional levels.</i></p> <p><i>They allow me to focus on specific aspects of fluency that a student is struggling with.</i></p>

Table 23 - continued

	<p><i>able to right in the moment be able to see what they need to work on.</i></p> <p><i>The books they give. That's what we use daily.</i></p> <p><i>No, I think there can be some better materials to help support instruction for fluency.</i></p> <p><i>The books are interesting, and they seem to enjoy doing it. There is a big variety we can choose from, but the choosing is what is challenging.</i></p>	<p><i>I do not use all 5. The three procedures that I use during LLI are Echo Reading, Rate Mover and Readers Theatre. For Echo Reading I focus on student speed. Instead of having students read to a partner, I like to model too fast, too slow, and just the right speed. Students then try to mimic the just right speed with reading aloud.</i></p> <p><i>They allow me to focus on specific aspects of fluency that a student is struggling with. The checklist or rubric of the six dimensions is so helpful because it gives way more information than LLI gives us to use. This is something that I've implemented weekly rather than every four weeks to analyze.</i></p> <p><i>I'd have to say internal skills because as the students get older, more reading is done in their heads rather than aloud.</i></p> <p><i>LLI covers a variety of genres and text which expose students to a wider reading selection than they might choose on their own. The lessons include a writing portion to help aid student's comprehension. The texts are engaging for students.</i></p>
<b>Use of Assessment to Inform Instruction</b>	<p><i>It really helps me to guide where we are going next to see what their specific needs are.</i></p> <p><i>I like the progress monitoring because it helps me stay on track other than the everyday formative assessments we are giving to them. I feel like it goes perfectly with the Fountas and Pinnell testing. A lot of the same language is used within LLI that is found on the test, so students are more familiar with it. I think it's a great system.</i></p> <p><i>I'm not sure that it directly impacts students reading fluency, but I feel like talking about the rules and why you're pronouncing sounds this way allows the students to make connections while they are reading.</i></p>	<p><i>We use F&amp;P formally and LLI progress monitoring. We also do daily informal observations.</i></p> <p><i>We do F&amp;P 3 times per year and LLI every 4 weeks for progress monitoring.</i></p> <p><i>We use F&amp;P and LLI to measure students' reading skills, such as accuracy, fluency, and comprehension according to grade level standards.</i></p> <p><i>I believe the internal, external and automaticity is measured mostly through observation. It's helpful to have F&amp;P and LLI to observe those particular skills.</i></p> <p><i>I think that it has a positive effect on reading fluency because there are a lot of opportunities to practice reading through texts at their independent and instructional levels.</i></p> <p><i>They allow me to focus on specific aspects of fluency that a student is struggling with. The checklist or rubric of the six dimensions is so helpful because it gives way more information than LLI gives us to use. This is something that</i></p>

Table 23 - continued

		<p><i>I've implemented weekly rather than every four weeks to analyze.</i></p> <p><i>Students need to be able to self-assess their internal skills they are reading.</i></p>
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**Phase 5: Defining and Naming Themes.** During the fifth phase, the researcher defined each theme and analyzed the data for each theme (Table 24) (Braun & Clarke, 2006). As described above, with consideration of each individual theme and how it relates to the third research question, the researcher conducted and wrote a detailed analysis of each individual theme within Chapter V.

**Table 24**

*Phase 5: Defining and Naming Interview Themes*

<b>Clustering Themes</b>	<b>Theme Definitions</b>
<i>Professional Development</i>	Perceptions of LLI professional development opportunities, district support and overall LLI usage.
<i>LLI Implementation Across Tier II and Tier III</i>	Perceptions of the context (i.e. time, setting, group size) and LLI procedures implemented by LLI teachers across Tier II and Tier III.
<i>Use of the Six Dimensions to Inform Instruction</i>	Perceptions of the fluency concepts used to inform instructional procedures within LLI.
<i>Use of Assessment to Inform Instruction</i>	Identification of assessment tools and procedures that teachers use to analyze student progress and overall outcomes in reading fluency in order to adjust daily LLI instruction.

**Phase 6: Producing the Final Report.** Chapter V provides a final analysis and write-up of the report. The final report includes a concise, coherent, and logical story of the interview data that was presented across the themes (Braun & Clarke, 2006). The four themes that emerged from the interviews include: (1) Professional Development; (2) LLI Implementation Across Tier II and Tier III; (3) Use of the Six Dimensions to Inform Instruction; and (4) Use of Assessment

to Inform Instruction. The write up includes a narrative of specific evidence from the interview data collected within each theme.

## **Delimitations and Limitations of the Study**

### ***Delimitation***

The purpose of this study was to understand general and special education teachers' experiences during the implementation of LLI within Tier II and Tier III, specifically within the context of fluency instruction. Participants were delimited to general and special education teachers that teach students in third grade, have previously been trained in LLI, and have been evaluated as a highly effective teacher according to Charlotte Danielson's Framework for Teaching, which demonstrates exemplary teaching (Danielson, 2013). With help from 12 elementary school principals, the researcher purposefully selected three general education teachers and three special education teachers to participate in the study.

### ***Limitations***

This study had three potential limitations: (1) quantity of data; (2) quality of data; and (3) scope of research. First, quantity of the data, refers to the small participant size, as well as the duration of the study. The number of participants within this study is limited. It is a small number when compared to other studies that include more participants (Ransford-Kaldon et al., 2010; Ransford-Kaldon et al., 2013). In addition, this student was conducted from October to January over a 12-week intervention period. Had the study been longer, there could be different results from the interventions.

Second, quality of data, refers to the subjectivities of the participants and the researcher. The instructional time of Tier II and III LLI intervention was self-reported by the participants,

which may involve subjectivities on their part. Also, there may be subjectivities on the researcher when analyzing the themes for research question 2 and 3.

Finally, scope of research, refers to students' comprehension of the text was not measured within this study. Research shows the close relationship between fluency and comprehension; however, comprehension data was not collected because it was not the focus of the study.

### **Summary**

This chapter presents the results of the data collection methods used to answer the research questions from the study. In Chapter V, a detailed description of findings are presented for each research question. First, the descriptive statistical analysis from the student achievement data determine the extent LLI has on student outcomes in reading fluency for students who receive LLI in Tier II and students who receive LLI in Tier III. Next, the descriptive statistical analysis from the document review of intervention records, as well as the inductive thematic analysis from the observation themes, determine the implementation integrity of LLI across Tier II and III. Lastly, the inductive thematic analysis from interview themes are described in order to make sense of the general and special education teachers' perceptions of LLI at Tiers II and III.

## CHAPTER V

### DISCUSSION AND CONCLUSION

The purpose of this chapter is to provide a summary of the study and findings, as well as identify interpretations and conclusions for each research question. Chapter V explicitly provides interpretation and discusses the implications of the results that were presented in Chapter IV. The chapter also offers implications for practice and recommendations for future research.

#### **Summary of the Study and Findings**

The researcher developed this mixed methods study to gather information from general and special education teachers in one Midwestern school district about their experiences during the implementation of LLI within Tier II and Tier III of a MTSS when focusing on reading fluency instruction. The purpose of this mixed methods study was to answer the following three research questions: (1) To what extent does LLI improve student outcomes in reading fluency for students who receive LLI in Tier II and students who receive LLI in Tier III?; (2) To what extent is LLI implemented with integrity across Tier II and III?; and (3) What are the general and special education teachers' perceptions of LLI at Tiers II and III?

To answer the first research question, the researcher collected pre- and post-assessment scores from three measures: (1) the Fountas and Pinnell BAS fluency scoring key; (2) the Fountas and Pinnell Six Dimensions of Fluency rubric; and (3) R-CBM from AIMSweb. The researcher conducted descriptive statistical analysis by calculating the mean, or average, of the pre- and post-assessment outcome scores in reading fluency within Tier II and III.



To answer the second research question, the researcher used two data collection methods: (1) document review of intervention records; and (2) two face-to-face observations. The researcher collected intervention records from each participant and conducted descriptive statistical analysis by calculating the mean, or average, of the attendance record (number of days per week students received LLI), group size, and total LLI lessons received during the 12-week intervention period. In addition, the researcher conducted two face-to-face observations by recording anecdotal notes alongside an observational guide. Following the observations, the researcher conducted inductive thematic analysis. Through inductive thematic analysis, the researcher identified three themes from the observations: (1) Context and Procedures in Implementation; (2) Fluency Concepts and Instructional Procedures; and (3) Use of a Variety of Assessments.

To answer the third research question, the researcher conducted two face-to-face interviews, followed by inductive thematic analysis. Through inductive thematic analysis, the researcher identified four themes from the interviews: (1) Professional Development; (2) LLI Implementation Across Tier II and Tier III; (3) Use of the Six Dimensions to Inform Instruction; and (4) Use of Assessment to Inform Instruction.

### **Interpretation of Findings**

#### **Research Question 1: To what extent does LLI improve student outcomes in reading fluency for students who receive LLI in Tier II and students who receive LLI in Tier III?**

To interpret the findings from research question 1, the pre- and post-assessment student achievement scores were reported to determine the extent LLI improves student outcomes in reading fluency using three measures: (1) Fountas and Pinnell BAS fluency scoring key; (2) the Fountas and Pinnell Six Dimensions of Fluency rubric; and (3) R-CBM from AIMSweb.

### ***Fluency Measure 1***

Students' pre- and post-assessment instructional reading level and fluency score were reported from the Fountas and Pinnell BAS during the first and last week of the 12-week intervention period. On average, participants reported that students' mean outcome in Tier II and III had an increase of 2.3 instructional reading levels on the Fountas and Pinnell BAS (M=2.3) (Table 25).

**Table 25**

#### ***Fluency Measure 1: Conclusions***

<b>Fountas &amp; Pinnell BAS Instructional Reading Levels</b>	
Tier II Average	<b>+2.3</b>
Tier III Average	<b>+2.3</b>
<b>Fountas &amp; Pinnell BAS Fluency Score</b>	
Tier II Average	<b>+0.33</b>
Tier III Average	<b>0</b>

According to the Instructional Level Expectations for Reading (Fountas & Pinnell, 2012), all students in Tier II and III exceeded the expectations by increasing their instructional reading level by one. At the beginning of the year, students in third grade are expected to be reading at a level M, and after the recommended 12-20 weeks of intervention, students in third grade are expected to be reading at a level N, resulting in a one level increase over the duration of 12-20 weeks (Fountas & Pinnell, 2015). Within this study, there were no students that met the beginning of the year expectations for third grade, which is why they qualified to receive LLI within Tier II and Tier II. Following the 12-week intervention period, two students met the third grade instructional reading level expectations. In addition, results showed that students' in both Tier II and III increased 2-3 instructional reading levels during the 12-week intervention

period. Research by Ransford-Kaldon et al. (2010), found similar effects for students in K-2 achieving between 1.5-5.5 level increase in LLI Benchmarks after 73 days of LLI instruction.

The teacher's diagnosis of a reader's fluency is viewed from the perspective of accuracy and comprehension scores, which is why it is essential to find students' instructional reading levels to inform fluency instruction (Fountas & Pinnell, 2008). Teachers must think about the reading as a whole in order to make a judgement as to the extent it was fluent (Fountas & Pinnell, 2008).

In addition to the Fountas and Pinnell BAS instructional reading levels, participants reported the mean outcome for students' fluency score on the Fountas and Pinnell BAS. Results showed that only one student in Tier II (T1, S1), had a one point increase in fluency score, resulting in an increase of 0.33 ( $M=0.33$ ). Students in Tier III had no change ( $M=0$ ). Fountas and Pinnell (2008) suggests that the fluency rating is not a label for an individual reader, it is an evaluation of a single reading of a particular context (Fountas & Pinnell, 2008). Because each student within Tier II and Tier III had a 2-3 instructional reading level increase, the post-fluency score directly reflects their fluency ability at a higher, more difficult level of text. Like LaBerge and Samuels (1974) Automatic Information-Processing Model, bottom-up information processing has lower- and higher-order stages of the reading process. Lower levels of information may include letter identification or word decoding, which leads to the processing of higher levels of information, such as the comprehension of the text (Tracey & Morrow, 2017). The Fountas and Pinnell BAS includes comprehension, which is a higher level cognitive skill. Because the students' reading levels increased, then this means their lower level skills such as fluency also increased. Fountas and Pinnell (2008) suggests the students' ability to demonstrate fluency may differ depending on the level of the text and the context of each individual

assessment session. Because of the relationship of fluency with comprehension, the increases in the instructional level text implies fluency skills, as well as comprehension improved as explained by the bottom-up information processing model.

One reason for the lack of increase for many of the students' BAS fluency scores may be due to the insufficient amount of time that students received the intervention (i.e., minutes per session, days per week). This is further discussed under integrity of implementation, part of Research Question 2.

Another reason for this lack of increase may be due to the “restriction of range” (Hallgren, 2018). This is when values are condensed or only a few levels that could be assigned, thus making it hard to see improvements in a short amount of time (Hallgren, 2018). Because the Fountas & Pinnell BAS fluency scores are limited to 0, 1, 2 and 3, the teacher may have a hard time depicting the students' progress. If there were more values in between (e.g. 2.25 or 2.5), smaller improvements may be accounted for by the teacher.

Lastly, as stated in Chapter II, assessing reading fluency allows teachers to identify the types of miscues readers are making and in what context, how the readers' rate varies with the type of text and its instructional level, and how appropriate their prosody is with the text they're reading (Kuhn et al., 2010). Fountas and Pinnell (2008) suggests a typical reader will demonstrate fluency and phrasing on texts that are easier. When students are given more challenging texts, the same reader may slow down to problem solve, but will become more fluent on easier stretches of the text (Fountas & Pinnell, 2008). If the text is too hard for the reader, the process will break down so that it sounds dysfluent most of the time (Fountas & Pinnell, 2008). Although there was not a significant increase in fluency scores for all students, the results from this assessment demonstrate students' fluency scores were most likely influenced by the

increased difficulty of the text they were reading. Therefore, in terms of thinking about reading as a whole, there was an increase of student outcomes in reading fluency for students that received LLI in Tier II and III. In addition to Fluency Measure 1, Fluency Measure 2 and 3 were also used to determine the extent LLI has on student outcomes in reading fluency.

### ***Fluency Measure 2***

The Fountas and Pinnell Six Dimensions of Fluency rubric was used as the second pre- and post-assessment during the first and last week of the 12-week intervention period. The six dimensions include: (1) pausing; (2) phrasing; (3) stress; (4) intonation; (5) rate; and (6) integration. On average, participants reported that students' Tier II mean outcome increased 6.66 ( $M=6.66$ ), and students' Tier III mean outcome increased 4.66 ( $M=4.66$ ) on the Fountas and Pinnell Six Dimensions of Fluency measure (Table 26).

**Table 26**

### ***Fluency Measure 2: Conclusions***

<b>Fountas &amp; Pinnell Six Dimensions of Fluency</b>	
Tier II Average	+6.66
Tier III Average	+4.66

As stated in Chapter IV, the Fountas and Pinnell Six Dimensions of Fluency rubric does not provide recommendations on the expected progress for students, leaving the overall impression of adequate progress up to the teacher. Although the researcher is unable to make the determination of adequate progress, based on an increase in mean outcome for students' in Tier II and III, the researcher is able to conclude that overall progress on the six dimensions was made during the 12-week intervention period. In order to help determine the extent LLI has on student

outcomes in reading fluency, the researcher looked across the six areas to determine progress within each dimension (Table 27).

**Table 27**

*Six Dimensions Conclusions*

Fountas & Pinnell Six Dimensions of Fluency							
Tier II				Tier III			Total Average
	<i>Pre</i>	<i>Post</i>	<i>Outcome</i>	<i>Pre</i>	<i>Post</i>	<i>Outcome</i>	
Pausing	5	8	+3	5	8	+3	+3
Phrasing	5	8	+3	5	8	+3	+3
Stress	4	8	+4	4	6	+2	+3
Intonation	4	8	+4	5	7	+2	+3
Rate	5	8	+3	5	6	+1	+2
Integration	5	8	+3	4	7	+3	+3

On average, participants reported that students' mean outcome in pausing, phrasing, stress, intonation, and integration had an increase of 3, and the mean outcome in rate had an increase of 2 on the Fountas and Pinnell Six Dimensions of Fluency measure. Although the students' rate had the least amount of growth, there are wide ranges of acceptable rates for processing texts (Fountas & Pinnell, 2013). Teachers can consider the proficiency of the accuracy and automaticity in word decoding by calculating the percentage of words a reader can accurately decode on grade level material, which is considered in Fluency Measure 3, but teachers can also consider rate as the momentum, or how the reader moves along steadily with few slow-downs, stops, or pauses to solve words (Fountas & Pinnell, 2013). As described in Fluency Measure 1, as the instructional reading levels increase, the students are demonstrating their fluency ability at a higher, more difficult level of text. Therefore, the rate must be

considered within a given context. This could also be a reason that extended time is necessary before one sees significant gains in fluency rate scores (Fountas & Pinnell, 2013).

Within this study, teachers considered and demonstrated the importance of integrating the six dimensions within their instruction. However, while using the Fountas and Pinnell Six Dimensions of Fluency measure, teachers should consider the dimensions students are not making progress in to target instruction (Fountas & Pinnell, 2011). For example, T2 reported student growth in the areas of stress, intonation, and integration, but no change in rating score for the areas of pausing, phrasing, and rate. Therefore, T2 should target pausing, phrasing, and rate when teaching for fluency in LLI lessons. In doing so, while students are reading a text, teachers have the opportunity to sample oral reading and interact briefly with students using explicit language that supports reading fluency (Fountas & Pinnell, 2013). In targeting pausing, the teacher might say, “take a short breath when you see a comma” (Fountas & Pinnell, 2013). Teachers have an excellent opportunity to do some effective teaching for fluency when students revisit a text they have previously read (Fountas & Pinnell, 2013).

Through the use of Fluency Measure 2, teachers have an opportunity to view specific areas of reading fluency that were not easily diagnosed in Fluency Measure 1. While Fluency Measure 1 is a great way to determine students' instructional reading level, and their fluency score within that level, it is important for teachers to consider the six dimensions of fluency to inform fluency instruction. In addition to the six dimensions of fluency, Rasinski (2004) suggests that one way to assess fluency is to have students read grade-level passages for 1-minute each to quickly assess the student's level of accuracy, automaticity and prosodic reading.

### ***Fluency Measure 3***

Students' pre- and post-assessment WRC, ROI, and errors were reported from AIMSweb's R-CBM during the first and last week of the 12-week intervention period. Based on the AIMSweb National Norms Table (Pearson, 2019), a student in 3rd grade should read 87 WRC in order to be considered average, at the 50th percentile. Participants reported that no students met the expectation prior to the start of the 12-week intervention period. Therefore, all students were below the 50th percentile, making the ROI necessary to calculate. As stated in Chapter IV, the average expected ROI for 3rd grade students during a 12-week intervention period is 1.08.

On average, participants reported that students' outcome scores had an average increase of 35.33 WRC on AIMSweb's R-CBM measure ( $M=35.33$ ) (Table 22). The group ROI had an average increase of 2.94 ( $M=2.94$ ). With the expectation of the ROI at 1.08 for the 12-week intervention period, all students in Tier II and III exceeded the expectation. More specifically, participants reported the mean outcome for students' WRC in Tier II had an increase of 55.66 ( $M=55.66$ ), as well as an increase of 15 WRC for students' in Tier III ( $M=15$ ). In Tier II, the ROI had an average increase of 4.63 ( $M=4.63$ ), as well as an increase of 1.25 for students' in Tier III ( $M=1.25$ ). All but one student (T6, S6) increased the WRC, however, results showed that students' in both Tier II and III increased their ROI; concluding the expectation of student outcomes were exceeded (Table 28).



**Table 28***Fluency Measure 3: Conclusions*

<b>AIMSweb R-CBM: WRC</b>	
Tier II Average	+55.66
Tier III Average	+15
<i>Total Average</i>	+35.33
<b>AIMSweb R-CBM: ROI</b>	
Tier II Average	+4.63
Tier III Average	+1.25
<i>Total Average</i>	+2.94
<b>AIMSweb R-CBM: Errors</b>	
Tier II Average	-1.33
Tier III Average	-3.66
<i>Total Average</i>	-2.5

Although assessing fluency should not be limited to correct words per minute because it leaves out important features of construct, such as prosody, teachers should consider the use of the R-CBM with the use of a rubric, or rating scale (Kuhn et al., 2010; Rasinski, 2004), which was outlined in Fluency Measure 1 and 2. Because fluency is closely related to comprehension, it is important to consider the way a student reads the text with a forward momentum to allow for understanding the meaning of the text while reading at a good rate (Fountas & Pinnell, 2013). Teachers should maximize the opportunity to read with fluency by monitoring their accuracy and automaticity in order for students' attention to go to monitoring the meaning and how reading should sound (Fountas & Pinnell, 2013). Although the determination of whether students maintained the meaning of the text is beyond the scope of this study, students' errors were also reported from AIMSweb's R-CBM as part of the assessment administration.

Participants reported the mean outcome for students' errors on AIMSweb R-CBM decreased by 2.5 (M=2.5) (Table 22). Participants reported the mean outcome for students' in Tier II had a decrease of 1.33 (M=1.33), as well as a decrease of 3.66 for students in Tier III (M=3.66). AIMSweb does not provide recommendations on the expected progress for students when it comes to the errors, however, there is evidence to suggest that because there was a decrease in errors for all students in Tier II and III, all students made improvement on the overall accuracy of WRC while increasing text difficulty, as well as the kind of instruction the students' received.

### ***Summary of Research Question 1***

The purpose of Fluency Measure 1, 2, and 3 was to determine the student outcomes in reading fluency for students who receive LLI in Tier II and Tier III. Fluency in LLI is supported in many ways because students are reading at the instructional or independent level so there is maximum opportunity to read with fluency (Fountas & Pinnell, 2013). Fountas and Pinnell (2013) states, "they are not struggling to read texts that are so difficult for them that there is no chance of fluent reading (p. 76)." Based on the participants' fluency score increase for Measures 2 & 3, there is evidence to suggest that LLI had a positive effect on student outcomes in reading fluency. On the contrary, Measure 1 showed no effect on student outcomes in reading fluency but this may be due to the three issues identified (i.e., intervention was under the recommended number of minutes per session and days per week, restricted range, and increased difficulty of the texts).

Based on the results from Fluency Measure 1, all students showed an increase in their instructional levels and read at higher, more difficult levels of text, while still maintaining their fluency score. In comparison, Fluency Measure 2 yielded data on students' increase in reading

fluency based on the six dimensions, though increase was not evident for every student in each dimension. Fountas and Pinnell (2013) explained that increase in all dimensions is difficult to achieve if students do not understand the meaning of the text. Therefore, it is essential to consider the instructional procedures that are used to support fluency to see significant gains in oral reading fluency across the six dimensions.

In addition to the results from Fluency Measure 1 and 2, Fluency Measure 3 highlighted the one dimension that resulted in the least amount of growth within Fluency Measure 2. Although the rate of fluency refers to the pace at which the reader moves through the text, the researcher was able to compare the accurate number of correct words per minute in Fluency Measure 3, to the score students received for rate within Fluency Measure 2. Only T1, T3, and T5 reported an increase in rate within Fluency Measure 2, but all but one teacher (T6) reported an increase in WRC on Fluency Measure 3. Fountas and Pinnell (2014) suggests that rate must be considered within situations because sometimes people read very quickly or slowly for very good reasons. This implies that teachers need to consider other dimensions of fluency while developing students' rate during instruction.

### **Research Question 2: To what extent is LLI implemented with integrity?**

To interpret the findings from research question 2, the results from two methods were used to determine the implementation integrity of LLI: (1) document review of intervention records; and (2) two face-to-face observations.

#### ***Document Review of Intervention Records***

Given an adapted version of Fountas and Pinnell's Intervention Record (Fountas & Pinnell, 2009), teacher participants recorded the number of weeks, number of days of

intervention, group size, and total of LLI lessons to measure the implementation integrity over the 12 weeks of intervention (Table 29).

**Table 29**

*Intervention Record Summary*

<b>Average: Number of Weeks</b>	
Tier II	12
Tier III	12
<b>Average: Days per Week</b>	
Tier II	3.27
Tier III	3.77
<b>Average: Group Size</b>	
Tier II	1
Tier III	1
<b>Average: LLI Lessons</b>	
Tier II	39.33
Tier III	45.33
<b>Average: Instructional Time</b>	
Tier II	22.5
Tier III	38.74

As stated in Chapter II, Fountas and Pinnell (2013) recommends the LLI lessons are designed to be taught in a 45-minute time slot, 5 days per week for optimal results and intensity, however, there are 30-minute variations of each lesson type and 3 to 4 days a week at a minimum. The recommended duration of LLI ranges between 12-20 weeks, and the recommended group size for grade 3 is 4 students, however, size may vary slightly according to school policy (Fountas & Pinnell, 2015). Because the LLI system is designed to provide

intensive short-term support, Tier II and Tier III expectations vary according to the school districts MTSS and Fountas and Pinnell (2013) recommendations.

Within this study, the expectation for Tier II instruction is 3-5 days per week for a total of 30 instructional minutes per day, or 90-150 minutes per week, with a group size of 1-3 students. The expectation for Tier III instruction is 4-5 days per week for a total of 40 instructional minutes per day, or 160-200 minutes per week, with a group size of 1-2 students. The total number of weeks for Tier II and Tier III LLI instruction is 12 weeks. Participants reported the context of LLI within Tier II and Tier III in terms of intensity, duration, and frequency. In addition, the time of intervention was self-reported based on the two face-to-face observations and interviews.

**Tier II.** First, the districts' expectation for Tier II instruction is 3-5 days per week. Although Fountas and Pinnell (2013) recommends 4 days minimum per week, students in Tier II are approaching instructional level reading expectations for Grade 3, needing less intense intervention compared to students in Tier III. Participants reported the amount of days per week that students' in Tier II were provided instruction is 3.27 days per week ( $M=3.27$ ), meeting the expectation of 3-5 days per week for Tier II instruction. In addition, participants reported the amount of LLI lessons given to students' in Tier II was 39.33 total lessons ( $M=39.33$ ). During the 12-week intervention period, students in Tier II should receive 36-60 LLI lessons. Although teachers met the expectations of days per week and total LLI lessons provided within 12-weeks, it was very close to the minimum amount of days per week and LLI lessons students should receive.

Within this study, only 1 student per teacher qualified for Tier II LLI instruction, therefore resulting in an average group size of 1. The recommended group size for Tier II is 3-4

students, but it can vary according to school policy (Fountas & Pinnell, 2013). Lastly, the data for the time of intervention was self-reported based on the two observations and interviews. On average, LLI instructional time within Tier II was reported as 22.5 minutes per day ( $M=22.5$ ), or 73.57 minutes per week ( $M=73.57$ ), which did not meet the expectation of 39 minutes per day, or 90-150 instructional minutes per week. Although students were provided with the expected amount of days per week, total LLI lessons, and a smaller group size than expected, the amount of instructional time reported can impact or delay a student in achieving grade-level performance. As the data shows, 2 of the 3 students that received Tier II LLI instruction achieved grade-level performance within the 12-week intervention period.

**Tier III.** Participants reported the amount of days per week that students' in Tier III were provided instruction is 3.77 days per week ( $M=3.77$ ), which did not meet the expectation of 4-5 days per week for Tier III instruction. Unlike Tier II, the districts' expectation for Tier III instruction is 4-5 days per week, which follows the recommendations from Fountas and Pinnell (2013). Students in Tier III do not meet grade level instructional reading expectations for Grade 3, therefore needing a more intense intervention compared to students in Tier II. As the data shows, only one teacher (T4) responsible for Tier III instruction met the expectation of at least 4 days per week. During the 12-week intervention period, students in Tier III should receive 48-60 LLI lessons. Participants reported the amount of LLI lessons given to students' in Tier III was 45.33 total lessons ( $M=45.33$ ), which does not meet the expectations of total LLI lessons provided in Tier III. Fountas and Pinnell (2013) suggests the length of time and amount of LLI lessons a student receives will vary depending on how far below grade level the students enter the system. The importance of providing good, consistent small-group instruction is a key factor in supporting ongoing learning, as well as allowing the students to make faster than average

progress and catch up with their peers (Fountas & Pinnell, 2013). Therefore, it is important for teachers to meet the expectations for the number of days and the amount of LLI lessons provided to bring students to grade level and close the achievement gap (Fountas & Pinnell, 2013).

As stated above, the recommended group size for Tier III is 1-2 students. Within this study, only 1 student per teacher qualified for Tier III LLI instruction, therefore resulting in an average group size of 1. Lastly, the data for the time of intervention was self-reported based on the two observations and interviews. The recommended instructional time for Tier III was 40 instructional minutes per day, or 160-200 minutes per week. On average, LLI instructional time within Tier III was reported as 38.74 minutes ( $M=38.74$ ), or 146 minutes per week ( $M=146$ ), which did not meet the instructional time expectations. Although students were in a one-on-one setting with the teacher, there were no students that received Tier III LLI instruction that achieved grade-level performance within the 12-week intervention period. Teachers responsible for Tier III instruction did not meet the expectations for the amount of days per week, total LLI lessons, and the amount of instructional time, which can directly impact their performance in achieving grade-level competency (Fountas & Pinnell, 2013).

Because implementation integrity is focused on the internal conditions and external pressures of a given context, the researcher used the results from the intervention records, as well as the observations to help determine the implementation integrity of LLI within Tier II and III.

### ***Observations***

Each teacher participant was observed twice during the first and last week of the 12-week intervention period using anecdotal notes recorded by the researcher alongside an observational guide, which is an adapted version of Fountas and Pinnell's Administrator's Tool: Fidelity of LLI Implementation (Intermediate) (Fountas & Pinnell, 2013). The researcher used the six

phases in inductive thematic analysis outlined by Braun and Clarke (2006) that lead to evidence of themes within the observational data to determine implementation integrity in Tier II and III. The three themes from the observational data include: (1) Context and Procedures in Implementation; (2) Fluency Concepts and Instructional Procedures; and (3) Use of a Variety of Assessments.

**Theme 1: Context and Procedures in Implementation.** The first theme, Context and Procedures in Implementation, emerged from the researcher's anecdotal notes that outlined teacher participants' demonstration of the intervention setting and instructional processes used within the intervention. The observational guide provided contextual information of the intervention by describing the LLI group, number of students, total instructional minutes for the lesson, attendance, and the LLI lesson number (Even/Odd). As described in Chapter II, LLI outlines a 45-minute Standard Lesson Framework, which includes two Standard Lessons: (1) Standard Lesson (Even-Numbered); and (2) Standard Lesson (Odd-Numbered) (Fountas & Pinnell, 2013). The lesson number (Even/Odd) helped the researcher identify which instructional options from the Standard LLI lesson the teacher participant was using to help determine the process of LLI implementation. The procedures of implementation that were demonstrated by teachers within the 45-minute Standard Lesson Framework include: (1) Discussion of Yesterday's New Book; (2) Revisiting Yesterday's New Book; (3) Reading a New Book; (4) Phonics/Word Study; (5) Writing about Reading; and (6) Rereading and Assessment. Although teachers demonstrated the use of these lesson options, there were some instructional modifications made to the Standard LLI lesson.

**Context.** The two face-to-face observations for participants responsible for Tier II (T1, T2, and T3) took place in the general education classroom at a u-shaped table, while other



students worked independently around the classroom. Based on the two observations, the group size ranged from 1-4 students, but only one student for each teacher participant in Tier II met the requirements for this study. Therefore, teacher participants had other students join the LLI group in Tier II at times. Based on the two observations, the total instructional minutes for the LLI lesson in Tier II ranged from 20-25 minutes. The amount of days per week for Tier II instruction ranged from 3-5 days, however, participants reported an average of 3.27 days per week. Teacher participants responsible for Tier II reported that they used the districts' IRIP to monitor students' attendance.

On the other hand, the two face-to-face observations for participants responsible for Tier III (T4, T5, and T6) took place in a classroom outside of the general education classroom or conference room with no other students or adults present. Based on the two observations, the total instructional minutes for the LLI lesson in Tier III ranged from 40-45 minutes. The amount of days per week for Tier III instruction ranged from 3-5 days, however, participants reported an average of 3.77 days per week. Like Tier II, teacher participants responsible for Tier III reported that they used the districts' IRIP to monitor students' attendance.

***Procedures.*** All participants used the LLI 45-Minute Standard Lesson Framework as an outline for instructional procedure options during the observations. However, no participant reported the use of the entire 45-Minute Standard Lesson Framework (Fountas & Pinnell, 2013). The three most common instructional procedure options observed by all participants included: (1) Discussion of Yesterday's New Book; (2) Revisiting Yesterday's New Book; and (3) Reading a New Book. Although Phonics/Word Study, writing about Reading, and Rereading and Assessment was observed, instructional modifications were made and not all participants demonstrated the use of these sections.

For example, unlike the findings from Ransfold-Kaldon et al. (2010), the general education participants (T1, T2, and T3) reported that the Phonics/Word Study portion of the lesson was utilized at a separate time outside of LLI instruction during whole group instruction, whereas the special education participants (T4, T5, and T6) made modifications by reviewing sight words or spelling rules, such as the doubling rule. In addition, unlike the findings from Ransfold-Kaldon et al. (2010), all participants reported the use of the Classroom/Home connections. Within this study, participants frequently made connections with LLI and classroom instruction. For example, T1 made a classroom connection during Writing About Reading. T1 used dictated writing within LLI and related the sentence to a book they read earlier in the classroom separate from LLI instruction. In addition, every participant sent the new book home for rereading purposes. In fact, the general education participants (T1, T2, and T3) created a Read At Home routine that listed student responsibilities for at home reading. Although instructional modifications were made to the LLI lesson framework, each participant demonstrated a fluency focused lesson that will be further discussed in Theme 2.

Based on the integration of results of the contextual and procedural information from the two face-to-face observations and the intervention records, the participants established consistent location or context, group size, and attendance procedures within Tier II and III implementation. In addition, the majority of the lesson components used by participants were consistent within Tier II and III. However, the self-reported instructional minutes from the intervention records did not align with observational minutes for Tier II and III, and the number of days per week number of LLI lessons per week identified on the intervention record did not meet the expectations for Tier III instruction. Therefore, students received less than the model's recommended number of instructional time, days and lessons. Although significant progress was

made, only two out of the six students achieved grade-level competency, which could be due to the lack of consistency in implementation procedures.

**Theme 2: Fluency Concepts and Instructional Procedures.** The second theme, Fluency Concepts and Instructional Procedures, emerged from the researcher's anecdotal notes that outlined teacher participants' demonstration of the fluency concepts that were highlighted during instruction, as well as the instructional procedures that were used by teacher participants. At its core, fluency instruction within LLI focuses on the Six Dimensions of Fluency (pausing, phrasing, word stress, intonation, rate, and integration) through five instructional procedures. The five instructional procedures to support fluency in LLI include: (1) Assisted Reading; (2) Echo Reading; (3) Phrased Reading; (4) Rate Mover; and (5) Readers' Theater (Fountas & Pinnell, 2013).

**Fluency Concepts.** The anecdotal notes taken by the researcher captured how the teacher models, encourages, and provides opportunities for fluent oral reading, how the teacher engages in conversation about the text to support reading fluency, and the students response to fluency instruction using the six dimensions of fluency. All participants used modeling as an instructional strategy to teach fluency concepts. As stated in Chapter II, Rasinski et al. (2009) suggests the best way to help students develop an understanding of fluency is to model by reading to students regularly in a fluent manner and direct students' attention to what made it fluent reading. For example, in modeling pausing, T6 highlights the way the reader's voice is guided by punctuation and says, "Do you see this punctuation mark? This is a period. This tells us to stop and pause." Or in modeling intonation, T3 read "tick tock, tick tock" demonstrating how the voice should sound in order to understand what is happening in the text. T3 said, "tick tock, tick tock means that time is passing by." Based on the two face-to-face observations,

participants demonstrated instruction of the following fluency concepts using modeling as an instructional strategy (Table 30).

**Table 30**

*Demonstrated Instruction of Fluency Concepts*

<b>Pre-Observation</b>						
	<i>Pausing</i>	<i>Phrasing</i>	<i>Stress</i>	<i>Intonation</i>	<i>Rate</i>	<i>Integration</i>
<b>T1</b>		✓	✓	✓		
<b>T2</b>	✓		✓			
<b>T3</b>		✓	✓	✓		
<b>T4</b>	✓	✓	✓	✓	✓	✓
<b>T5</b>	✓	✓	✓	✓		
<b>T6</b>	✓	✓	✓	✓	✓	✓
<b>Post-Observation</b>						
	<i>Pausing</i>	<i>Phrasing</i>	<i>Stress</i>	<i>Intonation</i>	<i>Rate</i>	<i>Integration</i>
<b>T1</b>	✓	✓		✓		
<b>T2</b>	✓	✓	✓	✓	✓	✓
<b>T3</b>		✓				✓
<b>T4</b>		✓		✓	✓	
<b>T5</b>				✓		
<b>T6</b>	✓	✓	✓	✓		

Each LLI lesson outlines a fluency goal identifying the focus concept for that day's lesson. While some participants reported that they follow the fluency concepts outlined in the LLI lesson, others said the instruction of the six dimensions happens naturally through observation while students read the text aloud during LLI instruction. Therefore, although T1 demonstrated the instruction of phrasing, stress, and intonation, during the pre-observation, it does not mean that pausing, rate, and integration were ignored. In fact, T1 was observed modeling pausing and intonation during the post-observation. All participants reported that the six dimensions of fluency helps guide their instruction. Teacher participants explained the use of

fluency concepts from the six dimensions breaks down the specific aspects of fluency and helps to identify students' strengths and weaknesses. This leads to the discussion of instructional procedures that are used during the LLI lesson.

***Instructional Procedures.*** To outline the instructional procedures used in this study, the observational guide provided information on how the teacher encourages students to use appropriate reading fluency strategies that are outlined in LLI to determine integrity of implementation. The five instructional procedures to support fluency in LLI include: (1) Assisted Reading; (2) Echo Reading; (3) Phrased Reading; (4) Rate Mover; and (5) Readers' Theater (Fountas & Pinnell, 2013).

The first instructional procedure, Assisted Reading, was used as an instructional procedure; the teacher modeled fluent reading, then read the same text along with the student (Fountas & Pinnell, 2013). The second instructional procedure, Echo Reading; the teacher read a sentence or brief passage in a fluent manner, then the student echoed the reading that has been modeled (Fountas & Pinnell, 2013). The third instructional procedure, Phrased Reading; the teacher demonstrated phrased units, then the student reads aloud and reflects meaning units with phrases (Fountas & Pinnell, 2013). The fourth instructional procedure, Rate Mover; the teacher modeled the text read fluently, then the student reread parts of a text several times to demonstrate faster reading without becoming robotic or expressionless (Fountas & Pinnell, 2013). The last instructional procedure, Readers' Theater, was the only instructional procedure that was not observed.

Based on the two face-to-face observations, participants demonstrated the following instructional procedures to support fluency in LLI (Table 31).

**Table 31***Demonstrated Use of Instructional Procedures*

<b>Pre-Observation</b>					
	<i>Assisted Reading</i>	<i>Echo Reading</i>	<i>Phrased Reading</i>	<i>Rate Mover</i>	<i>Readers Theater</i>
<b>T1</b>		✓			
<b>T2</b>			✓		
<b>T3</b>	✓	✓			
<b>T4</b>		✓			
<b>T5</b>	✓	✓			
<b>T6</b>	✓	✓		✓	
<b>Post-Observation</b>					
	<i>Assisted Reading</i>	<i>Echo Reading</i>	<i>Phrased Reading</i>	<i>Rate Mover</i>	<i>Readers Theater</i>
<b>T1</b>		✓	✓		
<b>T2</b>	✓				
<b>T3</b>		✓			
<b>T4</b>		✓			
<b>T5</b>	✓	✓			
<b>T6</b>	✓	✓		✓	

LLI provides optional instructional procedures alongside the fluency goal for each LLI lesson. Assisted Reading, Echo Reading, Phrased Reading and Rate Mover were demonstrated by teachers' participants throughout the two observations. Although Readers Theater was not observed, T4 did report the use of this instructional procedure during the interviews. The two most common instructional procedures implemented by teacher participants include: (1) Echo Reading; and (2) Assisted Reading.

First, several teacher participants implemented Echo Reading during the two observations. For example, T5 read a page in the text and modeled appropriate fluency, then the student read the same page of the text independently immediately after. T5 would address the

student by saying, “You read it like this...I want you to read it like this...Reread it to make it match.” When T5 said, “Let’s make it match,” the student knew to reread the sentence by echoing the teacher. The participants demonstrated accurate use of Echo Reading as an instructional procedure (Fountas & Pinnell, 2013). During the observations, the student response to instruction was immediate, appropriate, and accurate. However, participants did not invite students to discuss the reading right after the teacher read, or the students echo read (Fountas & Pinnell, 2013).

In addition to Echo Reading, several participants implemented Assisted Reading during the two observations. For example, while introducing the text, T6 modeled how to read a page fluently, then invited the student to read the page together. T6 would begin by saying, “I’m going to show you how to read this sentence.” Then T6 would say, “Let’s try that together.” The participants demonstrated accurate use of Assisted Reading as an instructional procedure (Fountas & Pinnell, 2013). Based on the student response, participants modeled and provided appropriate feedback throughout the two observations.

**Theme 3: Use of a Variety of Assessments.** The third theme, Use of a Variety of Assessments, emerged from the use of a variety of assessments across general education participants responsible for Tier II, and special education participants responsible for Tier III. The three assessment procedures reported and observed by participants include: (1) the Fountas and Pinnell LLI Reading Records; (2) 1-minute instructional reading level fluency passage; and (3) Observation.

During the two face-to-face observations, the researcher observed the use of the Fountas and Pinnell LLI Reading Records from only one participant (T4) during the pre-observation. T4 utilized the LLI Reading Record within the LLI instructional time. Although T4 was the only

teacher to demonstrate use of the LLI Reading Records during the observations, all other participants reported the use of the LLI Reading Records, demonstrating integrity of LLI implementation.

General education teacher participants (T1, T2, and T3) explained that the school districts' expectations are to assess students using the Fountas and Pinnell LLI Reading Records every 4 weeks to inform LLI instruction. For example, T2 explained the purpose of the LLI Reading Records:

The purpose is to tell us the independent or instructional level of the student.

Once we know their instructional level, we will teach using LLI if they are below grade level at their level. LLI is used for progress monitoring at their instructional level. This tells us if they are reading a book too hard, too easy, or just right, rather than waiting until the next benchmark or screening period.

In addition to the 4-week requirement, the special education teacher participants (T4, T5, and T6) reported the use of the LLI Reading Records weekly and bi-weekly to monitor student progress and evaluate instructional practices more frequently. Within the LLI 45-minute Standards Lesson outline, the Even-Numbered lessons have the Reading and Assessment option for teachers to utilize the LLI Reading Records every other lesson (Fountas & Pinnell, 2013). Therefore, T4, T5, and T6 have found this assessment tool to be helpful to implement more often because it is already a part of the LLI lesson. In fact, T4 said, "After scoring a student, I can see which areas the child is struggling in and address those needs in the next LLI lesson." Along with the school districts' MTSS recommendations, Whitten et al. (2019), suggested that progress monitoring should take place weekly or bi-weekly within Tier III. Frequent collection of assessments lead to improved teacher decision making and



instruction, as well as student performance in reading (Rasinski et al., 2011; Fuchs, Deno, & Mirkin, 1984; Fuchs & Fuchs, 1986; Marson & Magnuson, 1985). However, while Tier III teachers are assessing more frequently, this is taking away from student's instructional time, which could impact student growth.

Next, in addition to the reading records, there were two participants (T4 and T6) responsible for Tier III that made modifications of assessment procedures within LLI by using a 1-minute passage at the students reading level to evaluate reading fluency, specifically students' accuracy and rate. Although it is not outlined in LLI, or a requirement of the district, T4 and T6 utilized 1-minute grade level passages to practice reading fluency, as well as used it as an assessment procedure to help further guide instruction. For example, T6 had S6 read a 1-minute passage in place of the LLI Reading Record. First, S6 read the passage aloud while the teacher monitored the student's accuracy and rate. Next, the teacher modeled how to read the passage fluently. Then, T6 and S6 read it aloud together. Last, S6 read it aloud on their own. This process was used by both T4 and T6. T4 stated, "With students who have major fluency issues, perhaps more practice with reading separate fluency passages would be beneficial." However, the results from Fluency Measure 3 do not reflect a significant gain in students' CWPM. In fact, there was a decrease in CWPM for S6 (T6).

Lastly, all teacher participants used observation as an assessment tool during the two face-to-face observations, demonstrating integrity of LLI implementation. Fountas and Pinnell (2013) states, "observations will provide helpful information about the readers' ability to solve words, monitor and correct, search for and use information, maintain fluency, and adjust reading to solve problems (p. 70)." As students read the LLI book, the teachers listened, took notes, and responded with feedback or further instruction. Fountas and Pinnell (2013) recommends

choosing a teaching point based on observations of students and analysis of their needs, which something every teacher demonstrated. For example, T2 noted that S2 was struggling with pausing in the previous lesson. T2 identified pausing as the goal before rereading the text. Once T2 modeled appropriate pausing, the student read a page and T2 said, “I like how you are pausing after each period.” Although this can be viewed simply as good teaching, observation was one tool that teacher participants used on a daily basis to guide instruction during LLI. In fact, although there are suggested teaching points within the LLI lessons, Fountas and Pinnell (2013) suggested that teachers should notice the way readers process the text and tailor their teaching point to students’ precise needs, which was demonstrated by each participant during the two face-to-face observations.

### ***Summary of Research Question 2***

The purpose of the document review of intervention records and the two face-to-face observations was to determine the integrity of LLI implementation across Tier II and III. The three themes from the observational data include: (1) Context and Procedures in Implementation; (2) Fluency Concepts and Instructional Procedures; and (3) Use of a Variety of Assessments. The first theme, Context and Procedures in Implementation, emerged from the participants demonstration of the intervention setting and instructional procedures used within LLI. The second theme, Fluency Concepts and Instructional Procedures, emerged from the participants demonstration of the fluency concepts highlighted during instruction, as well as the instructional procedures used by participants within LLI. The third theme, Use of a Variety of Assessments, emerged from the use of a variety of assessment across teacher participants.

The idea of integrity of implementation refers to placing less emphasis on the extent to which teachers “faithfully” carry out prescribed instructional practices and more on how teachers

working in varied school contexts can get LLI to work reliably (Shen, 2015). Implementation integrity is not a straightforward process. Therefore, given the MTSS expectations made by the district, teachers demonstrated higher and lower levels of integrity.

Based on the results from the intervention records and observations, there was consistency in implementation across Tier II and III in terms of attendance procedures, use of the LLI 45-Minute Standard Lesson Framework, use of modeling as an instructional strategy, and instruction of fluency concepts. Because there was consistency across Tier II and III, this presents as a higher level of implementation integrity. In addition, based on the results from the intervention records and observations, there were inconsistencies in implementation across Tier II and III in terms of days per week, instructional time, total LLI lessons, instructional procedures, and assessments used. Because there were inconsistencies across Tier II and III, this presents a lower level of implementation integrity.

**Research Question 3: What are the general and special education teachers' perceptions of LLI at Tiers II and III?**

To interpret the findings from research question 3, two interviews were conducted to capture teachers' perceptions of LLI when using interventions within Tier II and Tier III of a MTSS.

***Interviews***

Each teacher participant was interviewed twice during the first and last week of the 12-week intervention period and took a total of 30-minutes to complete. The researcher used the six phases in inductive thematic analysis outlined by Braun and Clarke (2006) that led to evidence of themes within the observational data to investigate the LLI teacher's perceptions of the effectiveness of LLI, their implementation, student progress and overall strengths and areas for

improvement. The four themes from the interviews include: (1) Professional Development (2) LLI Implementation Across Tier II and Tier III; (3) Use of the Six Dimensions to Inform Instruction; and (4) Use of Assessment To Inform Instruction.

**Theme 1: Professional Development.** The first theme, Professional Development, emerged from the teacher participants perspectives of the lack of quality professional development opportunities provided by the district. All teacher participants received training in LLI through the district. In addition, T1, T2 and T4 explained that there is an optional LLI advanced course training at the beginning of the year, as well as quick refresher training that took place during a staff meeting or grade level meeting during the school year.

Although there has been training offered within the district, all teacher participants voiced the need for more professional development opportunities for implementing LLI, especially for fluency instruction within LLI. The two main areas of professional development that were requested by the participants include: (1) more training for each LLI area; and (2) more training on fluency instruction within LLI. For example, T2 spoke of the need for more training in LLI:

I feel like I need more training on fluency instruction within LLI. I see the suggestions that are made lesson to lesson, but I don't know everything that I could do given those suggestions. I'm using my professional judgement. I think the district should continue using LLI, but I think that they need to provide more training. Especially because this is the only intervention we are using. We need more training on each section or area within LLI, especially fluency.

Like T2, participants seemed to lack a clear understanding about each area that was offered through the LLI framework, which could impact consistency and accuracy throughout the system. Ransford-Kaldon et al. (2010) recommends ongoing professional development of how teachers might plan and organize their LLI sessions so they can accomplish instructional goals within a school districts' MTSS. T4 also spoke of the need for more training in LLI as it relates to fluency instruction:

In order to better understand the fluency aspect and all aspects of the lesson, more training might be beneficial. They should continue to use it but with more support/demonstration/lesson examples of how to teach the fluency portion of the lesson, as I think that has been left out and is important.

Teacher participants viewed professional learning as an essential part of LLI implementation and fluency instruction. Ransford-Kaldon et al. (2010) recommends ongoing LLI teacher professional development to familiarize teachers with LLI and its features. In addition, Ransford-Kaldon et al. (2010) stated ongoing professional development appears to influence the quality of implementation. Each teacher participant spoke of the very little training they have received to support reading fluency within LLI. Although the school district offers an LLI refresher each year, school districts should be proactive in communicating with teachers about training in order to resolve district-specific issues that could influence the integrity of LLI implementation. Within this study, an issue presented was the lack of training teachers felt they had in order to provide quality fluency instruction through the LLI framework.

In addition to more professional development opportunities, all participants believe they should continue using LLI, but the support they have received from the district varies. T5 explained the support received from the school district:

Administration understands the value of LLI and receives full intervention for our struggling students. They support schedule changes to meet with these groups and communicate the importance of this intervention being done for our below-grade-level readers.

Although administration supports the value and flexibility LLI has to offer, T5 agrees that “they need to improve on the training aspect” and that implementation looks differently across the district because “within multiple buildings, each teacher uses the parts differently or has a different focus because of very little training or training from a variety of people.” T1 spoke about the lack of district support:

Administration gives us the time. We’ve set up the workshop model. However, they’re not really in the classroom to see what we’re doing. Even the reading specialist isn’t really checking in or talking about it in any way. So, I’m not sure that the administration is supporting us very much.

T6 agreed with the lack of support stating there has been “none” or “very little” to support continued learning. In addition, T6 explained that the reading specialist is available to support, but meetings were scheduled on their own time. In addition to support from administration, general education participants (T1 and T2) spoke about collaboration with peers at grade-level meetings. For example, T1 said, “As a grade level we would talk about it, like what are you taking out of this lesson or that lesson, but other than that, we don’t talk about it at a school level.” T2 explained that grade-level teams meet as a team at the beginning, middle, and end of the year to address student needs and talk about what else they can do to help these students.

Ransford-Kaldon et al. (2010), affirmed the participants beliefs that LLI teacher professional development should be ongoing. In addition, professional development should familiarize teachers with LLI with its features to improve the quality of instruction and implementation across Tier II and III (Ransford-Kaldon et al., 2010). Darling-Hammond et al. (2017), outlined effective teacher professional development that results in changes in teacher practices and improvements in student learning outcomes that school districts should consider. Darling-Hammond et al. (2017), recommends active learning, collaboration, use of models or modeling, coaching and expert support, feedback and reflection, sustained duration, and Professional Learning Communities (PLCs). Teachers do not just need professional development, teachers need professional development that results in changes to teacher knowledge and practices, and improvements in student learning outcomes (Darling-Hammond et al., 2017).

**Theme 2: LLI Implementation Across Tier II and Tier III.** The second theme, LLI Implementation Across Tier II and Tier III, emerged from the differences in LLI lesson implementation by general education participants responsible for Tier II and special education participants responsible for Tier III. While the contextual and procedural information provided by the teacher participants highlighted the importance of the lesson structure, there were differences in the amount of time needed to complete the LLI lesson, as well as the modifications made to the LLI lesson for fluency instruction and assessment across Tier II and III.

All teacher participants stated they use and follow the LLI lesson outline that is provided. Participants describe the LLI lesson outline as “easy to follow”, “user friendly”, “very

thorough” and “adaptable to student needs” making the overall lesson outline a strength of LLI. However, they all voiced that they do not complete or use the entire LLI lesson. For example, T1 stated, “Personally, I follow the LLI lesson outline. I don’t make any changes or modifications, but I don’t complete the entire LLI lesson. I just complete what needs to be completed based on student needs.” The other participants agree with T1 by sticking to the LLI lesson as much as possible but bases the actual instruction on what the student needs. One reason for this is the lack of time general education teacher participants (T1, T2, and T3) are provided. T2 stated:

I follow the LLI lesson outline. I don’t make any changes to it. The only changes I’d say I make are if I shorten the lesson or just choose one or two things to work on because there isn’t enough time to complete it all.

With the expectation of lessons within the general education classroom to be 30-minutes, T1, T2, and T3 believe that timing is an issue for general education teachers because it’s difficult to cover all of the material, take out the most important things to teach, or to fit in more than one group during the reading block. T1 spoke of the lack of time being a major challenge:

The biggest challenge is taking out the most important parts from the lesson. There is so much to the lesson that it could be an amazing lesson, but due to time, and the amount of groups, we’re unable to do that.

Unlike the general education teacher participants responsible for Tier II, the special education teacher participants (T4, T5, T6) responsible for Tier III did not speak of time being a major concern. T4, T5, and T6 explained that 40-45 minutes is an adequate representation of the time being spent on LLI instruction, however, having sufficient time to complete other tasks or



responsibilities of the special education teacher can be a challenge, such as working on specific goals outlined in a student's Individualized Education Program (IEP), being called to assist with student behavior, or more frequent progress monitoring to inform instruction.

In addition to time, participants discussed the LLI lesson structure as it relates to implementation procedures. More modifications to the LLI lesson need to be made in Tier III due to student needs and/or IRIP or IEP goals. For example, T4 spoke of the modifications made within LLI to quickly identify student specific needs in reading fluency:

Along with doing LLI, I also have grade level 1-minute reading fluency passages. I started with two grade levels below in order to build fast pace and to make sure the student had decodable text that she could easily read. After scoring a student, I can see which areas the child is struggling in and address those needs in the next LLI lesson.

Unlike the 1-minute passage, the Reading Records within LLI were reported to be too long or take up too much time during the allotted LLI instructional time. Therefore, special education participants (T4 and T6) chose an alternate assessment tool to assess more quickly. Although it is not a requirement of the district, these participants made this modification, so they had more time for instruction. Like T4, T6 spoke of the implementation procedures of the LLI lesson outline. T6 said, "I think it helps give strategies and I think teachers are able to change it based on their needs, which is good, but I guess that is also a challenge that it is not consistent throughout classrooms."

Based on teacher narratives, the implementation across Tier II and Tier III differ due to the differences in responsibilities of general and special educators. First, all participants reported the use of the LLI lesson, but there were inconsistencies to the modifications that were made to the LLI lesson framework. For example, participants responsible for Tier II modified the lesson by completing the Phonics/Word Work portion at another time outside of LLI instructional time. Therefore, they shortened the LLI lesson by taking something out, and chose to work on specific areas related to students' needs. On the other hand, participants responsible for Tier III made modifications to the LLI lesson by supplementing assessment procedures to quickly identify student needs.

In addition to LLI lesson framework, there were consistencies and inconsistencies in teacher narratives about time as an issue across Tier II and III. While general education participants reported that the 30-minute timeframe for LLI was an issue, special education participants believed that the 40-minute time frame for LLI was not an issue. However, the other responsibilities of the special education teacher in addition to the 40-minute time frame was a challenge.

**Theme 3: Use of the Six Dimensions to Inform Instruction.** The third theme, Use of the Six Dimensions to Inform Instruction, emerged from the teacher participants' perspectives of the effectiveness of the Six Dimensions of Fluency as it relates to informing fluency instruction. The six dimensions of fluency were highlighted by teacher participants as essential fluency concepts, as well as an important guide for fluency instruction. Ultimately, this led to the participants' choice in instructional procedure or strategy.

All teacher participants stated they used the six dimensions of fluency to guide their instruction. T2 spoke of the six dimensions as being a guide for fluency instruction:

I like the six dimensions because it breaks down specific aspects of reading fluency that I can focus on with the students. I can see where their strengths and weaknesses are. This helps guide my instruction within LLI. I've learned to use the six dimensions and apply them to the instructional procedure that was given in the outline for students to practice.

The remaining participants voiced similar perceptions about the six dimensions. T3 discussed that direct instruction in reading fluency is taught on a case-by-case basis because most students in 3rd grade are fluent readers. However, T3 spoke of using these fluency concepts as an essential teaching tool:

These dimensions have helped guide my instruction because I can use them to see what the student needs help with and what they don't. I use modeling a lot with the six dimensions. The six dimensions rubric is a very helpful tool because it reminds me what to pay attention to when teaching fluency. Teachers don't always know what to do so it was helpful to focus on one or all of these areas.

In addition to determining student fluency needs based on the six dimensions, the participants found modeling and LLI materials to be essential components as it relates to fluency instruction.

Participants spoke of the opportunities to practice reading and rereading the independent and instructional texts provided, making it easy to model and instruct students using instructional procedures outlined in LLI. T4 stated, "having the student reread familiar texts, as well as modeling good fluency to the students will help build fluency skills." Participants identified a

strength of LLI is the leveled texts that are provided because they are “interesting”, “promote buy in” and “there are a variety of genres at every reading level”. T6 spoke of the opportunities LLI provides to strengthen reading fluency:

I think it does a good job of allowing you to show strategies for reading fluency. I know a lot of my students focus on the meaning when they are struggling with their fluency and I’ve seen growth in that area. I think we talk about the stories a lot, so the kids can understand, so when they are rereading, they can read more fluently. It gives them more opportunities for them to read and reread that same story.

Participants spoke of the lesson that provides a teaching point and instructional procedures to target the six dimensions.

Similar to the observations outlined in Research Question 2, participants voiced that the 5 instructional procedures outlined in LLI are used, but “not all are used” or “not used equally”. Although participants stated the instructional procedures were used to target the area of need based on the six dimensions, not all five instructional procedures outlined in LLI were used. The participants felt that more training was needed in the instructional procedures outlined in LLI. In fact, when participants were asked during the interviews to name and describe the instructional procedures in LLI, T1, T2, and T3 were only able to name and describe 1-3 instructional procedures. This was concerning because teachers should be using the five instructional procedures that are outlined in the LLI lessons to support fluency. If participants are unaware of certain instructional procedures, they may not be providing students with the opportunity to gain proficiency in fluency (Fountas & Pinnell, 2013).

**Theme 4: Use of Assessment to Inform Instruction.** The fourth theme, Use of Assessment to Inform Instruction, emerged from the teacher participants' strong reliance on

assessment to inform instruction. The common assessment procedures observed, as well as reported by participants during interviews include evaluating students 3 times per year using the Fountas and Pinnell BAS, and every 4 weeks using the Fountas and Pinnell LLI Running Records. Optional assessments reported by participants include 1-minute instructional reading fluency passages, Six Dimensions of Fluency rubric, and observation. Based on the use of assessment, participants spoke of the impact LLI has on reading fluency.

In Chapter II, reading fluency was defined as an essential component of the development of reading that allows readers to decode words with sufficient accuracy, automaticity, and prosody, to allow for understanding the meaning of the text. Through the use of assessment, participants reported the procedures used to evaluate external and internal attention, automaticity, and prosody. T6 spoke of the use of assessment in evaluating the characteristics of reading fluency:

Internal attention is evaluated through the F&P or LLI running record rubrics.

Automaticity is evaluated on the same assessments using accuracy and the rate of self-corrections. External attention is evaluated through observational data taken by the teacher.

The remaining participants voiced similar procedures, stating that the Fountas and Pinnell BAS, LLI reading records, and the Six Dimensions of Fluency rubric are “more data-driven”, whereas, observations take place “daily” and are “essential to help guide instruction”. T1, T4, and T5 specifically identified the use of the Six Dimensions of Fluency rubric to evaluate internal attention and prosody. For example, T1 said, “The checklist or rubric of the six dimensions is so helpful because it gives way more information than LLI gives us to use. This is something that I’ve implemented weekly rather than every four weeks to analyze.” As stated in Chapter II, the

results collected from the assessments will provide teachers with baseline data, ongoing progress in the various dimensions of reading fluency, and identify the students who require additional assessment and instruction (Rasinski, 2004). Also, a comprehensive screening and assessment system is considered an essential component for successful implementation of a MTSS (MDE, 2018). Therefore, the assessments chosen to evaluate students' reading fluency should be carefully considered by school districts, especially when teachers are using multiple assessments to evaluate fluency in order to provide quality instruction through LLI. Another essential component for successful implementation of a MTSS is continuous data-based decision making (MDE, 2018). While the participants agreed that more formal assessments, such as the Fountas and Pinnell BAS or the LLI Reading Records are necessary, they found that the optional assessments, such as AIMSweb R-CBM, the Six Dimensions of Fluency Rubric, and observations provide more information as it relates to students fluency progress. While the MDE requires districts across the state to identify assessments that districts will use, the initial and extensive assessments identified were not enough to monitor students' fluency, which also had an impact on how teachers used this information to plan for instruction. Although common assessment procedures were evident among teacher participants, the perceptions relating to the overall impact LLI has on reading fluency varied.

When teacher participants were asked how LLI impacted student achievement in the area of reading fluency, T1 and T5 stated that it has a "positive impact", T3 stated it has "little impact", and T2, T4 and T6 stated that it has "helped" students in the area of reading fluency. Based on the participants responses, teacher participants were asked if the district should continue or not continue the LLI system when addressing reading fluency. All participants

believed the district should continue using LLI, but improvements were necessary. For example, T1 spoke about improvements to LLI:

The lessons are very thorough, which can be both positive and negative. It does cover a lot of good questions and skills, but these lessons are not intended to be 20-30 minute lessons. It is difficult to cover all the material and if you do not cover it all you feel like you are doing an adequate job. Also, there should be more to help aid fluency instruction. Most lessons just include a short blurb of what to practice that day and it seems Echo Reading is repeated throughout the lessons a lot.

Likewise, T2, T3, T4, and T6 spoke about the LLI lessons and utilizing the most important parts, as well as more resources and materials for fluency instruction. While each participant believed improvements were necessary, they believed they should continue using LLI. T3 spoke about why the district should continue using LLI:

I think the district should continue using LLI. Personally, I think the texts are of high interest for the students. I think the outline is user friendly. Most importantly, I have seen growth in my students reading. Because it is so user friendly, I think that teachers actually want to do it. It is not intimidating. I can see the students 4 days a week and it does not feel like an extra thing to do.

While T3 believed the district should continue using LLI, T3 was not confident LLI is the reason for fluency growth. T3 stated:

In general, I think that they are doing better. It is hard to say if LLI is the answer or if it is what is impacting their growth because the students usually make progress and gains as the year goes on and when they are given more instruction. This study has really opened my eyes to my fluency instruction and I feel that it has helped the students. The

data shows that there has not been a lot of growth, but I have noticed a growth in their reading in general.

As stated in Chapter II, the five essential areas of reading all play an important role in helping students learn to read. Within programs like LLI, the interconnectedness of each of the five components makes it possible for students to become successful readers (Honig et al., 2013; NRP, 2000; Rasinski & Padak, 2004). However, T3 believes that teacher knowledge and decision making as it relates to the instruction the student receives has more of an impact on student outcomes, rather than the program itself. Similarly, T5 reported that the district should continue using LLI to support fluency with more training on fluency assessment:

I think they should continue because it has students reading familiar texts and unfamiliar texts frequently. I would say what they need to improve on is the training aspect, especially the training on fluency instruction. There has been such a high focus on the assessments, we've only focused on the accuracy, decoding or comprehension where fluency is left out. I believe the fluency affects the accuracy and the comprehension, but there hasn't been much training on teaching fluency, so I'm doing the best I can.

Like T3, T5 agrees that while LLI is a helpful tool, teacher knowledge and professional development as it relates to the instruction of reading fluency is more important than the program itself.

### ***Summary of Research Question 3***

The purpose of the individual interviews was to investigate the LLI teacher's perceptions of the effectiveness of LLI, their implementation, student progress and overall strengths and areas for improvement. The four themes that emerged from the interview data include: (1)



Professional Development; (2) LLI Implementation Across Tier II and Tier III; (3) Use of the Six Dimensions to Inform Instruction; and (3) Use of Assessment to Inform Instruction. The first theme, Professional Development, emerged from the participants strong need for ongoing professional learning in fluency instruction. The second theme, LLI Implementation Across Tier II and Tier III, emerged from the differences in LLI lesson implementation across participants responsible for Tier II and Tier III. The third theme, Use of the Six Dimensions to Inform Instruction, emerged from teacher participants' perspectives of the effectiveness of the Six Dimensions of Fluency as it relates to informing fluency instruction. The fourth theme, Use of Assessment to Inform Instruction, emerged from the teacher participants' strong reliance on assessment to inform instruction.

Given participants' perceptions on effectiveness, implementation, and student progress through the use of LLI, teacher participants agree that more time and professional development is needed, especially in the area of reading fluency instruction. Participants believe the district should continue using LLI as the reading intervention for students in Tier II and III, however, there is a strong need for more professional development opportunities that incorporate active learning experiences to improve fluency instruction, more so than the use of the program. Because the six dimensions were beneficial to each participant as it relates to informing instruction, school districts may consider highlighting this tool within professional learning opportunities.

In addition to needing more professional learning, implementation procedures should be established across Tier II and III. While implementing LLI within a MTSS may differ based on school policy, suggestions, and recommendations of how LLI teachers might plan their LLI sessions within Tier II and III settings would be beneficial. Also, identifying assessment

procedures, specifically for informing fluency instruction, would ensure consistency and accuracy throughout the system.

### **Implications for Practice**

The findings of this study have possible implications for professionals who work in elementary educational settings. General and special education teachers have the opportunity to improve the quality of reading fluency instruction provided to students within Tier II and Tier III of a MTSS through the implementation of LLI. The data gathered for the purpose of this study indicates that districts must continue to work toward common implementation procedures through actions such as continued professional development in the areas of explicit fluency instruction and assessment of fluency concepts. This study highlights three implications for practice: (1) Common Implementation Context and Procedures; (2) Continuous Professional Development; and (3) Explicit Instruction and Assessment of Fluency Concepts.

#### **Implication 1: Common Implementation Context and Procedures**

Within this study, the importance of consistent implementation context and procedures through district support of a MTSS was relevant for teacher participants. Based on the contextual and procedural guidance provided by the district, results from Research Question 2 indicates that participants struggled to meet some expectations, which resulted in higher and lower levels of implementation integrity. The purpose of a MTSS is to allow school districts to provide students with the appropriate level of support needed to develop adequate reading proficiency through a tiered delivery system, which varies based on the intensity, duration, and frequency of instruction. With the MTSS guidelines provided by the district, participants reported inconsistencies in implementation across Tier II and III in terms of days per week, instructional time, total LLI lessons, instructional procedures, and assessments used. While

results from Research Question 1 presents that significant progress was made, only two out of the six students achieved grade-level competency at the end of the 12-week intervention period, which could be due to the lack of consistency in implementation procedures. Therefore, school districts must provide guidance to assist teachers in successfully implementing LLI with higher levels of integrity. For example, Ransford-Kaldon et al. (2010), recommends providing scenarios or examples of developed schedules that allow for full implementation of the Tier II and Tier III context and procedures, or provide suggestions to how Tier II and III teachers might plan and organize LLI sessions so they can accomplish the instructional goals. In order to provide guidance on common implementation practices, districts must provide necessary, continuous, and quality professional development for teachers.

### **Implication 2: Continuous Professional Development**

Within this study, teacher participants spoke of a strong need for effective professional development as it relates to fluency instruction within the implementation of LLI. Based on the results from Research Question 3, participants shared their perceptions of LLI at Tiers II and III. With the close relationship between fluency and comprehension, teacher participants felt they lacked the training necessary to provide explicit instruction, specifically in the area of reading fluency. Teachers needed support with fluency concepts, reading fluency instructional procedures provided through LLI, and the use of assessment to guide fluency instruction. Districts must recognize that successful LLI implementation requires effective professional development in these areas. Darling-Hammond et al. (2017) identify seven common design elements of effective professional development approaches: (1) they are content focused; (2) they incorporate active learning strategies; (3) they engage teachers in collaboration; (4) they use models and/or modeling; (5) they provide coaching and expert support; (6) they

include time for feedback and reflection; and (7) they are of sustained duration. Because of the strong need for quality, effective professional development that was voiced by teacher participants, the professional development should be well-designed, incorporate elements of effective professional development, linked to identified teacher needs, and frequently evaluated so that the quality of professional development can be continually improved (Darling-Hammond et al., 2017).

### **Implication 3: Explicit Instruction and Assessment of Fluency Concepts**

The fluency concepts illuminated by participants in this study are essential for all students, especially students who are experiencing difficulties in reading fluency. Researchers recognize that reading fluency is an essential component that must be part of any reading curriculum (Allington, 2005; NRP, 2000; Rasinski, 2011; Rasinski, 2010; Shanahan, 2006). Although reading fluency is an essential component, many teachers are not familiar with the effective methods of instruction and ways for integrating fluency within the curriculum (Griffith & Rasinski, 2004). Based on the results from Research Question 1, 2 and 3, explicit instruction of fluency concepts was pertinent to student outcomes in reading fluency. Participants recognized the importance of understanding fluency concepts, but they requested more professional development to increase knowledge and practices pertaining to explicit instruction of fluency concepts. Although there are instructional procedures outlined in LLI, participants' use of the instructional procedures varied due to their lack of understanding. Therefore, participants also requested more professional development in this area.

In addition to instructional practices, participants recognized the importance of assessment to inform instruction within this study. Results from this study should inform the MDE list of initial and extensive assessments to monitor students' fluency. All participants

preferred the use of the Six Dimensions of Fluency rubric as an assessment tool because it helped plan and inform explicit instruction for one or more of the six dimensions. In addition to the Six Dimensions of Fluency rubric, 1-minute passages, and observation were used as optional assessment procedures. In order for school districts to promote common and consistent assessment procedures across Tier II and III, districts' must be aware of the preferred assessment procedures used by teachers.

It is important for teachers to be aware of the fluency concepts and instructional procedures that are available for successful implementation, instruction, and overall student learning. Districts must support the professional development of teachers in the area of reading fluency instruction and assessment to build knowledge and practices that will positively impact student outcomes in reading fluency.

### **Recommendations for Research**

The purpose of this study was to understand the experiences of general and special education teachers during the implementation of LLI within Tier II and Tier III of a MTSS when focusing on reading fluency. The recommendations for future research in this area include: (1) Fluency Concepts and Instructional Procedure Research; and (2) Fluency Assessment Research.

#### **Fluency Concepts and Instructional Procedure Research**

Teacher participants spoke of the fluency concepts outlined in LLI as an essential tool to help guide instruction, but their understanding of fluency concepts alongside the utilization of fluency instructional procedures varied. With the strong relationship between fluency and comprehension, teachers' knowledge and decision making related to fluency instruction is essential to student achievement. Because teachers are observing reading behaviors within LLI, they need to know what to do next when a student is unable to demonstrate a fluency

concept. Within this study, all but one participant (T4) was able to name and describe the 5 instructional procedures, which suggests the lack of support, training, and resources for teachers. Although the fluency concepts and instructional procedures were provided within LLI, the teacher participants questioned fluency instructional practices and strategies that could be used for teaching to each fluency concept. Without the explicit teaching of the fluency concepts, students with reading fluency difficulties will lack the appropriate strategies to read at a higher, more difficult level of text. Therefore, future research is needed to support teachers in the area of fluency concepts and instructional procedures, and the professional development that will support these areas.

### **Fluency Assessment Research**

Teacher participants were found to view assessment procedures as an essential practice to guide fluency instruction, especially within varied levels of support across Tier II and III. In order for teachers to instruct students at their level, they must have multiple data sources to develop an understanding of each students' strengths and needs in reading fluency (Rasinski, 2004; Kuhn et al., 2010). Teachers demonstrated and spoke of multiple assessment procedures that were required by the district, but were seeking more information about assessments that specifically looks at students' fluency skills without taking too much time away from instruction and are common practices across Tier II and III to allow for movement between Tiers. Therefore, assessments that provide specific information on fluency skills that can be easily implemented within a MTSS without taking away too much time from instruction need to be further researched for our teachers. With this, would come further research and development of these practices, as well as continuous professional development relating to the implementation and analysis of the assessments.

## Summary

Within this study, the researcher conducted an in-depth analysis of the lived experiences of general and special education teachers to determine the effects of LLI on reading fluency development for students in third grade, within Tier II and Tier III of a MTSS. Each research question provided findings of this study that offer insights into teacher participants experiences.

First, this study examined the impact of the LLI system on third grade student outcomes in the area of reading fluency within Tier II and Tier III. Based on the three fluency measures used for this study, teacher participants reported the increase of fluency scores and overall general reading achievement over a 12-week intervention period. However, participants voiced their concerns about more fluency-focused assessments that will help guide fluency instruction. For example, utilizing the Six Dimensions of Fluency rubric and/or 1-minute fluency passages more frequently. Along with the fluency measures, participants' implementation and overall perceptions support that LLI has a positive impact on reading fluency within Tier II and Tier III.

Second, this study examined the integrity of LLI implementation within Tier II and Tier III. Through a document review of intervention records, as well as two face-to-face observations, teacher participants voiced and demonstrated their ability to implement LLI with integrity. The major concerns outlined by participants include the lack of time, professional development, and modifications of procedures to meet individual needs.

Lastly, this study explored the perceptions of general and special education teachers' who use LLI at Tier II and Tier III. All participants believed the district should continue using LLI as a reading intervention for Tier II and Tier III. Participants highlighted the LLI lesson outline or framework, as well as the leveled texts provided within the system. Although the LLI program is

a helpful tool, participants voiced their concerns about needing more professional development around the concepts of fluency instruction and assessment.

This study, which utilized descriptive statistical analysis, as well as inductive thematic analysis, suggests that LLI has the ability to positively impact third grade student outcomes in the area of reading fluency when teachers follow a district's MTSS implementation plan. Additional research will continue to benefit and support the instruction of fluency concepts and procedures, fluency-focused assessments, and identified MTSS implementation context and procedures, which will ultimately benefit the student's outcome in reading fluency. Based on the perception of teachers, it is essential for the success of students for teachers to continue learning about the area of fluency instruction beyond early elementary.



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## APPENDICES

### Appendix A

#### Initial Superintendent Recruitment Email

Dear Superintendent:

My name is Megan Michalczak, and I am a doctoral candidate at Western Michigan University working on my dissertation in Special Education under the supervision of Dr. Susan Piazza. I would like to invite key general and special education teachers within your district to participate in a research project. This research is centered around describing the impact of the Leveled Literacy Intervention (LLI) on student outcomes, specifically in the area of reading fluency, for students reading below grade level in Tier II and Tier III within a MTSS, the implementation integrity of LLI, and the perceptions of the LLI system according to general and special education teachers. The general and special educators must teach students in third grade, be previously trained in LLI, and have been evaluated as highly effective according to Charlotte Danielson's Framework for Teaching.

To gain the highest quality data, I need your help. If you are willing, please support this research by:

Responding to this email with a list of district administrators that I may contact to request the names of highly effective general education and special education teachers who use LLI to instruct and evaluate students reading below grade level.

As part of the teacher participants' regular responsibility in their schools, the general and special educators will provide Tier II and Tier III intervention using LLI, evaluate student progress, and complete intervention records. If the general and special educators agree to participate, they will participate in two observations and individual interviews that will be scheduled at their convenience.

I would like to thank you in advance for considering this request to support my research. If you have any questions, please contact Megan Michalczak at [megan.l.michalczak@wmich.edu](mailto:megan.l.michalczak@wmich.edu) or (586) 933-6543, or my dissertation committee chairperson, Dr. Susan Piazza at [susan.piazza@wmich.edu](mailto:susan.piazza@wmich.edu) or (269) 387-3578.

Thank you,

Megan Michalczak, MA  
Doctor in Special Education Candidate  
Western Michigan University  
Kalamazoo, MI 49008



## Appendix B

### Initial District Administrator Recruitment Email

Dear District Administrator:

My name is Megan Michalczak, and I am a doctoral candidate at Western Michigan University working on my dissertation in Special Education under the supervision of Dr. Susan Piazza. I would like to invite key general and special education teachers within your district to participate in a research project. This research is centered around describing the impact of the Leveled Literacy Intervention (LLI) on student outcomes, specifically in the area of reading fluency, for students reading below grade level in Tier II and Tier III within a MTSS, the implementation integrity of LLI, and the perceptions of the LLI system according to general and special education teachers. The general and special educators must teach students in third grade, be previously trained in LLI, and have been evaluated as highly effective according to Charlotte Danielson's Framework for Teaching.

To gain the highest quality data, I need your help. If you are willing, please support this research by:

Responding to this email with a list of highly effective general education and special education teachers who use LLI to instruct and evaluate students reading below grade level. Please provide their names and email addresses and I will then send an email with a description of the study and invitation to participate (See Appendix C).

As part of the teacher participants' regular responsibility in their schools, the general and special educators will provide Tier II and Tier III intervention using LLI, evaluate student progress, and complete intervention records. If the general and special educators agree to participate, they will participate in two observations and individual interviews that will be scheduled at their convenience.

I would like to thank you in advance for considering this request to support my research. If you have any questions, please contact Megan Michalczak at [megan.l.michalczak@wmich.edu](mailto:megan.l.michalczak@wmich.edu) or (586) 933-6543, or my dissertation committee chairperson, Dr. Susan Piazza at [susan.piazza@wmich.edu](mailto:susan.piazza@wmich.edu) or (269) 387-3578.

Thank you,

Megan Michalczak, MA  
Doctor in Special Education Candidate  
Western Michigan University  
Kalamazoo, MI 49008

Teacher Recruitment Criteria  
(Attached to District Administrator Recruitment Email)

**Participants:**

This study is open to general education and special education teachers employed within a public school district located in the Metropolitan area of Southeast Michigan. Participants must be responsible for the instruction and evaluation of students in third grade.

**Overview:**

General educators will be responsible for Tier II and will involve a group of 1:3 students receiving LLI 5 days a week for 30 minutes. Special educators will be responsible for Tier III and will involve a group of 1:1 or 1:2 students receiving LLI 5 days a week for 40 minutes. During a 12 week intervention period, the participants will evaluate students' progress using the Fountas and Pinnell Benchmark Assessment System and AIMSweb. The teachers will submit student achievement data to measure reading gains, as well as weekly intervention records. The participants will participate in two face-to-face and/or video recorded observations and two 30-minute individual interviews scheduled at their convenience.

**Teacher Requirements:**

- Full time general education or special education teacher in a public school district in the Metropolitan area of Southeast Michigan
- Evaluated as highly effective according to Charlotte Danielson's Framework for Teaching
- Responsible for the instruction and evaluation of students in third grade
- Previously trained in Fountas & Pinnell Leveled Literacy Intervention

## Appendix C

## Initial Teacher Recruitment Email

Dear [Insert Educator Name]:

My name is Megan Michalczak, and I am a doctoral candidate at Western Michigan University working on my dissertation in Special Education under the supervision of Dr. Susan Piazza. Your administrator has identified you as a highly effective teacher that is responsible for the instruction and evaluation of students reading below grade level in third grade. Because of your success and recognition, I would like to invite you to participate in a research project that will be useful for describing the best use of the Leveled Literacy Intervention for students reading below grade level within a Multi-tiered System of Support.

As a participant, the general education teachers will be responsible for Tier II and will involve a group of 1:3 students receiving LLI 5 days a week for 30 minutes, and special education teachers will be responsible for Tier III and will involve a group of 1:1 or 1:2 students receiving LLI 5 days a week for 40 minutes. During a 12 week intervention period, you will be responsible for the following:

- Share weekly intervention log with researchers
- Share pre- and post-assessment data with researchers from the Fountas & Pinnell BAS & AIMSweb
- Participate in two face-to-face and/or video recorded observations
- Participate in two 30 minute individual interviews (scheduled at the teacher's convenience)

I would like to thank you in advance for considering this request to support my research. If you have any questions, please contact Megan Michalczak at [megan.l.michalczak@wmich.edu](mailto:megan.l.michalczak@wmich.edu) or (586) 933-6543, or my dissertation committee chairperson, Dr. Susan Piazza at [susan.piazza@wmich.edu](mailto:susan.piazza@wmich.edu) or (269) 387-3578.

Thank you,

Megan Michalczak, MA  
Doctor in Special Education Candidate  
Western Michigan University  
Kalamazoo, MI 49008

Teacher Response Script  
(Script to Respond to Initial Inquiry)

Dear [Insert Educator Name]:

Thank you for your interest in this research study! This study will focus on describing student outcomes in the area of reading fluency through the use of LLI within Tier II and Tier III, the integrity of LLI implementation, and the perceptions of the LLI system according to general and special educators. This study will analyze student achievement scores, intervention records, observation data and interview responses.

If you are interested in learning more about participating in this study, I will provide you with specific information on when and where to meet to review the informed consent. This will be scheduled around your convenience and availability.

During the informed consent meeting, you will be given the opportunity to request clarification and ask any questions you may have regarding the study. You can agree to participate in the study and begin participating immediately following the informed consent process, or take some time to make a decision on your own time. You may choose to decline in participating in the study with no consequence of any sort.

Please feel free to contact me if you have any questions.


Thank you,

Megan Michalczak, MA  
Doctor in Special Education Candidate  
Western Michigan University  
Kalamazoo, MI 49008

## Appendix D

## Human Subjects Internal Review Board Approval


**WESTERN MICHIGAN UNIVERSITY**



Institutional Review Board  
FWA00007042  
IRB00000254

Date: September 19, 2019

To: Megan Michalczak, Student Investigator for dissertation  
Susan Piazza, Principal Investigator  
Elizabeth Isidro, Co-Principal Investigator

From: Amy Naugle, Ph.D., Chair 

Re: IRB Project Number 19-09-20

This letter will serve as confirmation that your research project titled "Elementary General and Special Education Teachers' Use of the Fountas & Pinnell Leveled Literacy Intervention within a Multi-Tiered System of Support" has been **approved** under the **expedited** category of review by the Western Michigan University Institutional Review Board (IRB). The conditions and duration of this approval are specified in the policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note: This research may **only** be conducted exactly in the form it was approved. You must seek specific board approval for any changes to this project (e.g., ***add an investigator, increase number of subjects beyond the number stated in your application, etc.***). Failure to obtain approval for changes will result in a protocol deviation.

In addition, if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the IRB for consultation.

The Board wishes you success in the pursuit of your research goals.

**A status report is required on or prior to (no more than 30 days) September 19, 2020 and each year thereafter until closing of the study.**

**When this study closes, submit the required Final Report found at <https://wmich.edu/research/forms>.**

**Note: ~~All research data must be kept in the study location~~ on the WMU campus**

Office of the Vice President for Research  
Research Compliance Office  
1903 W. Michigan Ave., Kalamazoo, MI 49008-5456  
phone: (269) 337-8293 fax: (269) 387-8276  
web: [wmich.edu/research/compliance/irb](http://wmich.edu/research/compliance/irb)  
campus site: Room 251 W. Walwood Hall

## Human Subjects Internal Review Board Approval (Teacher Consent Form)

WESTERN MICHIGAN UNIVERSITY

**IRB Approved**

SEP 19 2019



WMU IRB Office

**Western Michigan University  
Department of Special Education and Literacy Studies  
Teacher Consent Form**

**Principal Investigators:** Dr. Susan Piazza and Dr. Elizabeth Isidro  
**Student Investigator:** Megan Michalczak  
**Title of Study:** Elementary General and Special Education Teachers' Use of the Fountas & Pinnell Leveled Literacy Intervention within a Multi-Tiered System of Support

**STUDY SUMMARY:** This consent form is part of an informed consent process for a research study and it will provide information that will help you decide whether you want to take part in this study. Participation in this study is completely voluntary. The purpose of the research is to describe the impact of the Leveled Literacy Intervention (LLI) on student outcomes within Tier II and Tier III, the integrity of LLI implementation within Tier II and Tier III, and teachers' perceptions of LLI as their perceptions may impact implementation of LLI within a Multi-tiered System of Support (MTSS). This project will serve as Megan Michalczak's dissertation for the requirements of Doctor of Education in Special Education. If you take part in the research, you will be asked to share weekly intervention logs and pre- and post-assessment data with researchers and participate in two face-to-face and/or video recorded observations of LLI lessons and two individual interviews. Your time in the study will take 5 minutes per week or 60 minutes total to share weekly intervention log with researchers, 10 minutes to share pre- and post-assessment data with researchers, 30-40 minutes per observation or 60-80 minutes to participate in two face-to-face and/or video recorded observations of an LLI lesson, and 30 minutes per interview or 60 minutes total to participate in two individual interviews. The only foreseen risk for participating in this study is the feeling of discomfort associated with the observation and interview. The only cost to the participants is the time required for the submission of student achievement data, two face-to-face and/or video observation of the 30-40-minute LLI lesson, submission of intervention records, and two individual interviews. The three potential benefits from participating in this study include: (1) providing evidence to describe the benefits and best use of LLI for students in Tier II and Tier III within a MTSS; (2) to provide a description of what successful implementation of LLI within a MTSS looks like; and (3) to describe the areas of strength and areas of improvement for implementing LLI within a school system. There are no direct benefits to teacher participants. An alternative to taking part in the research study is not to take part in it.

You are invited to participate in this research project titled, "*Elementary General and Special Education Teachers' Use of the Fountas & Pinnell Leveled Literacy Intervention within a Multi-Tiered System of Support*," and the following information in this consent form will provide more detail about the research study. Please ask any questions if you need more clarification and to assist you in deciding if you wish to participate in the research study. You are not giving up any of your legal rights by agreeing to take part in this research or by signing this consent form.

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After all of your questions have been answered and the consent document reviewed, if you decide to participate in this study, you will be asked to sign this consent form.

**What are we trying to find in this study?**

The purpose of this mixed methods study is to describe the impact of LLI on student outcomes within Tier II and Tier III, the integrity of LLI implementation within Tier II and Tier III, and teachers' perceptions of LLI as their perceptions may impact implementation of LLI within a MTSS. First, this study will focus on using two measures of reading achievement for evaluating students' progress in the area of reading fluency. Next, the study will focus on how the LLI program is implemented within Tier II and Tier III. Last, this study will focus on the perceptions of the LLI system according to general educators within Tier II and special educators within Tier III.

**Who can participate in this study?**

This study is open to any general and special education teacher in Troy School District located in the Metropolitan area of Southeast Michigan. The general education and special education teachers must teach students in third grade, be previously trained in LLI, and have been evaluated as highly effective according to Charlotte Danielson's Framework for Teaching.

**Where will this study take place?**

This study will take place in Troy School District located in the Metropolitan area of Southeast Michigan. Specifically, this study will take place within the general and special education teachers' classrooms.

**What is the time commitment for participating in this study?**

The general educators will be responsible for 190 minutes beyond their regular instructional time, and the special educators will be responsible for 210 minutes beyond their regular instructional time. See below:

- Share weekly intervention log with researchers (5 minutes per week, 60 minutes total)
- Share pre- and post-assessment data with researchers (10 minutes)
- Participate in two face-to-face and/or video recorded observations of LLI lesson (30-40 minutes per observation, 60-80 minutes total)
- Participate in two individual interviews (30 minutes per interview, 60 minutes total)

**What will you be asked to do if you choose to participate in this study?***Standard Practice*

As a current requirement of Troy School District, the general and special educators provide LLI instruction to students reading below grade level regardless of whether they consent to participate in this study. The time spent on instruction and student group size of instruction is already a current practice within the school district. As part of the districts requirements to use LLI as the targeted intervention for students reading below grade level, as well as the



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intervention records and assessments to evaluate student progress, the inconvenience to the school system, teachers and students will be minimized.

*Additional Research Activities*

After agreement is indicated, teachers will be responsible for the following:

- Share weekly intervention log with researchers
- Share pre- and post-assessment data with researchers from the Fountas & Pinnell BAS & AIMSweb
- Participate in two face-to-face and/or video recorded observations
- Participate in two 30-minute individual interviews (scheduled at teachers' convenience)

**What information is being measured during the study?**

The information that is to be measured in the study will include these instruments:

- Student Achievement Data
- Observation
- Document Analysis
- Interview

**What are the risks of participating in this study and how will these risks be minimized?**

The only foreseen risk for participating in this study is the feeling of discomfort associated with the observation and interview. To protect the participants from discomfort, the researchers will assure the participants that the observations are not evaluative and will not be shared with anyone at their school. To protect the participants from discomfort, the researchers will share the interview questions prior to the interview.

**What are the benefits of participating in this study?**

There are three potential benefits from participating in this study. The benefits include: (1) providing evidence to describe the benefits and best use of LLI for students in Tier II and Tier III within a MTSS; (2) to provide a description of what successful implementation of LLI within a MTSS looks like; and (3) to describe the areas of strength and areas of improvement for implementing LLI within a school system. There are no direct benefits to teacher participants.

**Are there any costs associated with participating in this study?**

There are no monetary costs associated with participating in this study. The only foreseen cost is the amount of time being asked to participate in the study. The general educators will be responsible for 190 minutes beyond their regular instructional time, and the special educators will be responsible for 210 minutes beyond their regular instructional time.

**Is there any compensation for participating in this study?**

There will be no compensation for participating in this study.



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**Who will have access to the information collected during this study?**

The principal investigator and student investigator will have access to the data collected for this study. To ensure confidentiality, the student achievement data, intervention records, observations and interview data will be de-identified and stored in a password protected folder on a password protected computer. In addition, all consent forms will be uploaded to the password protected folder on the password protected computer. All hard copies will be locked in a file cabinet within a locked room in the Special Education Department at Western Michigan University. The data obtained for this study will be kept for at least three years following the completion of the study and then destroyed to protect confidentiality of the participants.

**What will happen to my information collected for this research after the study is over?**

After information that could identify you has been removed, de-identified information collected for this research may be used by or distributed to investigators for other research without obtaining additional informed consent from you.

**What if you want to stop participating in this study?**

You can choose to stop participating in the study at any time for any reason. You will not suffer any prejudice or penalty by your decision to stop your participation. You will experience NO consequences either academically or personally if you choose to withdraw from this study.

The investigator can also decide to stop your participation in the study without your consent.

Should you have any questions prior to or during the study, you can contact the student investigator, Megan Michalczak at [megan.l.michalczak@wmich.edu](mailto:megan.l.michalczak@wmich.edu) or (586) 933-6543, or the principal investigator, Dr. Susan Piazza at [susan.piazza@wmich.edu](mailto:susan.piazza@wmich.edu) or (269) 387-3578.

You may also contact the Chair, Human Subjects Institutional Review Board at 269-387-8293 or the Vice President for Research at 269-387-8298 if questions arise during the course of the study.

This consent document has been approved for use for one year by the Western Michigan University Institutional Review Board (WMU IRB) as indicated by the stamped date and signature of the board chair in the upper right corner. Do not participate in this study if the stamped date is older than one year.

I have read this informed consent document. The risks and benefits have been explained to me. I agree to take part in this study.

\_\_\_\_\_  
 Please Print Your Name

\_\_\_\_\_  
 Please Sign Your Name

\_\_\_\_\_  
 Date



## Appendix F

## Six Dimensions of Fluency Rubric

Assessing Fluency and Phrasing				
Student _____		Date _____		
Six Dimensions Fluency Rubric				
<b>1. Pausing</b> Pausing refers to the way the reader's voice is guided by punctuation (for example, short breath at a comma; full stop with voice going down at periods and up at question marks; full stop at dashes).				
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	
Almost no pausing to reflect punctuation or meaning of the text. <i>Needs intensive teaching and/or text not appropriate</i>	Some pausing to reflect the punctuation and meaning of the text. <i>Needs explicit teaching, prompting and reinforcing</i>	Most of the reading evidences appropriate pausing to reflect the punctuation and meaning of the text. <i>Needs some prompting and reinforcing</i>	Almost all the reading is characterised by pausing to reflect punctuation and meaning of the text. <i>Teaching not needed</i>	
<b>2. Phrasing</b> Phrasing refers to the way readers put words together in groups to represent the meaningful units of language. Sometimes phrases are cued by punctuation such as commas, but often they are not. Phrased reading sounds like oral language, though more formal.				
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	
No evidence of appropriate phrasing during the reading. <i>Needs intensive teaching and/or text not appropriate</i>	Some evidence of appropriate phrasing during the reading. <i>Needs explicit teaching, prompting and reinforcing</i>	Much of the reading evidences appropriate phrasing. <i>Needs some prompting and reinforcing</i>	Almost all the reading is appropriately phrased. <i>Teaching not needed</i>	
<b>3. Stress</b> Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.				
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	
Almost no stress on appropriate words to reflect the meaning of the text. <i>Needs intensive teaching and/or text not appropriate</i>	Some stress on appropriate words to reflect the meaning of the text. <i>Needs explicit teaching, prompting and reinforcing</i>	Most of the reading evidences stress on appropriate words to reflect the meaning of the text. <i>Needs some prompting and reinforcing</i>	Almost all of the reading is characterised by stress on appropriate words to reflect the meaning of the text. <i>Teaching not needed</i>	
<b>4. Intonation</b> Intonation refers to the way the reader varies the voice in tone, pitch and volume to reflect the meaning of the text—sometimes called expression.				
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	
Almost no variation in voice or tone (pitch) to reflect the meaning of the text. <i>Needs intensive teaching and/or text not appropriate</i>	Some evidence of variation in voice or tone (pitch) to reflect the meaning of the text. <i>Needs explicit teaching, prompting and reinforcing</i>	Most of the reading evidences variation in voice or tone (pitch) to reflect the meaning of the text. <i>Needs some prompting and reinforcing</i>	Almost all of the reading evidences variation in voice or tone (pitch) to reflect the meaning of the text. <i>Teaching not needed</i>	
<b>5. Rate</b> Rate refers to the pace at which a reader moves through the text—not too fast and not too slow. The reader moves along steadily with few slow-downs, stops or pauses to solve words. If the reader has only a few short pauses for word solving and picks up the pace again, look at the overall rate.				
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	
Almost no evidence of appropriate rate during the reading. <i>Needs intensive teaching and/or text not appropriate</i>	Some evidence of appropriate rate during the reading. <i>Needs explicit teaching, prompting and reinforcing</i>	Most of the reading evidences appropriate rate. <i>Needs some prompting and reinforcing</i>	Almost all of the reading evidences appropriate rate. <i>Teaching not needed</i>	
<b>6. Integration</b> Integration involves the way a reader consistently and evenly orchestrates rate, phrasing, pausing, intonation and stress.				
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	
Almost none of the reading is fluent. <i>Needs intensive teaching and/or text not appropriate</i>	Some of the reading is fluent. <i>Needs explicit teaching, prompting and reinforcing</i>	Most of the reading is fluent. <i>Needs some prompting and reinforcing</i>	Almost all of the reading is fluent. <i>Teaching not needed</i>	
<b>Guiding Principles for Rating</b> Try to focus on one aspect at a time but give your overall impression.				
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<i>Needs intensive teaching and/or text not appropriate</i>	<i>Needs explicit teaching, prompting and reinforcing</i>	<i>Needs some prompting and reinforcing</i>	<i>Teaching not needed</i>	

## Appendix G

## AIMSweb R-CBM

**Benchmark Period #1 – Fall**  
**Grade 3 AIMSweb R-CBM Passage 1 of 3**

It rained all day long. The wind and rain knocked the remaining	12
leaves to the ground where they were swept into the street. Today was	25
a typical fall day.	29
Just two days ago, the sun was out and the temperatures were very	42
pleasant. Raking leaves into large playful piles was very relaxing.	52
The family worked together gathering the maple leaves into piles.	62
Kids will be kids, and they loved jumping and hiding in the leaves. Even	76
their dog liked to romp around in the leaves. It was fun for everyone.	90
The next day, the weather changed slightly. Clouds began to roll	101
into the area and darken the sky. It did not rain then, but it was clear	117
that winter was near. The family thought that the ground would be	129
covered in no time. Winter was approaching fast.	137
They awoke to the rain hitting the roof of their home. It was a light	152
rain, so they figured it would rain all day. They were right. Now the kids	167
would not be able to play in the leaves. The leaves were all wet and	182
brown. They were no longer dry and colorful.	190
The winds picked up speed and sent the piles of leaves blowing	202
across the yard and into the street. The kids thought they were pretty	215
lucky to have been able to play in the leaves yesterday.	226
Later in the day, the street sweeper came into their neighborhood	237
and, with its mighty vacuum, gobbled up the leaves that had found their	250
way into the street. The leaves were gone.	258
That night the kids were tucked into bed for the evening. As they	271
slept, the rain turned to snow.	277
The kids dreamed of sledding and snowmen. The next morning	287
their dreams came true. Snow!	292

Total Corrects: \_\_\_\_\_ Errors: \_\_\_\_\_

Appendix H  
Observation Guide

Observation Guide	Anecdotal Notes
<b>Implementation</b>	
Explain the context of the LLI group	
Identify the number of students in the LLI group	
Total instructional minutes for LLI lesson	
Identify LLI Lesson Number (Even/Odd)	
Explain how attendance is monitored	
<b>Teacher Expertise</b>	
<p>Explain how the teacher models, encourages, and provides opportunities for fluent oral reading.</p> <p><b><i>Six Dimensions of Fluency:</i></b></p> <p><i>Pausing:</i> Pausing refers to the way the reader's voice is guided by punctuation.</p> <p><i>Phrasing:</i> Phrasing is related to pausing but requires more processing of the language of the text. When students read orally they put words together in groups to represent the meaningful units of language.</p> <p><i>Word Stress:</i> Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.</p> <p><i>Intonation:</i> Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression.</p> <p><i>Rate:</i> Rate refers to the pace at which a reader moves through the text - not too fast and not too slow.</p> <p><i>Integration:</i> Integration involves the way a reader consistently and evenly orchestrates rate, phrasing, pausing, intonation, and stress.</p>	
<p>Explain how the teacher models and encourages students to use appropriate reading fluency strategies.</p> <p><b><i>Five Instructional Procedures to support fluency in LLI:</i></b></p> <p><i>Assisted Reading:</i> An instructional procedure used to support fluent reading; the teacher models the text read fluently, then reads the same text along with the student.</p>	

<p><i>Echo Reading:</i> An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled.</p> <p><i>Phrased Reading:</i> An instructional procedure used to support fluent reading; to read aloud and reflect meaning units with phrases.</p> <p><i>Rate Mover:</i> An instructional procedure used to support fluent reading; the teacher models the text read fluently, then the student reread parts of a text several times to demonstrate faster reading without becoming robotic or expressionless.</p> <p><i>Readers' Theater:</i> An instructional procedure used to support fluent reading; a rewrite of an original text that is scripted into dialogue so the readers can take parts.</p>	
<p>Explain how the teacher engages in conversation about the text in order to support reading fluency.</p> <p><b>Examples of explicit language in LLI to support reading fluency:</b></p> <p><i>Pausing:</i> "Take a short breath when you see a comma."</p> <p><i>Phrasing:</i> "Read it like this [model phrase units]."</p> <p><i>Word Stress:</i> "Make this word sound important."</p> <p><i>Intonation:</i> "Make your voice go down at the period. Then stop."</p>	
Explain how the teacher uses assessment to monitor student progress.	
Explain how the teacher makes classroom connections.	
Explain how the teacher makes home connections.	
<b>Teacher Response</b>	
Explain teacher's response to student progress.	
Explain how the teacher makes instructional modifications.	
Explain how the teacher makes material modifications.	
<b>Student Response</b>	
Explain student's response to fluency instruction using the six dimensions.	
Explain the student's engagement throughout the lesson.	
Explain the student's response to intended lesson outcomes.	
Explain the student's response to instructional modifications.	
Explain the student's response to material modifications.	

<b>Lesson Outline (Even Numbered Lessons)</b> “Teacher completes each part of the lesson with students.”	
<b>Goals for Lesson:</b> Teacher uses the lesson goals to plan for student needs	
<b>Discussion of Yesterday’s New Book</b> (5 minutes): Teacher invites students to share their thinking about yesterday’s new book	
<b>Revisiting Yesterday’s New Book</b> (5 minutes): Teacher selects one of the three teaching options—comprehension, vocabulary, or fluency. Teacher engages the students in targeted and explicit teaching in one of the three areas.	
<b>Rereading and Assessment</b> (5 minutes): Teacher sets a specific purpose for rereading part of yesterday’s new book for three students. Teacher assesses one student’s accuracy, fluency, and comprehension using a reading record of a section of yesterday’s new book. Teacher selects a brief teaching point that will be helpful for this reader.	
<b>Writing About Reading</b> (15 minutes): Teacher talks with students about a specific aspect of yesterday’s new book. Teacher engages students in thinking about text structure, aspects of the writer’s craft, and extending comprehension of the text. Teacher selects one of three types of writing—Shared, Dictated, or Independent, based on the needs of the students. Students write in Literacy Notebooks and may engage in problem solving on the back of the previous page of the notebook. Teacher utilizes a variety of instructional procedures to assist problem solving. The finished writing is in conventional form with correct spelling (with a few occasional errors).	
<b>Phonics/Word Study</b> (10 minutes): Teacher engages students in inquiry around a specific word study principle. The teaching sequence involves: Teacher showing examples. Students searching examples for pattern. Teacher helping students articulate the principle. Students practicing applying the principle. Teacher summarizing the learning by restating the principle	
<b>Reading a New Book</b> (25 minutes): <i>Introducing the new text:</i> Teacher talks with students to gain information about their ability to make connections, inferences, and predictions. Teacher adjusts the kind of support students need to process the text with excellent comprehension.	
<b>Reading a New Book</b> (25 minutes cont.): <i>Reading the text:</i> The students read silently. Teacher samples oral reading and interacts briefly with students to support strategic actions.	
<b>Lesson Outline (Odd Numbered Lessons)</b> “Teacher completes each part of the lesson with students.”	
<b>Goals for Lesson:</b> Teacher uses the lesson goals to plan for student needs	
<b>Discussion of Yesterday’s New Book</b> (5 minutes): Teacher invites students to share their thinking about yesterday’s new book	

<p><b>Revisiting Yesterday's New Book</b> (5 minutes): Teacher selects one of the three teaching options—comprehension, vocabulary, or fluency. Teacher engages the students in targeted and explicit teaching in one of the three areas.</p>	
<p><b>Phonics/Word Study</b> (10 minutes): Teacher engages students in inquiry around a specific word study principle. The teaching sequence involves: Teacher showing examples. Students searching examples for pattern. Teacher helping students articulate the principle. Students practicing applying the principle. Teacher summarizing the learning by restating the principle</p>	
<p><b>Reading a New Book</b> (25 minutes): <i>Introducing the new text:</i> Teacher talks with students to gain information about their ability to make connections, inferences, and predictions. Teacher adjusts the kind of support students need to process the text with excellent comprehension.</p>	
<p><b>Reading a New Book</b> (25 minutes cont.): <i>Reading the text:</i> The students read silently. Teacher samples oral reading and interacts briefly with students to support strategic actions.</p>	
<p><b>Reading a New Book</b> (25 minutes cont.): <i>Discussing and revisiting the text:</i> Teacher facilitates a discussion of the text. Teacher looks for evidence of students' ability to think beyond and about the text. At the end, the teacher selects a very specific teaching point directed around the systems of strategic actions based on observations of the reading.</p>	



## Appendix I

### Interview Protocol

#### **Introduction (3 minutes):**

Thank you for agreeing to participate in this study! As a researcher, I'm interested in describing the impact of LLI on student outcomes within Tier II and Tier III, the integrity of LLI implementation within Tier II and Tier III, and teachers' perceptions of LLI. I'm interviewing you today to gain an in-depth understanding of the effectiveness of LLI, your implementation, student progress and overall strengths and areas for improvement.

Throughout this interview, I'm interested in your personal perceptions of the LLI system, specifically within Tier [Insert II/III]. Specifically, I am interested in student's progress during teachers' use of LLI, the implementation of LLI, and teachers' perceptions of LLI and its impact on their students' reading fluency.

Before we begin, it is important to know that I am solely interested in your point of view. Please be honest and say what you think. There are no wrong answers. The interview will be audio recorded so that I can go back and listen, take notes, and write a short summary about what was shared. This audio recording will not be shared. Your name and all your comments will remain anonymous.

What questions do you have?

Again, thank you for your time. Let's begin!

#### **Interview Questions (25 minutes):**

1. Please start by describing your background.
  1. What is the nature of your job?

#### *Part 1: Student Achievement*

2. How has LLI impacted student achievement in the area of reading fluency?
3. Describe how LLI addresses student deficits in reading fluency.
4. Describe how you provide opportunities to develop oral reading fluency through the use of LLI within Tier [Insert II/III].
  - a. What materials are most helpful?

#### *Part 2: Implementation*

5. What are the strengths and challenges of LLI implementation within a MTSS at the classroom/school/district level?
6. Describe the training you've received in LLI.

- a. What guidance and/or continued support is provided by your district?
- b. Describe how administration supports your efforts to implement LLI within your classroom.

*Part 3: Teacher Perceptions*

7. Describe the strengths of the LLI system and why you feel these are strengths.
8. What areas of the LLI system could be improved and why do you believe these improvements are necessary?
9. Why should your district continue or not continue the LLI system when addressing reading fluency?
10. Is there anything that I did not ask that you would like to share about your experience with LLI?

**Conclusion (2 minutes):**

Thank you again for taking the time to share your experiences with me! I appreciate your willingness to participate. I will be sending you your responses to give you the opportunity to add, change, or clarify your responses. If you have questions or concerns, please don't hesitate to contact me at 586-933-6543 or [megan.l.michalczak@wmich.edu](mailto:megan.l.michalczak@wmich.edu), or Dr. Susan Piazza at [susan.piazza@wmich.edu](mailto:susan.piazza@wmich.edu) or (269) 387-3578.

## Appendix J

## Inductive Thematic Analysis Phase 1-3: Observations

Pre-Observation: T2				
Observation Guide	Anecdotal Notes	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
Explain the context of the LLI group	In a classroom at a u-shaped table while the rest of the class is doing independent reading and/or book clubs	Setting	Setting	Context and Procedures in Implementation
		Group Size	Group Size	
Identify the number of students in the LLI group	3	Time	Time	Fluency Concepts & Instructional Procedures
		LLI Lesson Outline	LLI Lesson Framework	
Total instructional minutes for LLI lesson	20 minutes	Attendance	IRIPs	Varied Use of Assessment
		Pausing	Pausing	
Identify LLI Lesson Number (Even/Odd)	Even (Lesson 98-Blue)	Phrased Reading	Phrased Reading	
		Word Stress	Word Stress	
Explain how attendance is monitored	District's IRIP form	Phrased Reading	Echo Reading	
		Word Stress	Assessment	
Explain how the teacher models, encourages, and provides opportunities for fluent oral reading.	Teach models pausing. Pausing: Pausing refers to the way the reader's voice is guided by punctuation.	Assessment	(Fountas & Pinnell BAS, LLI Reading Records)	
		Classroom Connection	Classroom/ Home Connection	
Explain how the teacher models and encourages students to use appropriate reading fluency strategies.	Phrased Reading	Home Connection	Observation	
	Phrased Reading: An instructional procedure used to support fluent reading; to read aloud and reflect meaning units with phrases.	Modeling	Modeling	
Explain how the teacher engages in conversation about the text in order to support reading fluency.	"Make sure you are reading every word" (Word Stress)	Repeated Reading	Repeated Reading	
	"Track your reading" (Word Stress)	Observation	Purposeful Instruction	
	"Good"	Purposeful Instruction	Student	
	"Awesome"	Student Engagement	Engagement	
	"I like how you are pausing after each period" (Pausing)	Comprehension	Comprehension	
			Writing	

Explain how the teacher uses assessment to monitor student progress.	Running record every 4 weeks	Writing  Word Work (Phonics)  Reading Fluency	Word Work (Phonics)	
Explain how the teacher makes classroom connections.	N/A			
Explain how the teacher makes home connections.	Teacher sends home 'read at home' routine along with black and white book to reread.			
Explain teachers response to student progress.	Set goal on student's IRIP			
Explain how the teacher makes instructional modifications.	Teaches phonics portion to whole class another time			
Explain how the teacher makes material modifications.	White boards, Expo markers, At-Home Reading Routine			
Explain students response to fluency instruction using the six dimensions.	Teacher identifies the pausing goal. Student pauses after periods. Teacher praises the student for pausing. Responds well to teacher feedback			
Explain the student's engagement throughout the lesson.	Teacher calls on each student in the group. Teacher gives students the opportunity to try things independently.			
Explain the student's response to intended lesson outcomes.	N/A			
Explain the student's response to instructional modifications.	N/A			
Explain the student's response to material modifications.	N/A			
Goals for Lesson	Did not identify goal at the start of the lesson.			

Discussion of Yesterday's New Book	Reread "Little, Cat Big, Cat"			
Revisiting Yesterday's New Book	Compare and Contrast Teacher walks students through compare exercise. Looking through the book to find answers.			
Rereading and Assessment	N/A			
Writing About Reading	Interactive Writing - Model, reread, pausing periods			
Phonics/Word Study	N/A			
Reading a New Book: Introducing the new text	Discusses Genre - Nonfiction (what do you see? Why is it nonfiction?)			
Reading a New Book: Reading the text	Students read silently as the teacher listens in on each student separately. Goes through each page to discuss what they learned.			

**Post-Observation: T2**

Observation Guide	Anecdotal Notes	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
Explain the context of the LLI group	Within the general education classroom at a u-shaped table while the rest of the class is reading to themselves or in book clubs	Setting	Setting	Context and Procedures in Implementation
Identify the number of students in the LLI group	3	Group Size	Group Size	
Total instructional minutes for LLI lesson	30 minutes	Time	Time	
Identify LLI Lesson Number (Even/Odd)	Even (100)	LLI Lesson Outline	LLI Lesson Framework	Fluency Concepts & Instructional Procedures
Explain how attendance is monitored	District's IRIP form	Attendance	IRIPs	
Explain how the teacher models and	Teacher models integration. Teacher models fluent	Integration	Integration	Varied Use of Assessment
		Pausing	Reading Fluency	
		Phrasing	Pausing	
		Word Stress	Phrasing	
		Rate	Word Stress	
			Rate	
			Assisted Reading	
			Intonation	

encourages students to use appropriate reading fluency strategies.	<p>reading of a news article. Students practice reading a news article fluently.</p> <p>Teacher asked students how she demonstrated pausing (at punctuation), phrasing (put words together rather than reading like a robot), word stress (made my voice go up or down), rate (fast or slow) and expression (tone of my voice)</p> <p>Students provided examples of each.</p> <p><i>Integration:</i> Integration involves the way a reader consistently and evenly orchestrates rate, phrasing, pausing, intonation, and stress.</p>	Assisted Reading	Six Dimensions	
		Six Dimensions of Fluency	Modeling	
		Modeling	Student	
		Observation	Engagement	
		Repeated Reading	Observation	
		Comprehension	Repeated Reading	
Explain how the teacher engages in conversation about the text to support reading fluency.	<i>Assisted Reading:</i> An instructional procedure used to support fluent reading; the teacher models the text read fluently, then reads the same text along with the student.		Comprehension	
Explain how the teacher uses assessment to monitor student progress.	<p>“What did you notice about the way I read this...” (Phrasing)</p> <p>“Yes, my voice went up...why is that important” (Intonation)</p> <p>“Why did my voice go down at the period...” (Intonation)</p> <p>“While you read it, I want you to practice reading just like me...” (Integration)</p> <p>“Make sure you pause there (comma)...” (Pausing)</p> <p>“Make sure you also pause here (period)...” (Pausing)</p>		Assessment (Fountas & Pinnell BAS, LLI Reading Records)	
Explain how the teacher uses assessment to monitor student progress.	N/A			
Explain how the teacher makes classroom connections.	N/A			
Explain how the teacher makes home connections.	N/A			
Explain teachers' response to student progress.	“I want you to try reading this again, and this time remember to think about how we sound when we are reading what someone else says. Your voice may go up or down...”			

	Student rereads Teacher provides positive praise			
Explain how the teacher makes instructional modifications.	N/A			
Explain how the teacher makes material modifications.	N/A			
Explain students' response to fluency instruction using the six dimensions.	Student demonstrated integration of six dimensions with reminders from the teacher. Teacher modeled and student responded accurately.			
Explain the student's engagement throughout the lesson.	Student practiced reading fluently during the rereading of the text.			
Explain the student's response to intended lesson outcomes.	Students practiced reading the news article fluently Teacher provided feedback while they read aloud			
Explain the student's response to instructional modifications.	N/A			
Explain the student's response to material modifications.	N/A			
Goals for Lesson	Notice how a news article with headlines should be read aloud. Read a news article with fluency.			
Discussion of Yesterday's New Book	Students shared their thinking about yesterday's book by providing a summary			
Revisiting Yesterday's New Book	Teacher rereads the summary from the back of the book. Teacher asks the students what they remember from this book and provides a summary. Teacher models fluent reading and asks the students what they notice about the way she reads it.			
Rereading and Assessment	Teacher and students reread the text, but the teacher did not assess			

Writing About Reading	N/A			
Phonics/Word Study	N/A			
Reading a New Book: <i>Introducing the new text</i>	Teacher introduced the new text by following the LLI lesson outline			
Reading a New Book: <i>Reading the text</i>	Teacher had students go back to their seats to read the new book independently.			

### Pre-Observation: T3

Observation Guide	Anecdotal Notes	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
Explain the context of the LLI group	In the general education classroom at a u-shaped table, while other students are doing independent reading	Setting	Setting	Context and Procedures in Implementation
Identify the number of students in the LLI group	1	Group Size	Group Size	
Total instructional minutes for LLI lesson	20 minutes	Time	Time	
Identify LLI Lesson Number (Even/Odd)	Odd (Red - 13)	LLI Lesson Outline	LLI Lesson Framework	Fluency Concepts & Instructional Procedures
Explain how attendance is monitored	District's IRIP form	Attendance	IRIPs	Varied of Assessment
Explain how the teacher models, encourages, and provides opportunities for fluent oral reading.	Teacher models phrasing, intonation and word stress. Teacher models phrasing and how to read a speech and thought bubble. Phrasing: Phrasing is related to pausing but requires more processing of the language of the text. When students read orally they put words together in groups to represent the meaningful units of language. Teacher models intonation by reading 'tick tock, tick tock' and	Phrasing	Phrasing	
		Intonation	Intonation	
		Word Stress	Word Stress	
		Phrased Reading	Phrased Reading	
		Echo Reading	Echo Reading	
		Assisted Reading	Assisted Reading	
		Assessment	Assessment	
		Classroom Connection	(Fountas & Pinnell BAS, LLI Reading Records)	
		Home Connection	Observation	
			Classroom/ Home Connection	
			Instructional Modifications	
			Modeling	
			Repeated Reading	



	<p>how the voice should sound to understand what is happening in the text - 'tick tock, tick tock' means that time is passing by.</p> <p><i>Intonation:</i> Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression</p> <p>Teacher models word stress by reading 'Ho-hum' and asks how the character might be feeling.</p> <p>Explained to students how to read this to understand the meaning of what the author is trying to say.</p> <p><i>Word Stress:</i> Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.</p>	<p>Instructional Modification</p> <p>Modeling</p> <p>Repeated Reading</p> <p>Observation</p> <p>Purposeful Instruction</p> <p>Student Engagement</p> <p>Comprehension</p> <p>Writing</p>	<p>Purposeful Instruction</p> <p>Student Engagement</p> <p>Engagement</p> <p>Comprehension</p> <p>Writing</p> <p>Word Work (Phonics)</p>	
Explain how the teacher models and encourages students to use appropriate reading fluency strategies.	<p>Teacher reads a thought bubble and asks students to read it the same way</p> <p><i>Echo Reading:</i> An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled.</p> <p>Teacher models page-by-page and then teacher and students read it together</p> <p><i>Assisted Reading:</i> An instructional procedure used to support fluent reading; the teacher models the text read fluently, then reads the same text along with the student.</p>	Word Work (Phonics)		
Explain how the teacher engages in conversation about the text to support reading fluency.	<p>"When you see a speech/thought bubble, you will read like this"</p> <p>(Phrasing)</p>			
Explain how the teacher uses assessment to monitor student progress.	Running record every 4 weeks			
Explain how the teacher makes classroom connections.	Making connections with other books they have read in class together			

Explain how the teacher makes home connections.	Sends home black and white book to reread at home			
Explain teacher's response to student progress.	Students were having trouble tracking the text because it looked like a comic book. Teacher stopped the lesson to explain how they may have to skip a thought bubble to finish what they were reading and come back to it if it was in the middle of a sentence.			
Explain how the teacher makes instructional modifications.	N/A - Follows LLI Lesson Outline			
Explain how the teacher makes material modifications.	Teacher monitors student progress using 1-minute passage.			
Explain student's response to fluency instruction using the six dimensions.	Following instruction, the student read the text aloud to practice fluency. Teacher listened and made notes as the student was reading.			
Explain the student's engagement throughout the lesson.	Student remained engaged throughout the lesson. Student answered teacher questions. Student tried to read the way the teacher modeled.			
Explain the student's response to intended lesson outcomes.	Student read orally with phrasing. Needed frequent reminders throughout independent reading			
Explain the student's response to instructional modifications.	N/A			
Explain the student's response to material modifications.	"Hey, stop timing me"			
Goals for Lesson	Read orally with phrasing.			
Discussion of Yesterday's New Book	Talked about the book they read yesterday "Phoebe and Art" Making predictions/Revisiting the text Building background knowledge about parrots			

	Teacher discusses the genre with the students			
Revisiting Yesterday's New Book	Reread the book (they did not finish reading the book yesterday, so they are doing it again today) Teacher goes through "Introducing the Text"			
Phonics/Word Study	Ph- says /f/ Spied - consonant + y			
Reading a New Book: Introducing the new text	Teacher explains that the book looks like a comic book and to read left to right from top to bottom. Teacher asks students to make connections by naming other books that are written like this. Teacher models how to read a thought bubble and a speech bubble. Teacher discusses important vocabulary.			
Reading a New Book: Reading the text	Student read the book aloud. Teacher listened to the student. No instruction.			
Reading a New Book: Discussing and revisiting the text	Teacher and students did not discuss the book after reading.			
<b>Post-Observation: T3</b>				
<b>Observation Guide</b>	<b>Anecdotal Notes</b>	<b>Phase 1: Familiarization with the Data</b>	<b>Phase 2: Generation of Initial Codes</b>	<b>Phase 3: Searching for Themes</b>
Explain the context of the LLI group	In the general education classroom at a u-shaped table while the other students are reading silently to themselves	Setting	Setting	Context and Procedures in Implementation
Identify the number of students in the LLI group	1	Group Size	Group Size	
Total instructional minutes for LLI lesson	30 minutes	Time	Time	Fluency Concepts & Instructional Procedures
Identify LLI Lesson Number (Even/Odd)	Even (20)	LLI Lesson Outline	LLI Lesson Framework	
		Attendance	IRIPs	Varied of Assessment
		Phrasing	Phrasing	
		Intonation	Intonation	
			Echo Reading	

Explain how attendance is monitored	District's IRIP form	Echo Reading	Assessment	
Explain how the teacher models and encourages students to use appropriate reading fluency strategies.	<p>Teacher models phrasing and intonation.</p> <p><i>Phrasing:</i> Phrasing is related to pausing but requires more processing of the language of the text. When students read orally they put words together in groups to represent the meaningful units of language.</p> <p><i>Intonation:</i> Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression.</p>	<p>Assessment</p> <p>Classroom Connection</p> <p>Home Connection</p> <p>Modeling</p> <p>Repeated Reading</p> <p>Observation</p>	<p>(Fountas &amp; Pinnell BAS, LLI Reading Records)</p> <p>Observation</p> <p>Classroom/ Home Connection</p> <p>Modeling</p> <p>Repeated Reading</p> <p>Purposeful Instruction</p> <p>Student</p> <p>Engagement</p> <p>Comprehension</p>	
Explain how the teacher engages in conversation about the text to support reading fluency.	<p>When introducing the text, the teacher reads the back of the book aloud to the student</p> <p>Teacher modeled a page and had the student read it</p> <p><i>Echo Reading:</i> An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled.</p>	<p>Purposeful Instruction</p> <p>Student Engagement</p> <p>Comprehension</p>		
Explain how the teacher uses assessment to monitor student progress.	<p>Phrasing</p> <p>"You read it like this..." "I want you to try reading it like this..."</p> <p>Intonation</p> <p>"I like how you made me feel the vibe of the story when reading dialogue..."</p> <p>"I like how you were paying attention to your periods and stop signs..."</p> <p>"I like how you are reading it with purpose..."</p>			
Explain how the teacher uses assessment to monitor student progress.	N/A			
Explain how the teacher makes classroom connections.	Discusses "first person" lesson that took place in the classroom in the past. Made connection that this book is going to be written in first person.			

Explain how the teacher makes home connections.	N/A			
Explain teachers' response to student progress.	Teacher responded by complimenting the student on phrasing and intonation Teacher modeled when student needed modeling			
Explain how the teacher makes instructional modifications.	N/A			
Explain how the teacher makes material modifications.	N/A			
Explain students' response to fluency instruction using the six dimensions.	Student demonstrated appropriate phrasing and intonation.			
Explain the student's engagement throughout the lesson.	Student made predictions while teacher was introducing the text Student broke apart the word "grouchy" "I see ouch" When the teacher asked the student to open the book to page 10, the student began reading a different page silently. Needed to be redirected.			
Explain the student's response to intended lesson outcomes.	Student demonstrated ability to read dialogue with appropriate phrasing and expression. He also used intonation to highlight punctuation.			
Explain the student's response to instructional modifications.	N/A			
Explain the student's response to material modifications.	N/A			
Goals for Lesson	Read dialogue with intonation and expression.			
Discussion of Yesterday's New Book	N/A			

Revisiting Yesterday's New Book	N/A			
Rereading and Assessment	N/A			
Writing About Reading	N/A			
Phonics/Word Study	N/A			
Reading a New Book: <i>Introducing the new text</i>	Follows LLI lesson outline for "Introducing the Text" Builds background knowledge (walking students page by page previewing the book, discussing vocabulary, what might be happening in the picture) Reads the back of the book to make predictions Looking at the illustration and title on the title page to make predictions			
Reading a New Book: <i>Reading the text</i>	Student read the book aloud to the teacher.			

**Pre-Observation: T4**

Observation Guide	Anecdotal Notes	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
Explain the context of the LLI group	In the resource room, at a u-shaped table, no other students, or adults in the room	Setting	Setting	Context and Procedures in Implementation
Identify the number of students in the LLI group	1	Group Size	Group Size	
		Time	Time	
Total instructional minutes for LLI lesson	40 minutes	LLI Lesson Framework	LLI Lesson Framework	Fluency Concepts & Instructional Procedures
		Attendance	IRIPs	
Identify LLI Lesson Number (Even/Odd)	Even (Lesson 94)	Word Stress	Word Stress	Varied of Assessment
		Intonation	Intonation	
Explain how attendance is monitored	District's IRIP form	Echo Reading	Echo Reading	
			Modeling	
			Integration	
			Observation	

Explain how the teacher models, encourages, and provides opportunities for fluent oral reading.	<p>Teacher has student reread yesterday's book. Before reading yesterday's book, the teacher reminds the student to read each word carefully. After reading yesterday's book, teacher discusses Word Stress and Intonation with the student. After reading yesterday's book, the teacher gives the student specific feedback on fluency/accuracy. Uses this feedback as a teaching point for new book.</p> <p><i>Word Stress:</i> Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.</p> <p><i>Intonation:</i> Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression</p>	<p>Modeling</p> <p>Integration</p> <p>Observation</p> <p>Assessment</p> <p>Classroom Connection</p> <p>Home Connection</p> <p>Repeated Reading</p> <p>Instructional Modifications</p> <p>Six Dimensions of Fluency</p> <p>Student Engagement</p> <p>Purposeful Instruction</p>	<p>Assessment</p> <p>(Fountas &amp; Pinnell BAS, LLI Reading Records)</p> <p>Classroom/Home Connection</p> <p>Repeated Reading</p> <p>Instructional Modifications</p> <p>Six Dimensions</p> <p>Student Engagement</p> <p>Purposeful Instruction</p> <p>Reading Fluency</p>	
Explain how the teacher models and encourages students to use appropriate reading fluency strategies.	<p>Teacher reads first 2 pages in a fluent manner.</p> <p>Student echoes the sound of the reading that has been modeled.</p> <p>Teacher makes corrections while student reads.</p> <p>Teacher and student do this on and off throughout the new book.</p> <p><i>Echo Reading:</i> An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled.</p>			
Explain how the teacher engages in conversation about the text to support reading fluency.	<p>"I like how you said, he took a deep breath" (Word Stress)</p> <p>"Watch me read this page - Froggy..." (Integration)</p> <p>"What does this say?" "Read it like this" (Phrasing)</p> <p>"You made that sound right and look right" (Integration)</p> <p>"Good job rereading that to make it sound right" (Integration)</p> <p>"I liked how you used expression. Try to make it sound right while you use the expression. Remember it needs to make sense the way you say it" (Intonation)</p>			
Explain how the teacher uses assessment to	Teacher uses Running Record during the lesson.			

monitor student progress.	Teacher uses the Running Record as a teaching point. Monitors student progress every 4 weeks.			
Explain how the teacher makes classroom connections.	N/A			
Explain how the teacher makes home connections.	Teacher sends home new book to re-read to someone at home each night.			
Explain teacher's response to student progress.	Teacher gives the student positive praise.			
Explain how the teacher makes instructional modifications.	Teacher needed to read a few pages in the new book because of time.			
Explain how the teacher makes material modifications.	Teacher uses extra fluency passage to monitor student's daily fluency progress. Student reads, Teacher reads. Student reads again. Time it as a pre- and post-assessment.			
Explain student's response to fluency instruction using the six dimensions.	Teacher models good fluency (Integration). Student has good Rate, Pausing, Expression (Intonation) and Word Stress. See Six Dimensions Fluency Rubric.			
Explain the student's engagement throughout the lesson.	Student makes several connections throughout rereading and new reading. Student self-corrects while reading.			
Explain the student's response to intended lesson outcomes.	"Can I try that again to try to make it sound right"			
Explain the student's response to instructional modifications.	Teacher needed to read the remainder of the book because they ran out of time. The student was turning in the chair. Teacher redirected. Student remained on task.			
Explain the student's response to material modifications.	N/A			



Goals for Lesson	Teaching point: Before reading, the teacher reminds the student to read each word carefully.			
Discussion of Yesterday's New Book	Student makes several connections while rereading the book.			
Revisiting Yesterday's New Book	Student rereads yesterday's book. Teacher monitors progress while student is reading. Teacher engages the student in targeted and explicit teaching in fluency.			
Rereading and Assessment	Running Record of yesterday's book.			
Writing About Reading	N/A			
Phonics/Word Study	-er, -ir, -ur, -ar			
Reading a New Book: Introducing the new text	Teacher talks with the student about genre. Student makes a prediction. Teacher discusses difficult vocabulary words while introducing the book ("bother"). Teacher reads directly off of "Introducing the Text" on LLI lesson plan.			
Reading a New Book: Reading the text	Teacher samples oral reading throughout the book and interacts with the student to support word stress and intonation.			
Post-Observation: T4				
Observation Guide	Anecdotal Notes	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
Explain the context of the LLI group	Resource room (alternate setting outside of the general education classroom). Teacher and student at u-shaped table.	Setting	Setting	Context and Procedures in Implementation
Identify the number of students in the LLI group	1	Group Size	Group Size	
		Time	Time	
		LLI Lesson Framework	LLI Lesson Framework	Fluency Concepts & Instructional Procedures
			IRIPs	
Total instructional minutes for LLI lesson	40 minutes	Attendance	Phrasing	

Identify LLI Lesson Number (Even/Odd)	Even (Red - 14)	Phrasing	Intonation	Varied of Assessment
Explain how attendance is monitored	District's IRIP form	Intonation	Echo Reading	
Explain how the teacher models and encourages students to use appropriate reading fluency strategies.	<p>Teacher models phrasing and intonation.</p> <p>"Read it like this..."</p> <p>"Listen when I read this sentence..."</p> <p>"What do you hear?"</p> <p>"Now you try..."</p> <p>"When characters are speaking the author is using dialogue. The characters voices change. Look at the sentence to see how it should be read."</p> <p><i>Phrasing:</i> Phrasing is related to pausing but requires more processing of the language of the text. When students read orally they put words together in groups to represent the meaningful units of language.</p> <p><i>Intonation:</i> Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression.</p>	Echo Reading	Rate	
		Modeling	Modeling	
		Observation	Observation	
		Assessment	Assessment	
		Word Work (Phonics)	(Fountas & Pinnell BAS, LLI Reading Records)	
Explain how the teacher engages in conversation about the text in order to support reading fluency.	<p>Echo Reading</p> <p>*Lesson outline says to use Readers Theater when rereading text. The teacher focused on reading the new text rather than revisiting. She used echo reading during instruction.</p> <p><i>Echo Reading:</i> An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled.</p>	Student Engagement	Word Work (Phonics)	
		Instructional Modifications	Student Engagement	
		Repeated Reading	Instructional Modifications	
Explain how the teacher uses assessment to monitor student progress.	<p>Phrasing &amp; Intonation</p> <p>"Listen when I read this sentence..."</p> <p>"What do you hear my voice doing?"</p> <p>"Now you try..."</p> <p>"I want you to try reading this sentence like this..."</p> <p>"Listen to how fast I'm reading this..."</p> <p>- teacher modeled how the reader was thinking as she was speaking, so the voice was a slower rate</p>	Classroom Connection	Repeated Reading	
		Home Connection	Reading	
Explain how the teacher uses assessment to	Uses 3rd grade passage (not part of LLI)		Classroom/ Home Connection	
			Purposeful Instruction	

monitor student progress.				
Explain how the teacher makes classroom connections.	Teacher quickly discussed the doubling rule learned the day before. The student demonstrated understanding using the word "stopped"			
Explain how the teacher makes home connections.	"Don't forget to practice the book in the classroom or at home"			
Explain teachers' response to student progress.	Teacher modeled each page. Student read each page like the teacher. Teacher gave positive feedback when she did it correctly. The teacher redirected the student to try again if she wasn't able to read it. "Listen to my voice again..." "Now you try"			
Explain how the teacher makes instructional modifications.	Teacher follows lesson outline for introducing a new book and following the goal of the lesson.			
Explain how the teacher makes material modifications.	The teacher uses a 1-minute passage that is not part of LLI. She only selects to do one part of the LLI lesson outline to focus on fluency.			
Explain students' response to fluency instruction using the six dimensions.	Student demonstrates appropriate phrasing and expression after the teacher models. Responded to Echo Reading			
Explain the student's engagement throughout the lesson.	Student remained engaged throughout the lesson. She did not get discouraged when the teacher asked her to try again. For example, when the teacher modeled the expression, she made her voice match the words. If she struggled with a word, she went back and tried again.			
Explain the students response to intended lesson outcomes.	N/A			
Explain the student's response to instructional modifications.	Student did not like doing the one-minute reads. However, once she saw that she met her goal, she was happy. She did not like seeing how many she got wrong.			
Explain the student's response	N/A			

to material modifications.				
Goals for Lesson	Read dialogue with phrasing and expression that reflect an understanding of characters and events.			
Discussion of Yesterday's New Book	Used LLI lesson outline for "Introducing the Text"			
Revisiting Yesterday's New Book	N/A			
Rereading and Assessment	Teacher uses grade 3 reading passage to monitor students fluency (modified - not part of LLI lesson)			
Writing About Reading	N/A			
Phonics/Word Study	Quickly reviewed the doubling rule from day before (not part of LLI lesson)			
Reading a New Book: <i>Introducing the new text</i>	Teacher used LLI lesson outline to introduce the new book.			
Reading a New Book: <i>Reading the text</i>	The student read the story aloud. The teacher used Echo Reading - modeled then tried on her own.			

**Pre-Observation: T5**

Observation Guide	Anecdotal Notes	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
Explain the context of the LLI group	In a small conference room outside of the general education classroom. No other students or adults.	Setting	Setting	Context and Procedures in Implementation
Identify the number of students in the LLI group	1	Group Size	Group Size	Fluency Concepts & Instructional Procedures
Total instructional minutes for LLI lesson	40 minutes	Time	Time	Varied of Assessment
Identify LLI Lesson Number (Even/Odd)	Even	LLI Lesson Framework	LLI Lesson Framework	
		Attendance	TRIPs	
		Pausing	Pausing	
			Phrasing	
			Word Stress	

Explain how attendance is monitored	District's IRIP form	Phrasing	Intonation	
		Word Stress	Assisted Reading	
			Echo Reading	
		Intonation	Observation	
			Assessment	
		Assisted Reading	(Fountas & Pinnell	
			BAS, LLI Reading	
		Echo Reading	Records)	
		Observation	Classroom/ Home	
		Assessment	Connection	
		Classroom	Modeling	
		Connection	Repeated Reading	
			Instructional	
		Home Connection	Modifications	
		Modeling	Purposeful	
		Repeated Reading	Instruction	
			Student	
		Instructional	Engagement	
		Modifications		
		Purposeful	Comprehension	
		Instruction	Writing	
Explain how the teacher models, encourages, and provides opportunities for fluent oral reading.	<p>Throughout the lesson, the teacher addresses pausing, phrasing, intonation and word stress.</p> <p><i>Pausing:</i> Pausing refers to the way the reader's voice is guided by punctuation.</p> <p><i>Phrasing:</i> Phrasing is related to pausing but requires more processing of the language of the text. When students read orally they put words together in groups to represent the meaningful units of language.</p> <p><i>Word Stress:</i> Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.</p> <p><i>Intonation:</i> Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression.</p>			
Explain how the teacher models and encourages students to use appropriate reading fluency strategies.	<p>Assisted Reading</p> <p>Teacher models a portion of the text read fluently. Students and teacher read the same text together.</p> <p><i>Assisted Reading:</i> An instructional procedure used to support fluent reading; the teacher models the text read fluently, then reads the same text along with the student.</p> <p>Echo Reading</p> <p>Teacher models appropriate fluency. Student read the same text independently immediately after.</p> <p><i>Echo Reading:</i> An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled.</p>	<p>Student Engagement</p> <p>Comprehension</p> <p>Writing</p> <p>Reading Fluency</p>		

Explain how the teacher engages in conversation about the text in order to support reading fluency.	<p>"I like how you read that like you were talking" (Phrasing)</p> <p>"Remember what we do at punctuation marks. We pause." (Pausing)</p> <p>"Pausing at punctuation helps with our meaning." (Pausing)</p> <p>"Reread this like he is saying it." (Word Stress)</p> <p>"Let's reread it to make it match." (Phrasing)</p> <p>"I like how you read it like this.." (Phrasing)</p> <p>"Read it like this" (Phrasing)</p>			
Explain how the teacher uses assessment to monitor student progress.	Bi-weekly			
Explain how the teacher makes classroom connections.	Both general and special education teachers do LLI, so the student is getting seen twice a day using the same intervention.			
Explain how the teacher makes home connections.	General education teacher sends home the black and white book.			
Explain teacher's response to student progress.	Teacher addresses student deficit in the moment. "You read it like this... I want you to read it like this...Reread it to make it match." Student rereads and echo's the teacher.			
Explain how the teacher makes instructional modifications.	N/A - Teacher follows LLI lesson outline.			
Explain how the teacher makes material modifications.	N/A			
Explain student's response to fluency instruction using the six dimensions.	When the teacher says, "Let's make it match." The student knows to reread the sentence with appropriate fluency (phrasing, pausing & word stress).			
Explain the student's engagement throughout the lesson.	When the teacher gives a direction, the student tries it. For example, "Let's reread this to make it match." The student reread to make it match.			

Explain the student's response to intended lesson outcomes.	Student read with appropriate phrasing and expression with support from the teacher.			
Explain the student's response to instructional modifications.	N/A			
Explain the student's response to material modifications.	N/A			
Goals for Lesson	Read with phrasing and expression			
Discussion of Yesterday's New Book	Teacher does not discuss yesterday's book. The teacher begins the lesson by rereading the book.			
Revisiting Yesterday's New Book	Teacher has the student reread yesterday's book. Teacher engages the student in targeted and explicit teaching in fluency. Teacher gives positive reinforcement as well as feedback while student reads.			
Rereading and Assessment	Teacher does not assess during observation. Teacher does running record Bi-weekly.			
Writing About Reading	Teacher uses dictated writing. After reading, the student and teacher use writing notebook to discuss yesterday's book. "What happened first?" "Bear was proud of his long bushy tail." Write that. Student makes a mistake while writing. Teacher corrects the student. Student rereads the sentence aloud. Student and teacher do this to say what happened in the beginning, middle and the end.			
Phonics/Word Study	N/A			
Reading a New Book: Introducing the new text	Teacher follows LLI lesson outline by introducing the text. Teacher focuses on reading fluency as they go page by page.			

	<p>Teacher models how a sentence should sound. Student echo's reading aloud.</p> <p>Teacher models how to read dialogue.</p> <p>Student reads dialogue with appropriate phrasing and word stress. Teacher gives positive feedback - "I like how you read it like this"</p>			
Reading a New Book: Reading the text	<p>Addresses phrasing and word stress (expression) by modeling and asking the student to try it.</p> <p>Teacher asks questions as they make their way through the text to check for meaning. If the student doesn't know the answer, they reread to check for understanding.</p> <p>Teacher asks comprehension questions on LLI lesson outline immediately after reading.</p> <p>"What lessons do the bluebird learn?" "Does this remind you of any other book we've read?"</p>			

### Post-Observation: T5

Observation Guide	Anecdotal Notes	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
Explain the context of the LLI group	In a small conference room outside of the general education classroom. No other students or adults.	Setting	Setting	Context and Procedures in Implementation
Identify the number of students in the LLI group	1	Group Size	Group Size	Fluency Concepts & Instructional Procedures
Total instructional minutes for LLI lesson	40 minutes	Time	Time	Varied of Assessment
Identify LLI Lesson Number (Even/Odd)	Even (Red - 72)	LLI Lesson Framework	LLI Lesson Framework	
Explain how attendance is monitored	District's IRIP form	Attendance	IRIPs	
Explain how the teacher models and encourages students	Teach models intonation. Intonation: Intonation refers to the way the oral reader varies	Intonation	Intonation	
		Assisted Reading	Assisted Reading	
		Echo Reading	Echo Reading	
		Observation	Observation	
		Modeling	Assessment	
			(Fountas & Pinnell BAS, LLI Reading Records)	



to use appropriate reading fluency strategies.	the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression.	Repeated Reading	Classroom/ Home Connection	
Explain how the teacher engages in conversation about the text in order to support reading fluency.	<p><i>Assisted Reading:</i> An instructional procedure used to support fluent reading; the teacher models the text read fluently, then reads the same text along with the student.</p> <p><i>Echo Reading:</i> An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled.</p>	<p>Instructional Modifications Purposeful Instruction</p> <p>Student Engagement</p> <p>Word Work (Phonics)</p>	<p>Modeling</p> <p>Repeated Reading</p> <p>Instructional Modifications</p> <p>Purposeful Instruction</p> <p>Word Work (Phonics)</p>	
Explain how the teacher uses assessment to monitor student progress.	<p>Intonation</p> <p>"Read that one just like I did..."</p> <p>"Don't forget to pause at the punctuation"</p> <p>"Read this one nice and smooth..."</p> <p>"Don't forget to stop at the period. That is where to take a pause."</p> <p>"Listen to me read this one...now you try..."</p> <p>"I want you to echo my reading..."</p>			
Explain how the teacher uses assessment to monitor student progress.	N/A			
Explain how the teacher makes classroom connections.	N/A			
Explain how the teacher makes home connections.	N/A			
Explain teachers' response to student progress.	<p>Students were Echo reading -</p> <p>"Your eyes still need to be in the text"</p> <p>"Try reading out loud to me so I know that you are really reading..."</p>			

Explain how the teacher makes instructional modifications.	N/A			
Explain how the teacher makes material modifications.	N/A			
Explain students' response to fluency instruction using the six dimensions.	Students practiced intonation during the reading of a new text. Teacher used Assisted and Echo reading during instruction to provide an opportunity to practice intonation. Teacher provided several prompts. Teacher praised students for stopping and pausing at punctuation.			
Explain the student's engagement throughout the lesson.	Teacher asked for examples of words that had suffix -less and -full.			
Explain the students response to intended lesson outcomes.	Students demonstrated the ability to use intonation while reading independently. If the student was struggling the teacher used assisted reading to model and then read along with the student.			
Explain the student's response to instructional modifications.	N/A			
Explain the student's response to material modifications.	N/A			
Goals for Lesson	Read a list with appropriate intonation			
Discussion of Yesterday's New Book	N/A			
Revisiting Yesterday's New Book	N/A			
Rereading and Assessment	N/A			

Writing About Reading	N/A			
Phonics/Word Study	Suffixes -less “without” -full “full of”			
Reading a New Book: <i>Introducing the new text</i>	Teacher uses LLI lesson outline to introduce the new book. Teacher modeled oral reading and intonation during the introduction of a new text. Teacher used Assisted and Echo reading during this process.			
Reading a New Book: <i>Reading the text</i>	Student read aloud to the teacher. Teacher modeled oral reading and intonation during reading the text through Assisted reading. While the student was reading, the teacher stopped the student to provide further instruction. “Try it this way...” “I like how you stopped at the period and took a pause...” “Let’s read this together...” “Did you hear how my voice was up and then went down...”			

**Pre-Observation: T6**

Observation Guide	Anecdotal Notes	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
Explain the context of the LLI group	Resource room, no other adults/students in the classroom	Setting	Setting	Context and Procedures in Implementation
Identify the number of students in the LLI group	1	Group Size	Group Size	
		Time	Time	
Total instructional minutes for LLI lesson	45 minutes	LLI Lesson Framework	LLI Lesson Framework	Fluency Concepts & Instructional Procedures
		Attendance	IRIPs	
Identify LLI Lesson Number (Even/Odd)	Odd (Blue - 59)	Rate	Rate	Varied of Assessment
		Pausing	Pausing	
Explain how attendance is monitored	District’s IRIP form & teacher created attendance log		Word Stress	
			Assisted Reading	
			Rate Mover	

<p>Explain how the teacher models, encourages, and provides opportunities for fluent oral reading.</p>	<p><b>Rate</b> Student reads word by word. Teacher models appropriate fluency. Student rereads. <i>Rate:</i> Rate refers to the pace at which a reader moves through the text - not too fast and not too slow.</p> <p><b>Pausing</b> Teacher discusses what to do with each punctuation mark. <i>Pausing:</i> Pausing refers to the way the reader's voice is guided by punctuation.</p> <p><b>Word Stress</b> "Stick!" "Snap!" Rereading to emphasize important words <i>Word Stress:</i> Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.</p>	<p>Word Stress</p> <p>Assisted Reading</p> <p>Rate Mover</p> <p>Echo Reading</p> <p>Phrasing</p> <p>Integration</p> <p>Assessment</p> <p>Repeated Reading</p> <p>Instructional Modifications</p> <p>Classroom Connection</p>	<p><b>Echo Reading</b></p> <p><b>Phrasing</b></p> <p><b>Integration</b></p> <p><b>Assessment</b></p> <p><b>(Fountas &amp; Pinnell BAS, LLI Reading Records)</b></p> <p><b>Repeated Reading</b></p> <p><b>Instructional Modifications</b></p> <p><b>Purposeful Instruction</b></p> <p><b>Modeling</b></p> <p><b>Student Engagement</b></p> <p><b>Comprehension</b></p>	
<p>Explain how the teacher models and encourages students to use appropriate reading fluency strategies.</p>	<p><b>Assisted reading</b> Teacher asks the student to find a word. Teacher and student read the page together. <i>Assisted Reading:</i> An instructional procedure used to support fluent reading; the teacher models the text read fluently, then reads the same text along with the student.</p> <p><b>Rate Mover</b> Teacher models appropriate fluency. Then the student reads the sentence. <i>Rate Mover:</i> An instructional procedure used to support fluent reading; the teacher models the text read fluently, then the student reread parts of a text several times to demonstrate faster reading without becoming robotic or expressionless.</p> <p><b>Echo Reading</b> Teacher reads a sentence and asks the student to read it just like she did. <i>Echo Reading:</i> An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student</p>	<p>Home Connection</p> <p>Purposeful Instruction</p> <p>Modeling</p> <p>Student Engagement</p> <p>Comprehension</p>		

	echoes the sound of the reading that has been modeled.			
Explain how the teacher engages in conversation about the text in order to support reading fluency.	<p>"I'm going to show you how to read this sentence..." (Phrasing)</p> <p>"Do you see these punctuation marks. This is a period. This tells us to stop and pause" (Pausing)</p> <p>"This is an explanation mark. Read it like this. SNAP!" (Word Stress)</p> <p>"Did you hear how you lifted your voice" (Word Stress)</p> <p>"Let's read this again" (Integration)</p>			
Explain how the teacher uses assessment to monitor student progress.	Running record bi-weekly			
Explain how the teacher makes classroom connections.	Reread same book three times over two days			
Explain how the teacher makes home connections.	Teacher sends separate books home at independent level (modification to LLI)			
Explain teachers response to student progress.	<p>"That's a great strategy"</p> <p>"Great job"</p> <p>Teacher modeled a sentence on each page and had student reread it. If a student struggled through a word, the teacher had the student reread the sentence once the student solving the word.</p>			
Explain how the teacher makes instructional modifications.	Teacher reviews 'red words' with the student at the start of the lesson.			
Explain how the teacher makes material modifications.	Teacher does not send home LLI books - sends home different books			
Explain students response to fluency instruction using the six dimensions.	<p>Teacher models and student tries to do what the teacher does.</p> <p>"Because you taught me to pause and breathe when I see a period"</p>			
Explain the student's engagement	Student responded to teacher instruction by answering questions, trying to read like the teacher reads, showing the teacher			

throughout the lesson.	he understands through reading, writing, and drawing.			
Explain the student's response to intended lesson outcomes.	N/A			
Explain the student's response to instructional modifications.	Student follows lesson routine. Modified word work in the beginning of the lesson supported fluency instruction.			
Explain the student's response to material modifications.	Student follows lesson routine.			
Goals for Lesson	"We are going to learn about different plants in this nonfiction book"			
Discussion of Yesterday's New Book	N/A			
Revisiting Yesterday's New Book	N/A			
Phonics/Word Study	Does not use word study in LLI - teacher makes modifications by using FAST			
Reading a New Book: Introducing the new text	Teacher introduces the book by reading the title and author. Teacher asks the student about plants they know (building background knowledge). Student draws and labels a plant that is on the cover. Teacher and student discuss genre (nonfiction). Follows 'Introducing the Text' in LLI lesson outline.			
Reading a New Book: Reading the text	Teacher samples oral reading and interacts with the student page by page. When the student struggles with a word, they break the word apart by 'stretching' out the word. Teacher has student reread the sentence when the student struggles.			
Reading a New Book: Discussing	Did not have enough time			

and revisiting the text				
<b>Post-Observation: T6</b>				
<b>Observation Guide</b>	<b>Anecdotal Notes</b>	<b>Phase 1: Familiarization with the Data</b>	<b>Phase 2: Generation of Initial Codes</b>	<b>Phase 3: Searching for Themes</b>
Explain the context of the LLI group	One-on-one in the resource room	Setting	Setting	Context and Procedures in Implementation
Identify the number of students in the LLI group	1	Group Size	Group Size	
Total instructional minutes for LLI lesson	40 minutes	Time	Time	
Identify LLI Lesson Number (Even/Odd)	Odd (Red - 21)	LLI Lesson Framework	LLI Lesson Framework	
Explain how attendance is monitored	District's IRIP form	Attendance	IRIPs	
Explain how the teacher models and encourages students to use appropriate reading fluency strategies.	<i>Pausing:</i> Pausing refers to the way the reader's voice is guided by punctuation. <i>Phrasing:</i> Phrasing is related to pausing but requires more processing of the language of the text. When students read orally they put words together in groups to represent the meaningful units of language. <i>Word Stress:</i> Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language. <i>Intonation:</i> Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression	Pausing	Pausing	Fluency Concepts & Instructional Procedures
		Phrasing	Phrasing	
		Word Stress	Word Stress	
		Intonation	Intonation	
		Assisted Reading	Assisted Reading	
		Rate Mover	Rate Mover	
		Echo Reading	Echo Reading	
		Purposeful Instruction	Purposeful Instruction	
		Instructional Modifications	Instructional Modifications	
		Student Engagement	Student Engagement	
Explain how the teacher engages in conversation about the text to support reading fluency.	Used a variety of instructional strategies throughout the lesson.  <i>Assisted Reading:</i> An instructional procedure used to support fluent reading; the teacher models the text read fluently, then reads the same text along with the student.	Comprehension	Comprehension	Varied of Assessment
		Reading Fluency	Reading Fluency	
		Integration	Integration	

	<p><i>Rate Mover:</i> An instructional procedure used to support fluent reading; the teacher models the text read fluently, then the student reread parts of a text several times to demonstrate faster reading without becoming robotic or expressionless.</p> <p><i>Echo Reading:</i> An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled.</p>			
Explain how the teacher uses assessment to monitor student progress.	<p>"Let's read this sentence together..."</p> <p>"Listen to me read first..."</p> <p>(Phrasing)</p> <p>"Now you try reading just like me..." (Intonation)</p> <p>"Nice word sounding..." (Word Stress/Phrasing)</p> <p>"I love your expression..." (Word Stress)</p> <p>"You said LOOK...the sky is falling..." "I like how you made your voice go up. It made me want to look at the picture"</p> <p>(Intonation/Word Stress)</p>			
Explain how the teacher uses assessment to monitor student progress.	N/A			
Explain how the teacher makes classroom connections.	N/A			
Explain how the teacher makes home connections.	N/A			
Explain teachers' response to student progress.	<p>Teacher praises the student when she sees fluent reading.</p> <p>If the student makes an error/does not demonstrate fluent reading, the teacher models how it should be read. They read it together, then the student tries on their own.</p>			
Explain how the teacher makes	<p>Teacher follows LLI lesson outline</p> <p>Teacher does not use every part of the lesson (see below)</p>			



instructional modifications.	The student is supposed to read the book silently on their own. The student needed to read each page aloud with the teacher.			
Explain how the teacher makes material modifications.	N/A			
Explain students' response to fluency instruction using the six dimensions.	The student demonstrates phrasing, pausing and word stress with support from the teacher. The teacher walked the student page by page to work on accuracy in word reading, as well as fluent reading. The student was still struggling with decoding some of the words - the teacher made the student reread the page once they worked through difficult words			
Explain the student's engagement throughout the lesson.	The student remained engaged throughout the lesson. He was distracted by talking in the hallway. He responded well to fluency instruction. He still struggled with decoding some words, but once he reread it, he was able to demonstrate fluency.			
Explain the student's response to intended lesson outcomes.	The student attempted to read with appropriate phrasing, pausing and word stress. The student was unable to read fluently due to the difficulty of text.			
Explain the student's response to instructional modifications.	N/A			
Explain the student's response to material modifications.	N/A			
Goals for Lesson	Reading dialogue with expression (phrasing, pausing, appropriate word stress, intonation)			
Discussion of Yesterday's New Book	N/A			
Revisiting Yesterday's New Book	N/A			

Phonics/Word Study	Teacher did not do phonics/word study from the lesson. While completing the introducing the text section, the student was to point to difficult words as the teacher walked and introduced the student to each page.			
Reading a New Book: <i>Introducing the new text</i>	Teacher follows LLI lesson outline for introducing the text			
Reading a New Book: <i>Reading the text</i>	Teacher sampled oral reading and interacted page by page with the student using strategic actions (phrasing, pausing, word stress)			
Reading a New Book: <i>Discussing and revisiting the text</i>	Teacher facilitates brief discussion of the text. Follows LLI lesson outline.			

## Appendix K

## Phase 4: Reviewing Observation Themes

Table of Themes from T1		
Themes	Anecdotal Evidence Pre-Observation	Anecdotal Evidence Post-Observation
<b>Context and Procedures in Implementation</b>	<p><i>Within the general education classroom at a u-shaped table while other students in the classroom are reading independently</i></p> <p>4</p> <p>20 minutes</p> <p>Even</p> <p>District's IRIP form</p> <p>Made a connection with the type of writing.</p> <p>Teacher sends home 'read at home' routine along with black and white book to reread.</p> <p>Teacher follows LLI lesson outline.</p> <p>Teacher asks each student to retell the book before. Each student had the opportunity to talk.</p> <p>Read at Home routine - Developed by teacher using LLI guidelines</p> <p>Teacher invites students to share their thinking about yesterday's book. "What was the problem?" One student couldn't remember anything, so the teacher asked, "Do you remember the characters?" Reviewed the author's purpose. Reviewed the genre</p> <p>Students do not reread story because they reread it at home. Instead, the teacher uses writing about reading.</p> <p>Dictated writing - teacher gives a sentence and students write it down. "Pete and Percy try to make a surprise dinner, but they make a mess." "Chef Lobo made vegetable stew. "Petunia tricked him when she put lots of hot stuff in the stew pot."</p>	<p><i>Within general education classroom at a u-shaped table while other students in the class are reading silently to themselves</i></p> <p>4</p> <p>30 minutes</p> <p>Odd (Red 39)</p> <p>District's IRIP form</p> <p>In previewing the text (nonfiction) the teacher commented on the writing unit they were working on and what are some of the things they included in their "All About Books" that they see in this book</p> <p>Teacher asked if they took yesterday's book home to read</p> <p>Teacher asked students to summarize the book from yesterday</p> <p>Teacher begins lesson by reviewing the book from yesterday</p> <p>She asked if anyone took it home to read it</p> <p>Bore, Bored, Boring "Can you think of a sentence that you could use this word in..."</p> <p>"Let's look at the book, it says..."animals are bore..." Refers students back to the book to find the word within the text</p> <p>"There's another word we can use this word..."</p> <p>A student finds the word within the text. Teacher praises and asks what the author is trying to say.</p>

	<p><i>Teacher explained that they do phonics as a whole class at a separate time during the school day.</i></p> <p><i>Student reads the title. They each make a prediction. "It's going to be fiction because..."</i></p> <p><i>Teacher follows lesson outline by Introducing the Text.</i></p> <p><i>Students read in a quiet whisper voice as teacher listens to each of them.</i></p> <p><i>Students and teacher discuss the book after reading.</i></p> <p><i>"What did the author teach us? What was the lesson?"</i></p> <p><i>Talked about Read at Home routine. "This is your job over the weekend..."</i></p>	<p><i>Teacher follows LLI lesson outline for introducing the text</i></p>
<b>Fluency Concepts &amp; Instructional Procedures</b>	<p><i>Teach models phrasing, word stress and intonation.</i></p> <p><i>Phrasing: Phrasing is related to pausing but requires more processing of the language of the text. When students read orally they put words together in groups to represent the meaningful units of language.</i></p> <p><i>Word Stress: Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.</i></p> <p><i>Intonation: Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression.</i></p> <p><i>Teacher reads a sentence on each page and the students echo the reading that has been modeled.</i></p> <p><i>Echo Reading: An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled.</i></p> <p><i>"Read it like this...Each friend had one thing that the other wished for." (Phrasing)</i></p> <p><i>"Let's try this word again. Make this word sound like..." (Word Stress)</i></p>	<p><i>Teach models phrasing, pausing and intonation.</i></p> <p><i>Phrasing: Phrasing is related to pausing but requires more processing of the language of the text. When students read orally they put words together in groups to represent the meaningful units of language.</i></p> <p><i>Pausing: Pausing refers to the way the reader's voice is guided by punctuation.</i></p> <p><i>Intonation: Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression.</i></p> <p><i>Phrased Reading (Yesterday's book) Teacher connects phrased reading with the meaning "is there anything else that helped you would add to your summary after rereading this page"</i></p> <p><i>Teacher models reading a page, then asks students to partner read together. Phrased Reading: An instructional procedure used to support fluent reading; to read aloud and reflect meaning units with phrases.</i></p> <p><i>Pausing: "Did you notice how I paused at the end of the sentence..." "Did you see how important it was to pause at the period before moving on to the next sentence..."</i></p> <p><i>Intonation: "I really liked how (student) made his voice go up at the period."</i></p> <p><i>Phrasing: "Listen to me read this..."</i></p>

	<p><i>"Make sure you stop at the period." (Intonation)</i></p> <p><i>Positive reinforcement: "I like how I see..."</i></p> <p><i>Students try to echo teacher modeling. Teacher gave several reminders throughout independent reading - "Make sure you read like this..."</i></p> <p><i>Students each read the book independently focusing closely on word stress and phrasing. Students were concerned with reading fast and not stopping at the period.</i></p> <p><i>Read dialogue with phrasing, intonation, and appropriate word stress.</i></p> <p><i>"I like how _ read the story because he read at a good pace, paused at periods and made words sound important."</i></p>	<p><i>Teacher had students reread for meaning from yesterday's book (close read, vocabulary &amp; fluency)</i></p> <p><i>Teacher asks students to summarize the text</i></p> <p><i>When rereading yesterday's book, the teacher had the students read with a partner and do glows and grows</i></p> <p><i>Students practiced pausing at punctuation.</i></p> <p><i>In previewing yesterday's book, the teacher focused on fluency (choral reading, vocabulary &amp; fluency/pausing)</i></p> <p><i>The students practicing pausing when completing the Echo Reading</i></p> <p><i>Students practiced phrasing and intonation</i></p> <p><i>Partner reading instead of individual reading. Students read with their partners and provided glows and grows.</i></p> <p><i>The teacher asks the students to practice reading silently on their own</i></p> <p><i>Teacher allows the students to finish reading the book on their own (ran out of time)</i></p>
<b>Varied Use of Assessment</b>	<p><i>Running record every 4 weeks</i></p>	<p><i>While the students were partner reading, the teacher provided feedback to the students and asked how they demonstrated fluency..."Where did you pause..." "Is there anything your partner did that they did really well?" "Is there anything your partner did that they can work on"</i></p> <p><i>Teacher provided positive feedback when she heard the student pause or make their voice go up</i></p> <p><i>The teacher tapped the desk in front of the student to get them to read aloud to listen to their fluency</i></p> <p><i>Students took turns practicing their fluency by reading it to a partner while the teacher listened in.</i></p>
<b>Table of Themes from T2</b>		
<b>Themes</b>	<b>Anecdotal Evidence</b>	<b>Anecdotal Evidence</b>

	Pre-Observation	Post-Observation
<b>Context and Procedures in Implementation</b>	<p><i>In a classroom at a u-shaped table while the rest of the class is doing independent reading and/or book clubs</i></p> <p>3</p> <p>20 minutes</p> <p><i>Even (Lesson 98-Blue)</i></p> <p><i>District's IRIP form</i></p> <p><i>Teacher sends home 'read at home' routine along with black and white book to reread.</i></p> <p><i>Sets goals on student's IRIP</i></p> <p><i>Teaches phonics portion to whole class another time</i></p> <p><i>Did not identify goal at the start of the lesson.</i></p> <p><i>Compare and Contrast Teacher walks students through compare and contrast exercise. Looking through the book to find answers.</i></p> <p><i>Interactive Writing - Model, reread, pausing periods</i></p> <p><i>Discusses Genre - Nonfiction (what do you see? Why is it nonfiction?)</i></p>	<p><i>Within the general education classroom at a u shaped table while the rest of the class is reading to themselves or in book clubs</i></p> <p>3</p> <p>30 minutes</p> <p><i>Even (100)</i></p> <p><i>District's IRIP form</i></p> <p><i>Students shared their thinking about yesterday's book by providing a brief summary</i></p> <p><i>Teacher rereads the summary from the back of the book. Teacher asks the students what they remember from this book and provides a summary.</i></p> <p><i>Teacher introduced the new text by following the LLI lesson outline</i></p>
<b>Fluency Concepts &amp; Instructional Procedures</b>	<p><i>Teach models pausing. Pausing: Pausing refers to the way the reader's voice is guided by punctuation.</i></p> <p><i>Phrased Reading: An instructional procedure used to support fluent reading; to read aloud and reflect meaning units with phrases.</i></p> <p><i>"Make sure you are reading every word" (Word Stress)</i></p> <p><i>"Track your reading" (Word Stress)</i></p> <p><i>"I like how you are pausing after each period" (Pausing)</i></p> <p><i>Teacher identifies the pausing goal. Student pauses after periods. Teacher praises the student for pausing.</i></p>	<p><i>Teacher models integration. Teacher models fluent reading of a news article. Students practice reading a news article fluently.</i></p> <p><i>Teacher asked students how she demonstrated pausing (at punctuation), phrasing (put words together rather than reading like a robot), word stress (made my voice go up or down), rate (fast or slow) and expression (tone of my voice)</i></p> <p><i>Students provided examples of each.</i></p> <p><i>Integration: Integration involves the way a reader consistently and evenly orchestrates rate, phrasing, pausing, intonation, and stress.</i></p> <p><i>Assisted Reading: An instructional procedure used to support fluent reading; the teacher models the text read fluently, then reads the same text along with the student.</i></p>

	<p>Teacher calls on each student in the group. Teacher gives students the opportunity to try things independently.</p> <p>Reread "Little, Cat Big, Cat"</p> <p>Students read silently as the teacher listens in on each student separately.</p> <p>Goes through each page to discuss what they learned.</p>	<p>"What did you notice about the way I read this..." (Phrasing)</p> <p>"Yes, my voice went up...why is that important" (Intonation)</p> <p>"Why did my voice go down at the period..." (Intonation)</p> <p>"While you read it, I want you to practice reading just like me..." (Integration)</p> <p>"Make sure you pause there (comma)..." (Pausing)</p> <p>"Make sure you also pause here (period)..." (Pausing)</p> <p>"I want you to try reading this again, and this time remember to think about how we sound when we are reading what someone else says. Your voice may go up or down..."</p> <p>Student rereads</p> <p>Teacher provides positive praise</p> <p>Student demonstrated integration of six dimensions with reminders from the teacher.</p> <p>Student practiced reading fluently during the rereading of the text.</p> <p>Notice how a news article with headlines should be read aloud. Read a news article with fluency.</p> <p>Teacher models fluent reading and asks the students what they notice about the way she reads it.</p> <p>Teacher had students go back to their seats to read the new book independently.</p>
<b>Varied Use of Assessment</b>	Running record every 4 weeks	Teacher and students reread the text, but the teacher did not assess
<b>Table of Themes from T3</b>		
<b>Themes</b>	<b>Transcript Evidence Pre-Observation</b>	<b>Transcript Evidence Post-Observation</b>

<b>Context and Procedures in Implementation</b>	<p><i>In the general education classroom at a u-shaped table, while other students are doing independent reading</i></p> <p><i>1</i></p> <p><i>20 minutes</i></p> <p><i>Odd (Red-13)</i></p> <p><i>District's IRIP form</i></p> <p><i>Making connections with other books they've read in class together</i></p> <p><i>Sends home black and white book to reread at home</i></p> <p><i>Follows LLI Lesson Outline</i></p> <p><i>Student remained engaged throughout the lesson. Student answered teacher questions.</i></p> <p><i>Talked about the book they read yesterday "Phoebe and Art" Making predictions/Revisiting the text. Building background knowledge about parrots. Teacher discusses the genre with the students.</i></p> <p><i>Teacher goes through "Introducing the Text"</i></p> <p><i>Ph- says /f/, Spied - consonant + y</i></p> <p><i>Teacher and students did not discuss the book after reading.</i></p>	<p><i>In the general education classroom at a u-shaped table while the other students are reading silently to themselves</i></p> <p><i>1</i></p> <p><i>30 minutes</i></p> <p><i>Even (20)</i></p> <p><i>District's IRIP form</i></p> <p><i>Made connection that this book is going to be written in first person.</i></p> <p><i>Follows LLI lesson outline for "Introducing the Text"</i></p> <p><i>Builds background knowledge (walking students page by page previewing the book, discussing vocabulary, what might be happening in the picture)</i></p> <p><i>Reads the back of the book to make predictions</i></p> <p><i>Looking at the illustration and title on the title page to make predictions</i></p> <p><i>Student read the book aloud to the teacher.</i></p>
<b>Fluency Concepts &amp; Instructional Procedures</b>	<p><i>Teach models phrasing, intonation and word stress.</i></p> <p><i>Teacher models phrasing and how to read a speech and thought bubble.</i></p> <p><i>Phrasing: Phrasing is related to pausing but requires more processing of the language of the text. When students read orally they put words together in groups to represent the meaningful units of language.</i></p> <p><i>Teacher models intonation by reading 'tick tock, tick tock' and how the voice should sound in order to understand what is happening in the text - 'tick tock, tick tock' means that time is passing by.</i></p> <p><i>Intonation: Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression.</i></p>	<p><i>Teacher models phrasing and intonation.</i></p> <p><i>Phrasing: Phrasing is related to pausing but requires more processing of the language of the text. When students read orally they put words together in groups to represent the meaningful units of language.</i></p> <p><i>Intonation: Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression.</i></p> <p><i>When introducing the text, the teacher reads the back of the book aloud to the student</i></p> <p><i>Teacher modeled a page and had the student read it</i></p>



	<p><i>Teacher models word stress by reading 'Ho-hum' and asks how the character might be feeling. Explained to students how to read this in order to understand the meaning of what the author is trying to say.</i></p> <p><i>Word Stress: Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.</i></p> <p><i>Teacher reads a thought bubble and asks students to read it the same way</i></p> <p><i>Echo Reading: An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled.</i></p> <p><i>Teacher models page-by-page and then teacher and students read it together</i></p> <p><i>Assisted Reading: An instructional procedure used to support fluent reading; the teacher models the text read fluently, then reads the same text along with the student.</i></p> <p><i>"When you see a speech/thought bubble, you will read like this" (Phrasing)</i></p> <p><i>Students were having trouble tracking the text because it looked like a comic book. Teacher stopped the lesson to explain how they may have to skip a thought bubble to finish what they were reading and come back to it if it was in the middle of a sentence.</i></p> <p><i>Following instruction, the student read the text aloud to practice fluency.</i></p> <p><i>Student tried to read the way the teacher modeled.</i></p> <p><i>Student read orally with phrasing. Needed frequent reminders throughout independent reading.</i></p> <p><i>Reread the book (they did not finish reading the book yesterday, so they are doing it again today)</i></p> <p><i>Teacher explains that the book looks like a comic book and to read left to right from top to bottom. Teacher asks students to make connections by naming other books that are written like this.</i></p> <p><i>Teacher models how to read a thought bubble and a speech bubble.</i></p>	<p><i>Echo Reading: An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled.</i></p> <p><i>Phrasing: "You read it like this..." "I want you to try reading it like this..."</i></p> <p><i>Intonation: "I like how you made me feel the vibe of the story when reading dialogue..." "I like how you were paying attention to your periods and stop signs..." "I like how you are reading it with purpose..."</i></p> <p><i>Discusses "first person" lesson that took place in the classroom in the past.</i></p> <p><i>Teacher responded by complimenting the student on phrasing and intonation</i></p> <p><i>Teacher modeled when student needed modeling</i></p> <p><i>Student demonstrated appropriate phrasing and intonation.</i></p> <p><i>Student made predictions while teacher was introducing the text</i></p> <p><i>Student broke apart the word "grouchy" "I see ouch"</i></p> <p><i>When the teacher asked the student to open the book to page 10, the student began reading a different page silently. Needed to be redirected.</i></p> <p><i>Student demonstrated ability to read dialogue with appropriate phrasing and expression. He also used intonation in order to highlight punctuation.</i></p>
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	<p><i>Teacher discusses important vocabulary.</i></p> <p><i>Student read the book aloud. Teacher listened to the student. No instruction.</i></p>	
<b>Varied Use of Assessment</b>	<p><i>Running record every 4 weeks</i></p> <p><i>Teacher monitors student progress using 1-minute passage.</i></p> <p><i>Teacher listened and made notes as the student was reading.</i></p>	<p><i>Teacher did not assess during observation.</i></p> <p><i>Running record every 4 weeks.</i></p>

**Table of Themes from T4**

<b>Themes</b>	<b>Anecdotal Evidence Pre-Observation</b>	<b>Anecdotal Evidence Post-Observation</b>
<b>Context and Procedures in Implementation</b>	<p><i>In the resource room, at a u-shaped table, no other students, or adults in the room</i></p> <p><i>1</i></p> <p><i>40 minutes</i></p> <p><i>Even (Lesson 94)</i></p> <p><i>District's IRIP form</i></p> <p><i>Teacher sends home new book to re-read to someone at home each night.</i></p> <p><i>Teacher needed to read a few pages in the new book because of time.</i></p> <p><i>Teacher uses extra fluency passage to monitor student's daily fluency progress.</i></p> <p><i>Student makes several connections throughout rereading and new reading.</i></p> <p><i>Student self-corrects while reading.</i></p> <p><i>"Can I try that again to try to make it sound right"</i></p> <p><i>Teacher needed to read the remainder of the book because they ran out of time. The student was turning in the chair. Teacher redirected. Student remained on task.</i></p>	<p><i>Resource room (alternate setting outside of the general education classroom). Teacher and student at u-shaped table.</i></p> <p><i>1</i></p> <p><i>40 minutes</i></p> <p><i>Even (Red - 14)</i></p> <p><i>District's IRIP form</i></p> <p><i>Echo Reading</i>  <i>*Lesson outline says to use Readers Theater when rereading text. The teacher focused on reading the new text rather than revisiting. She used echo reading during instruction.</i></p> <p><i>Uses 3rd grade passage to assess (not part of LLI)</i></p> <p><i>Teacher quickly discussed the doubling rule learned the day before. The student demonstrated understanding using the word "stopped"</i></p> <p><i>"Don't forget to practice the book in the classroom or at home"</i></p> <p><i>Teacher follows lesson outline for introducing a new book and following the goal of the lesson.</i></p> <p><i>The teacher uses a 1-minute passage that is not part of LLI. She only selects to do one part of the LLI lesson outline to focus on fluency.</i></p>

	<p><i>Student makes several connections while rereading the book.</i></p> <p><i>Word Work (Phonics): -er, -ir, -ur, -ar</i></p> <p><i>Teacher talks with the student about genre.</i></p> <p><i>Student makes a prediction.</i></p> <p><i>Teacher discusses difficult vocabulary words while introducing the book ("bother").</i></p> <p><i>Teacher reads directly off of "Introducing the Text" on LLI lesson plan.</i></p>	<p><i>Student remained engaged throughout the lesson. She did not get discouraged when the teacher asked her to try again. For example, when the teacher modeled the expression, she made her voice match the words. If she struggled with a word, she went back and tried again.</i></p> <p><i>Student did not like doing the one-minute reads. However, once she saw that she met her goal, she was happy. She did not like seeing how many she got wrong.</i></p> <p><i>Used LLI lesson outline for "Introducing the Text"</i></p> <p><i>Quickly reviewed the doubling rule from day before (not part of LLI lesson)</i></p> <p><i>Teacher used LLI lesson outline to introduce the new book.</i></p>
<b>Fluency Concepts &amp; Instructional Procedures</b>	<p><i>Teacher has student reread yesterday's book. Before reading yesterday's book, the teacher reminds the student to read each word carefully. After reading yesterday's book, teacher discusses Word Stress and Intonation with the student. After reading yesterday's book, the teacher gives the student specific feedback on fluency/accuracy. Uses this feedback as a teaching point for new book.</i></p> <p><i>Word Stress: Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.</i></p> <p><i>Intonation: Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression.</i></p> <p><i>Teacher reads first 2 pages in a fluent manner. Student echoes the sound of the reading that has been modeled.</i></p> <p><i>Teacher makes corrections while student reads. Teacher and student do this on and off throughout the new book.</i></p> <p><i>Echo Reading: An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled.</i></p> <p><i>"I like how you said, he took a deep breath" (Word Stress)</i></p>	<p><i>Teacher models phrasing and intonation.</i></p> <p><i>"Read it like this..."</i></p> <p><i>"Listen when I read this sentence..."</i></p> <p><i>"What do you hear?"</i></p> <p><i>"Now you try..."</i></p> <p><i>"When characters are speaking the author is using dialogue. The characters voices change. Look at the sentence to see how it should be read."</i></p> <p><i>Phrasing: Phrasing is related to pausing but requires more processing of the language of the text. When students read orally they put words together in groups to represent the meaningful units of language.</i></p> <p><i>Intonation: Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression.</i></p> <p><i>Echo Reading</i></p> <p><i>*Lesson outline says to use Readers Theater when rereading text. The teacher focused on reading the new text rather than revisiting. She used echo reading during instruction.</i></p> <p><i>Echo Reading: An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner,</i></p>

	<p><i>"Watch me read this page - Froggy..."</i> (Integration)</p> <p><i>"What does this say?" "Read it like this"</i> (Phrasing)</p> <p><i>"You made that sound right and look right"</i> (Integration)</p> <p><i>"Good job rereading that to make it sound right"</i> (Integration)</p> <p><i>"I liked how you used expression. Try to make it sound right and use the expression"</i> (Intonation)</p> <p><i>Teacher gives the student positive praise.</i></p> <p><i>Teacher models good fluency (Integration).</i></p> <p><i>Student has good Rate, Pausing, Expression (Intonation) and Word Stress.</i></p> <p><i>See Six Dimensions Fluency Rubric.</i></p> <p><i>Teaching point: Before reading, the teacher reminds the student to read each word carefully.</i></p> <p><i>Student rereads yesterday's book.</i></p> <p><i>Teacher monitors progress while student is reading.</i></p> <p><i>Teacher engages the student in targeted and explicit teaching in fluency.</i></p> <p><i>Teacher samples oral reading throughout the book and interacts with the student to support word stress and intonation.</i></p>	<p><i>then the student echoes the sound of the reading that has been modeled.</i></p> <p><i>Phrasing &amp; Intonation</i></p> <p><i>"Listen when I read this sentence..."</i></p> <p><i>"What do you hear my voice doing?"</i></p> <p><i>"Now you try..."</i></p> <p><i>"I want you to try reading this sentence like this..."</i></p> <p><i>"Listen to how fast I'm reading this..." - teacher modeled how the reader was thinking as she was speaking, so the voice was a slower rate</i></p> <p><i>Teacher modeled each page.</i></p> <p><i>Student read each page like the teacher.</i></p> <p><i>Teacher gave positive feedback when she did it correctly.</i></p> <p><i>The teacher redirected the student to try again if she wasn't able to read it.</i></p> <p><i>"Listen to my voice again...." "Now you try"</i></p> <p><i>Student demonstrates appropriate phrasing and expression after the teacher models.</i></p> <p><i>Responded to Echo Reading</i></p> <p><i>Read dialogue with phrasing and expression that reflect an understanding of characters and events.</i></p> <p><i>The student read the story aloud. The teacher used Echo Reading - modeled then tried on her own.</i></p>
<b>Varied Use of Assessment</b>	<p><i>Teacher uses Running Record during the lesson.</i></p> <p><i>Teacher uses the Running Record as a teaching point.</i></p> <p><i>Monitors student progress every 4 weeks.</i></p> <p><i>Teacher uses extra fluency passage to monitor student's daily fluency progress.</i></p>	<p><i>The teacher uses a 1-minute passage that is not part of LLI.</i></p> <p><i>Teacher uses grade 3 reading passage to monitor student's fluency (modified - not part of LLI lesson)</i></p>

	<p><i>Student reads. Teacher reads. Student reads again. Time it as a pre- and post-assessment.</i></p> <p><i>Running Record of yesterday's book.</i></p>	
Table of Themes from T5		
Themes	Anecdotal Evidence Pre-Observation	Anecdotal Evidence Post-Observation
<b>Context and Procedures in Implementation</b>	<p><i>In a small conference room outside of the general education classroom. No other students or adults.</i></p> <p><i>1</i></p> <p><i>40 minutes</i></p> <p><i>Even</i></p> <p><i>District's IRIP form</i></p> <p><i>Both general and special education teachers do LLI, so the student is getting seen twice a day using the same intervention.</i></p> <p><i>General education teacher sends home the black and white book.</i></p> <p><i>Teacher follows LLI lesson outline.</i></p> <p><i>Teacher does not discuss yesterday's book.</i></p> <p><i>Teacher uses dictated writing. After reading, the student and teacher use writing notebook to discuss yesterday's book. "What happened first?" "Bear was proud of his long bushy tail." Write that. Student makes a mistake while writing. Teacher corrects the student. Student rereads the sentence aloud. Student and teacher do this to say what happened in the beginning, middle and the end.</i></p> <p><i>Teacher follows LLI lesson outline by introducing the text.</i></p> <p><i>Teacher asks questions as they make their way through the text to check for meaning. If the student doesn't know the answer, they reread to check for understanding.</i></p> <p><i>Teacher asks comprehension questions on LLI lesson outline immediately after reading. "What lessons do the bluebird learn?" "Does this remind you of any other book we've read?"</i></p>	<p><i>In a small conference room outside of the general education classroom. No other students or adults.</i></p> <p><i>1</i></p> <p><i>40 minutes</i></p> <p><i>Even (Red - 72)</i></p> <p><i>District's IRIP form</i></p> <p><i>Teacher asked for examples of words that had suffix -less and -full.</i></p> <p><i>Suffixes -less "without" -full "full of"</i></p> <p><i>Teacher uses LLI lesson outline to introduce the new book.</i></p>

<p><b>Fluency Concepts &amp; Instructional Procedures</b></p>	<p><i>Throughout the lesson, the teacher addresses pausing, phrasing, intonation, and word stress.</i></p> <p><i>Pausing: Pausing refers to the way the reader's voice is guided by punctuation.</i></p> <p><i>Phrasing: Phrasing is related to pausing but requires more processing of the language of the text. When students read orally they put words together in groups to represent the meaningful units of language.</i></p> <p><i>Word Stress: Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.</i></p> <p><i>Intonation: Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression.</i></p> <p><i>Assisted Reading</i>  <i>Teacher models a portion of the text read fluently. Students and teacher read the same text together.</i></p> <p><i>Assisted Reading: An instructional procedure used to support fluent reading; the teacher models the text read fluently, then reads the same text along with the student.</i></p> <p><i>Echo Reading</i>  <i>Teacher models appropriate fluency. Student read the same text independently immediately after.</i></p> <p><i>Echo Reading: An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled.</i></p> <p><i>"I like how you read that like you were talking" (Phrasing)</i></p> <p><i>"Remember what we do at punctuation marks. We pause." (Pausing)</i></p> <p><i>"Pausing at punctuation helps with our meaning." (Pausing)</i></p> <p><i>"Reread this like he is saying it." (Word Stress)</i></p> <p><i>"Let's reread it to make it match." (Phrasing)</i></p> <p><i>"I like how you read it like this.." (Phrasing)</i></p> <p><i>"Read it like this" (Phrasing)</i></p> <p><i>Teacher addresses student deficit in the moment.</i>  <i>"You read it like this... I want you to read it like</i></p>	<p><i>Teach models intonation.</i></p> <p><i>Intonation: Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression.</i></p> <p><i>Assisted Reading: An instructional procedure used to support fluent reading; the teacher models the text read fluently, then reads the same text along with the student.</i></p> <p><i>Echo Reading: An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled.</i></p> <p><i>Intonation "Read that one just like I did..."</i>  <i>"Don't forget to pause at the punctuation"</i>  <i>"Read this one nice and smooth..."</i> <i>"Don't forget to stop at the period. That is where to take a pause."</i> <i>"Listen to me read this one...now you try..."</i> <i>"I want you to echo my reading..."</i></p> <p><i>Students were Echo reading - "Your eyes still need to be in the text"</i></p> <p><i>"Try reading out loud to me so I know that you are really reading..."</i></p> <p><i>Students practiced intonation during the reading of a new text.</i></p> <p><i>Teacher used Assisted and Echo reading during instruction to provide an opportunity to practice intonation.</i></p> <p><i>Teacher provided several prompts.</i></p> <p><i>Teacher praised students for stopping and pausing at punctuation.</i></p> <p><i>Students demonstrated the ability to use intonation while reading independently.</i></p> <p><i>If the student was struggling, the teacher used assisted reading to model and then read along with the student.</i></p> <p><i>Teacher modeled oral reading and intonation during the introduction of a new text.</i></p> <p><i>Teacher used Assisted and Echo reading during this process.</i></p>
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	<p><i>this...Reread it to make it match.” Student rereads and echo’s the teacher.</i></p> <p><i>When the teacher says, “Let’s make it match.” The student knows to reread the sentence with appropriate fluency (phrasing, pausing &amp; word stress).</i></p> <p><i>When the teacher gives a direction, the student tries it. For example, “Let’s reread this to make it match.” The student reread to make it match.</i></p> <p><i>Student read with appropriate phrasing and expression with support from the teacher.</i></p> <p><i>Teacher does not discuss yesterday’s book. The teacher begins the lesson by rereading the book.</i></p> <p><i>Teacher has the student reread yesterday’s book. Teacher engages the student in targeted and explicit teaching in fluency. Teacher gives positive reinforcement as well as feedback while student reads.</i></p> <p><i>Teacher uses dictated writing.</i></p> <p><i>Teacher focuses on reading fluency as they go page by page.</i></p> <p><i>Teacher models how a sentence should sound. Student echo’s reading aloud.</i></p> <p><i>Teacher models how to read dialogue.</i></p> <p><i>Student reads dialogue with appropriate phrasing and word stress. Teacher gives positive feedback - “I like how you read it like this”</i></p> <p><i>Addresses phrasing and word stress (expression) by modeling and asking the student to try it.</i></p>	<p><i>Student read aloud to the teacher.</i></p> <p><i>Teacher modeled oral reading and intonation during reading the text through Assisted reading.</i></p> <p><i>While the student was reading, the teacher stopped the student to provide further instruction.</i></p> <p><i>“Try it this way...”</i></p> <p><i>“I like how you stopped at the period and took a pause..”</i></p> <p><i>“Let’s read this together...”</i></p> <p><i>“Did you hear how my voice was up and then went down...”</i></p>
<b>Varied Use of Assessment</b>	<p><i>Bi-weekly</i></p> <p><i>Teacher does not assess during observation. Teacher does running record Bi-weekly.</i></p>	<i>Bi-weekly</i>
<b>Table of Themes from T6</b>		
<b>Themes</b>	<b>Anecdotal Evidence Pre-Observation</b>	<b>Anecdotal Evidence Post-Observation</b>

<b>Context and Procedures in Implementation</b>	<p>Resource room, no other adults/students in the classroom</p> <p>1</p> <p>45 minutes</p> <p>Odd (Blue - 59)</p> <p>District's IRIP form &amp; teacher created attendance log</p> <p>Reread same book three times over two days</p> <p>Teacher reviews 'red words' with the student at the start of the lesson.</p> <p>Teacher does not send home LLI books - sends home different books</p> <p>Student responded to teacher instruction by answering questions, trying to read like the teacher reads, showing the teacher he understands through reading, writing, and drawing.</p> <p>Student follows lesson routine. Modified word work in the beginning of the lesson supported fluency instruction.</p> <p>Does not use word study in LLI - teacher makes modifications by using FAST</p> <p>Teacher introduces the book by reading the title and author.</p> <p>Teacher asks the student about plants they know (building background knowledge). Student draws and labels a plant that is on the cover.</p> <p>Teacher and student discuss genre (nonfiction).</p> <p>Follows 'Introducing the Text' in LLI lesson outline.</p> <p>Did not have enough time for reading a new book</p>	<p>One-on-one in the resource room</p> <p>1</p> <p>40 minutes</p> <p>Odd (Red - 21)</p> <p>District's IRIP form</p> <p>Teacher follows LLI lesson outline</p> <p>Teacher does not use every part of the lesson (see below)</p> <p>The student is supposed to read the book silently on their own. The student needed to read each page aloud with the teacher.</p> <p>The student demonstrates phrasing, pausing and word stress with support from the teacher. The teacher walked the student page by page to work on accuracy in word reading, as well as fluent reading.</p> <p>The student was still struggling with decoding some of the words - the teacher made the student reread the page once they worked through difficult words</p> <p>The student remained engaged throughout the lesson. He was distracted by talking in the hallway. He responded well to fluency instruction. He still struggled with decoding some words, but once he reread it, he was able to demonstrate fluency.</p> <p>Teacher did not do phonics/word study from the lesson. While completing the introducing the text section, the student was to point to difficult words as the teacher walked and introduced the student to each page.</p> <p>Teacher follows LLI lesson outline for introducing the text</p> <p>Teacher facilitates brief discussion of the text.</p> <p>Follows LLI lesson outline.</p>
<b>Fluency Concepts &amp; Instructional Procedures</b>	<p>Rate</p> <p>Student reads word by word. Teacher models appropriate fluency. Student rereads.</p> <p>Rate: Rate refers to the pace at which a reader moves through the text - not too fast and not too slow.</p>	<p>Pausing: Pausing refers to the way the reader's voice is guided by punctuation.</p> <p>Phrasing: Phrasing is related to pausing but requires more processing of the language of the text. When students read orally they put words</p>



	<p><i>Pausing</i> Teacher discusses what to do with each punctuation mark. <i>Pausing: Pausing refers to the way the reader's voice is guided by punctuation.</i></p> <p><i>Word Stress</i> "Stick!" "Snap!" <i>Rereading to emphasize important words</i> <i>Word Stress: Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.</i></p> <p><i>Assisted reading</i> Teacher asks the student to find a word. Teacher and student read the page together. <i>Assisted Reading: An instructional procedure used to support fluent reading; the teacher models the text read fluently, then reads the same text along with the student.</i></p> <p><i>Rate Mover</i> Teacher models appropriate fluency. Then the student reads the sentence. <i>Rate Mover: An instructional procedure used to support fluent reading; the teacher models the text read fluently, then the student reread parts of a text several times to demonstrate faster reading without becoming robotic or expressionless.</i></p> <p><i>Echo Reading</i> Teacher reads a sentence and asks the student to read it just like she did. <i>Echo Reading: An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled.</i></p> <p>"I'm going to show you how to read this sentence..." (Phrasing)</p> <p>"Do you see these punctuation marks. This is a period. This tells us to stop and pause" (Pausing)</p> <p>"This is an explanation mark. Read it like this. SNAP!" (Word Stress)</p> <p>"Did you hear how you lifted your voice" (Word Stress)</p> <p>"Let's read this again" (Integration)</p>	<p>together in groups to represent the meaningful units of language.</p> <p><i>Word Stress: Stress refers to the emphasis readers place on particular words (louder tone) to reflect the meaning as speakers would do in oral language.</i></p> <p><i>Intonation: Intonation refers to the way the oral reader varies the voice in tone, pitch, and volume to reflect the meaning of the text - sometimes called expression.</i></p> <p><i>Used a variety of instructional strategies throughout the lesson.</i></p> <p><i>Assisted Reading: An instructional procedure used to support fluent reading; the teacher models the text read fluently, then reads the same text along with the student.</i></p> <p><i>Rate Mover: An instructional procedure used to support fluent reading; the teacher models the text read fluently, then the student reread parts of a text several times to demonstrate faster reading without becoming robotic or expressionless.</i></p> <p><i>Echo Reading: An instructional procedure used to support fluent reading; the teacher reads a sentence or brief passage in a fluent manner, then the student echoes the sound of the reading that has been modeled.</i></p> <p>"Let's read this sentence together..."</p> <p>"Listen to me read first..." (Phrasing)</p> <p>"Now you try reading just like me.." (Intonation)</p> <p>"Nice word sounding.." (Word Stress/Phrasing)</p> <p>"I love your expression.." (Word Stress)</p> <p>"You said LOOK...the sky is falling..." "I like how you made your voice go up. It made me want to look at the picture" (Intonation/Word Stress)</p> <p><i>Teacher praises the student when she sees fluent reading.</i></p> <p><i>If the student makes an error/does not demonstrate fluent reading, the teacher models how it should be read. They read it together, then the student tries on their own.</i></p>
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	<p><i>Reread same book three times over two days</i></p> <p><i>“That’s a great strategy”</i></p> <p><i>“Great job”</i></p> <p><i>Teacher modeled a sentence on each page and had student reread it. If a student struggled through a word, the teacher had the student reread the sentence once the student solving the word.</i></p> <p><i>Teacher models and student tries to do what the teacher does.</i></p> <p><i>“Because you taught me to pause and breathe when I see a period”</i></p> <p><i>“We are going to learn about different plants in this nonfiction book”</i></p> <p><i>Teacher samples oral reading and interacts with the student page by page.</i></p> <p><i>When the student struggles with a word, they break the word apart by ‘stretching’ out the word.</i></p> <p><i>Teacher has student reread the sentence when the student struggles.</i></p>	<p><i>The student demonstrates phrasing, pausing and word stress with support from the teacher. The teacher walked the student page by page to work on accuracy in word reading, as well as fluent reading.</i></p> <p><i>The student attempted to read with appropriate phrasing, pausing and word stress. The student was unable to read fluently due to the difficulty of text.</i></p> <p><i>Reading dialogue with expression (phrasing, pausing, appropriate word stress, intonation)</i></p> <p><i>Teacher sampled oral reading and interacted page by page with the student using strategic actions (phrasing, pausing, word stress)</i></p>
<b>Varied Use of Assessment</b>	<i>Running record bi-weekly</i>	<i>Running record bi-weekly</i>

## Appendix L

## Inductive Thematic Analysis Phase 1-3: Interviews

Pre-Interview: T2			
Transcript	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
<p><i>Please start by describing your background. What is the nature of your job?</i></p> <p>I'm a 3rd grade teacher. This is my 5th year teaching and my 2nd year in 3rd grade.</p> <p><i>How long have you been using LLI?</i></p> <p>This is my 2nd year using LLI.</p> <p><i>How were you introduced to LLI (e.g., through a colleague; through PD/ training; through reading specialist; etc.)?</i></p> <p>It was through professional development at the new teacher orientation that was offered by the district when I was hired here.</p> <p><i>In what instructional capacity have you used LLI (e.g., mostly geared towards comprehension, decoding, etc.)?</i></p> <p>Definitely geared more towards comprehension, but we do pull the phonics portion and teach that whole group to all students in 3rd grade.</p> <p><i>In your opinion, how has LLI impacted student achievement in the area of reading fluency?</i></p> <p>I think that it has helped mainly the fluency checks that you have to do or can do every 4 weeks as a progress monitoring, as well as having the students practice the books more than one time has really helped them understand and learn how to break apart the words, as well as supplementing with the phonics.</p> <p><i>Describe how you think LLI could address student deficits in reading fluency.</i></p>	<p>Professional development</p> <p>Comprehension</p> <p>Phonics</p> <p>Group size</p> <p>LLI lesson</p> <p>Assessment</p> <p>Student impact</p> <p>Fluency</p> <p>Repeated reading</p> <p>Leveled text</p> <p>Decoding</p> <p>Instructional modifications</p> <p>Vocabulary</p> <p>Observation</p> <p>Student needs</p> <p>Time</p> <p>Instruction</p> <p>Modeling</p>	<p>Professional Development</p> <p>Comprehension</p> <p>Word Work (Phonics)</p> <p>LLI Lesson Outline</p> <p>Group Size</p> <p>Purposeful Instruction</p> <p>Assessment</p> <p>Repeated Reading</p> <p>Leveled Texts</p> <p>Decoding</p> <p>Instructional Modifications</p> <p>Vocabulary</p> <p>Observation</p> <p>Reading Fluency</p> <p>Student Needs</p> <p>Time</p> <p>Home connection</p>	<p>Professional Development</p> <p>LLI Implementation Across Tier II and Tier III</p> <p>Use of Assessment to Inform Instruction</p> <p>Use of the Six Dimensions to Inform Instruction</p>

<p>I think it could address deficits by the repetition opportunities for students, such as reading books multiple times. Plus, for them to be able to go from books that are at their level where they are learning those word patterns and breaking apart the words to getting more review by getting a book that is below their level that they can read more easily. It's a great balance. It helps them build vocabulary to help them read better.</p> <p><i>Describe how you provide opportunities to develop oral reading fluency using LLI within Tier [Insert II/III].</i></p> <p>During LLI, the students will read the books independently at the table with me checking in on them and listening for fluency. That allows me to focus more on the students that need more fluency instruction. I'm able to coach them and listen for the oral reading fluency out loud.</p> <p><i>What materials are most helpful?</i></p> <p>I think the phonics within LLI is very beneficial. It helps the students work on pronouncing the words out of context and then find them and practice within the stories. Also, just practicing reading and rereading the books. Doing the fluency checks every 4 weeks is helpful to check in with them.</p> <p><i>How much time do you think is needed?</i></p> <p>In a perfect world, probably around 20 minutes. Like I said, we teach the phonics outside of the LLI lesson as a whole group which saves time during the LLI lessons. The phonics portion takes about 15 minutes as a whole class, so it would probably be closer to 40-45 minutes if we did it all together in one sitting. Removing that portion is really helpful, especially because we can revisit those skills during the LLI lessons, which is another opportunity to practice those skills. So in a perfect world, 40-45 minutes if it were the whole LLI lesson.</p> <p><i>What are the strengths and challenges of LLI implementation within a MTSS at the classroom/school/district level?</i></p> <p>The strengths would be being able to pull a small group of kids and work with them almost one-on-one within that small group. It's nice to be able to pull more than one group in a day, so you can adjust your group size. Another strength would be the types of</p>	<p>Home connection</p> <p>Professional development</p> <p>Training</p> <p>Feedback</p> <p>District support</p> <p>IRIPs</p> <p>LLI Use</p>	<p>Modeling</p> <p>District Support</p> <p>IRIPs</p> <p>LLI Use</p> <p>Student Impact</p>	
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texts that are chosen. It goes back and forth between informational, fantasy and fiction. They have a variety of texts that allows the students to see different patterns between the stories that they're reading, that they may not read or choose independently in the classroom. The weaknesses or challenges would be the timing. Really just being able to fit it in and giving those students the extra practice or work more closely with them, it doesn't allow for a lot of time to work with the other kids in your classroom. Also, taking the books and sending it home with the students to practice. You are sending home the books and hoping they are taking them home to practice, but you are not always sure that's getting done.

*Describe the training you've received in LLI. What guidance and/or continued support is provided by your district?*

I wish we had more training. With it being only my second year using LLI, they did have a professional development class this past summer, or at the beginning of the year, it was only a 45 minute class though. Then, the year started and we had to wait all the way until the end of September to get a quick 20 minute refresher, especially with the writing about reading and organizing that and coming up with it on your own, it's not built into the lessons, so I wish there was a little more focus on that. But, I do think that there are opportunities, especially having the reading specialist available to come in and observe and provide feedback would be really helpful as well.

*Describe how administration supports your efforts to implement LLI within your classroom.*

I guess it is supported mainly because we have to keep track. We have a progress monitoring sheet for students that are reading below grade level that we use to keep track of attendance and the check ins. Then we meet as a team at the beginning, middle and end of the year to just address student needs and talk about what else we can do to help these students.

*Describe the strengths of the LLI system and why you feel these are strengths.*

Teacher didn't have any more to add.

*What areas of the LLI system could be improved and why do you believe these improvements are necessary?*

More guidance with comprehension and the comprehension questions. Within the lesson, it just says to see Prompting Guide 1 and we don't technically have that guide, so we use something different. We use a wheel that we've created that allows us to choose what type of comprehension questions we want to ask and so I think especially with the on level books, we have to decide what is something we notice the students are missing and we try to plug something in and come up with a quick activity so the students can show what they're thinking. I think that can be difficult for us, especially because sometimes not all of your students need that one skill, so it can be a lot of repetition for them, which can be good practice, but it's not specific to each one of our learners.

*Do you think there are any improvements needed for fluency instruction?*

More fluency short passages available so we have the opportunity to quickly check how they are doing because realistically we are just checking in when they are reading the text out loud and the every 4 week progress monitoring. Other than that, it's just us listening in and taking notes and then trying to teach based upon that for the next day we meet with them. I think if we progress monitored more often with shorter passages, maybe at the end of each week, could be built in within the LLI lessons.

*Why should your district continue or not continue the LLI system when addressing reading fluency?*

Continue. I've taught without LLI and this is my second year teaching with LLI. I guess before it was less structured, so teachers were using whatever they wanted. Some teachers were using guided reading, some were doing strategy groups, which are both really beneficial, but it's nice that LLI provides some structure across the district and the building. It's good that all teachers are using this as supplemental instruction. I think that timewise it's difficult because with those strategy groups, you want to be able to pull everyone and with LLI you are just focusing on those students reading below grade level everyday for a majority of your reading block.

*Is there anything that I did not ask that you would like to share about your experience with LLI?*

Not necessarily. I do think it would be nice for more opportunity for observation and feedback with LLI.

Having a reading specialist come in, take a look at our students and give feedback on how we can better help with their comprehension or fluency using LLI would be helpful.			
Post-Interview: T2			
Transcript	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
<p><i>How many years have you been teaching?</i></p> <p>5 years</p> <p><i>Describe how reading fluency is assessed. What assessment(s) are used?</i></p> <p>I use Fountas and Pinnell, LLI running records and observations.</p> <p><i>How often?</i></p> <p>We are required to use Fountas and Pinnell 3 times per year, once in September, January then May. We are also required to do running records for students on an IRIP every 4 weeks. I try to do more than that, but I don't always get to it. That's why I do observations. I usually just write anecdotal notes on the things they are doing well at and struggle with.</p> <p><i>Explain the purpose of the assessment(s).</i></p> <p>The Fountas and Pinnell assessment measures pretty much everything. It is very diagnostic. It tells us their comprehension level, fluency, accuracy, whether or not they are making self corrections, and there is also a writing component. The purpose is to tell us the independent or instructional level of the student. Once we know their instructional level, we will teach using LLI if they are below grade level at their level. LLI is used for progress monitoring at their instructional level. This tells us if they are reading a book too hard, too easy or just right rather than waiting until the next benchmark or screening period. I use observation pretty much daily to observe their reading behaviors and see how I can alter my instruction.</p> <p><i>How are students' internal attention (e.g., pausing, phrasing, stress, rate and expression), external attention (e.g., using eyes/ears to attend to text), and</i></p>	<p>Assessment</p> <p>Observation</p> <p>IRIPs</p> <p>Comprehension</p> <p>Fluency</p> <p>Accuracy</p> <p>Writing</p> <p>Instruction</p> <p>Leveled texts</p> <p>Evaluation</p> <p>Internal attention</p> <p>External attention</p> <p>Student impact</p> <p>Group size</p> <p>LLI lesson outline</p> <p>Instructional modifications</p> <p>Time</p> <p>Echo reading</p> <p>Readers theater</p> <p>Rate mover</p>	<p>Assessment</p> <p>Observation</p> <p>IRIPs</p> <p>Comprehension</p> <p>Reading Fluency</p> <p>Writing</p> <p>Internal Attention</p> <p>External Attention</p> <p>Automaticity</p> <p>Leveled Texts</p> <p>Repeated Reading</p> <p>Group Size</p> <p>Purposeful Instruction</p> <p>LLI Lesson Outline</p> <p>Time</p> <p>Instructional Modifications</p> <p>Modeling</p>	<p>Professional Development</p> <p>LLI Implementation Across Tier II and Tier III</p> <p>Use of Assessment to Inform Instruction</p> <p>Use of the Six Dimensions to Inform Instruction</p>

<p><i>automaticity (e.g., accuracy and effortlessness) evaluated?</i></p> <p>I evaluate the students' attention and automaticity through observation and through the F&amp;P or LLI assessments. It's easier to evaluate the internal attention, but the external is more important because they are at the age where they do a lot of independent reading. So if I am not listening in on their reading, I'm not sure if they are understanding until we get to the comprehension portion. Kids can be tricky. They may look like they are reading, but once you check in with them they could be very behind. That's why it's important to keep checking in. Especially with the students that are below grade level in LLI.</p> <p><i>In your opinion, how has LLI impacted student achievement in the area of reading fluency?</i></p> <p>I believe LLI has impacted students' fluency because they are reading and reading texts daily. Teachers can observe their internal and external attention in a small group setting on a daily basis and it allows us to check in with these readers to see if our instruction is working.</p> <p><i>Explain how you plan for fluency instruction within LLI (LLI lesson outline, personal lesson plan, etc.).</i></p> <p>When I plan for LLI instruction, I just use the LLI lesson outline that is provided. I don't make a personal lesson plan because I think it's important to follow the LLI lesson if I want to see results.</p> <p><i>Explain any modifications or changes made to the recommended practice within LLI.</i></p> <p>Like I said, I follow the LLI lesson outline. I don't make any changes to it. The only changes I'd say I make are if I shorten the lesson or just choose one or two things to work on because there isn't enough time to complete it all.</p> <p><i>How much time is spent on reading fluency instruction within LLI?</i></p> <p>I spend about 5 minutes on fluency instruction within LLI. That just accounts for me modeling or using an instructional procedure that is outlined. The students spend most of their time practicing fluency throughout the lesson.</p>	<p>Student motivation</p> <p>Student engagement</p> <p>Modeling</p> <p>Speed</p> <p>Six dimensions</p> <p>Student needs</p> <p>Repeated reading</p> <p>Internal attention</p> <p>Pausing</p> <p>Professional development</p> <p>LLI use</p>	<p>Echo Reading</p> <p>Readers Theatre</p> <p>Rate Mover</p> <p>Student Engagement</p> <p>Student Motivation</p> <p>Six Dimensions</p> <p>Rate</p> <p>Pausing</p> <p>Student Needs</p> <p>LLI Use</p>	
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***How much time is spent on fluency instruction outside of LLI?***

We don't spend any time on fluency outside of LLI unless you account for IDR time or word work.

***Please describe the 5 instructional procedures for fluency instruction within LLI. Explain any instructional modifications made to these 5 instructional procedures.***

Personally, I like to use Echo Reading, Readers Theater or Rate Mover. Readers theater is easy because it is right in the LLI book. I like to use it for the second day they read the book instead of rereading the text because it makes it more fun for the kids and they get really into it. I use echo reading because I think it's important to have students listen to me model fluent reading. Also, I like Rate mover because it helps the student practice reading at the right speed. I can model it and they do it over and over until they get it down.

***Describe how the Six Dimensions of reading fluency can help guide your fluency instruction.***

I like the six dimensions because it breaks down specific aspects of reading fluency that I can focus on with the students. I can see where their strengths and weaknesses are. This helps guide my instruction within LLI. I've learned to use the six dimensions and apply them to the instructional procedure that was given in the outline for students to practice.

***If you could modify LLI to develop better fluency in your student, what skills (e.g., external attention such as using eyes/ears to have more attention on the text; internal attention on factors such as pausing, phrasing, stress, rate and expression) would you focus on during instruction? Why do you say that?***

I focus more on internal attention. Like I said before, I've learned to use the six dimensions within LLI. For example, If the LLI lesson says to use Echo Reading, I will choose which area, such as pausing, to practice using echo reading. It's really all based on what the student needs. It's learning how to apply the six dimensions with the instructional procedures to meet students' needs.

***Describe the strengths of the LLI system and why you feel these are strengths.***

<p>The strengths of LLI are the variety of books that are provided. I think they are very engaging for students and it allows them to practice their fluency because they all all different genres and they switch it up nicely so the students don't get bored. They are high interest texts. I like how you can pick and choose what to use within an LLI lesson, but that can also be very challenging when you have a student with several challenges and not a lot of time to focus on everything.</p> <p><i>What areas of the LLI system could be improved and why do you believe these improvements are necessary?</i></p> <p>Like I said, the timing is an issue for gen ed teachers. I don't feel like we have enough time for everything. I also feel like the fluency portion of LLI is lacking. I feel like I need more training on fluency instruction within LLI. I see the suggestions that are made lesson to lesson, but I don't know everything that I could do given those suggestions. I'm using my professional judgement.</p> <p><i>Why should your district continue or not continue the LLI system when addressing reading fluency?</i></p> <p>I think the district should continue using LLI, but I think that they need to provide more training. Especially because this is the only intervention we are using. We need more training on each section or area within LLI, especially fluency.</p>			
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### Pre-Interview: T3

Transcript	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
<p><i>Please start by describing your background. What is the nature of your job?</i></p> <p>I'm a general education classroom teacher. I teach 3rd grade. I teach all core content areas, such as reading, writing, math, social studies and science.</p> <p><i>How long have you been using LLI?</i></p> <p>I've been using LLI for a little over 2 years now.</p>	<p>Professional Development</p> <p>Training</p> <p>District Support</p> <p>Comprehension</p> <p>Decoding</p>	<p>Professional Development</p> <p>Comprehension</p> <p>Decoding</p> <p>Reading Fluency</p> <p>LLI Lesson Outline</p>	<p>Professional Development</p> <p>LLI Implementation Across Tier II and Tier III</p> <p>Use of Assessment to Inform Instruction</p>

<p><b><i>How were you introduced to LLI (e.g., through a colleague; through PD/ training; through reading specialist; etc.)?</i></b></p> <p>I was introduced through a professional development training that was offered in the district.</p> <p><b><i>In what instructional capacity have you used LLI (e.g., mostly geared towards comprehension, decoding, etc.)?</i></b></p> <p>I usually use LLI to address comprehension and decoding.</p> <p><b><i>In your opinion, how has LLI impacted student achievement in the area of reading fluency?</i></b></p> <p>I believe LLI has little impact on reading fluency. However, I haven't always focused as much on it using the LLI options, such as Readers' Theater.</p> <p><b><i>Describe how you think LLI could address student deficits in reading fluency.</i></b></p> <p>LLI could be more helpful when addressing deficits in reading fluency if I applied what was offered within the LLI intervention.</p> <p><b><i>Describe how you provide opportunities to develop oral reading fluency using LLI within Tier [Insert II/III].</i></b></p> <p>I provide opportunities by following the LLI lesson outline.</p> <p><b><i>What materials are most helpful?</i></b></p> <p>I use lesson options such as Readers Theater and choral reading.</p> <p><b><i>How much time do you think is needed?</i></b></p> <p>I think 20 minutes is needed to complete an LLI lesson within the general education setting.</p> <p><b><i>What are the strengths and challenges of LLI implementation within a MTSS at the classroom/school/district level?</i></b></p> <p>The strengths of LLI are there are great books, which are usually high interest books. Also, the lesson outline and instructional scripts are easy to follow. The</p>	<p>Student Impact</p> <p>Readers' Theater</p> <p>Reading Fluency</p> <p>LLI Lesson Outline</p> <p>Choral Reading</p> <p>Time</p> <p>Leveled Texts</p> <p>Instructional Procedures</p> <p>Group Size</p> <p>Assessment</p> <p>LLI Use</p>	<p>Readers Theatre</p> <p>Student Impact</p> <p>Choral Reading</p> <p>Time</p> <p>Leveled Texts</p> <p>District Support</p> <p>Purposeful Instruction</p> <p>Assessment</p> <p>Student Needs</p> <p>Group Size</p> <p>LLI Use</p>	<p>Use of the Six Dimensions to Inform Instruction</p>
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<p>challenge is that it is hard to fit in more than one group during the reading block and to do it effectively.</p> <p><i>Describe the training you've received in LLI.</i></p> <p>I received professional development from the district at the beginning of the year. It was a half day optional training.</p> <p><i>What guidance and/or continued support is provided by your district?</i></p> <p>The district provides optional training on LLI and our reading specialist is available to help.</p> <p><i>Describe how administration supports your efforts to implement LLI within your classroom.</i></p> <p>Administration allows for flexibility of LLI instruction. They provide a sub for initial Fountas &amp; Pinnell testing in order to identify students' instructional reading level and determine which students will need LLI.</p> <p><i>Describe the strengths of the LLI system and why you feel these are strengths.</i></p> <p>Like I said before, LLI provides great high interest books and the lessons are easy to follow.</p> <p><i>What areas of the LLI system could be improved and why do you believe these improvements are necessary?</i></p> <p>It's hard to find the time to implement LLI effectively, as well as find the time to fit in multiple groups throughout the day. I also think that there should be more fluency activities within each lesson.</p> <p><i>Why should your district continue or not continue the LLI system when addressing reading fluency?</i></p> <p>I believe the district should continue using the LLI system. I believe it's an effective reading intervention. The lesson outline is nice, I just wish there were more activity options to support the different areas of reading, such as fluency or comprehension.</p> <p><i>Is there anything that I did not ask that you would like to share about your experience with LLI?</i></p> <p>Nope!</p>			
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Post-Interview: T3			
Transcript	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
<p><i>How many years have you been teaching?</i></p> <p>I have been teaching for 26 years.</p> <p><i>Describe how reading fluency is assessed. What assessment(s) are used?</i></p> <p>I believe one of the most important parts of the assessment process is observation when it comes to reading fluency. As you listen to the child, you can assess and evaluate their progress. For a more formal assessment, we use Fountas &amp; Pinnell Benchmark Assessment System. We also use the LLI reading records.</p> <p><i>How often?</i></p> <p>We do it 3 times a year for the district using F&amp;P and LLI is every 4 weeks.</p> <p><i>Explain the purpose of the assessment(s).</i></p> <p>We use F&amp;P as a diagnostic assessment to evaluate all areas of reading. Obviously, fluency is a part of that assessment. We use it to find their instructional level to determine what students need LLI and where we should start LLI. This assessment helps us identify what specific needs the child has. We use LLI as a progress monitoring tool. Again, this aligns with the F&amp;P assessment, so we do this every 4 weeks to check on their progress.</p> <p><i>How are students' internal attention (e.g., pausing, phrasing, stress, rate and expression), external attention (e.g., using eyes/ears to attend to text), and automaticity (e.g., accuracy and effortlessness) evaluated?</i></p> <p>A student's internal attention is evaluated mostly through observation. I also use a running record app that helps assess. I think a student's external attention is also evaluated through observation. When I evaluate automaticity, I look at the F&amp;P BAS, LLI reading records, the reading app, and again, observation.</p>	<p>Assessment</p> <p>Reading Fluency</p> <p>Evaluate</p> <p>Progress Monitoring</p> <p>Fountas &amp; Pinnell BAS</p> <p>LLI Reading Records</p> <p>Student Needs</p> <p>Internal Attention</p> <p>Observation</p> <p>External Attention</p> <p>Automaticity</p> <p>Instructional Procedures</p> <p>Student Impact</p> <p>LLI Lesson Outline</p> <p>Echo Reading</p> <p>Time</p> <p>Choral Reading</p> <p>Assisted Reading</p> <p>Phrased Reading</p> <p>Six Dimensions</p> <p>Pausing</p> <p>Leveled Texts</p>	<p>Assessment</p> <p>Reading Fluency</p> <p>Observation</p> <p>Student Needs</p> <p>Internal Attention</p> <p>External Attention</p> <p>Automaticity</p> <p>Student Impact</p> <p>Purposeful Instruction</p> <p>LLI Lesson Outline</p> <p>Modeling</p> <p>Echo Reading</p> <p>Readers Theatre</p> <p>Time</p> <p>Choral Reading</p> <p>Assisted Reading</p> <p>Phrased Reading</p> <p>Six Dimensions</p> <p>Pausing</p> <p>Leveled Texts</p>	<p>Professional Development</p> <p>LLI Implementation Across Tier II and Tier III</p> <p>Use of Assessment to Inform Instruction</p> <p>Use of the Six Dimensions to Inform Instruction</p>

<p><b><i>Is there anything specific you are looking for during an observation?</i></b></p> <p>During an observation, I usually see if the student is or isn't tracking the print to look for external attention. If the student is not tracking the print, they are probably more confident, as well as a fluent reader. If they are tracking, this tells me that their attention is on the text, however, they need to track in order to read word for word rather than word phrases.</p> <p><b><i>In your opinion, how has LLI impacted student achievement in the area of reading fluency?</i></b></p> <p>In general, I think that they are doing better. It's hard to say if LLI is the answer or if it is what is impacting their growth because the students usually make progress and gains as the year goes on and when they are given more instruction. This study has really opened my eyes to my fluency instruction and I feel that it has helped the students. The data shows that there hasn't been a lot of growth, but I've noticed a growth in their reading in general.</p> <p><b><i>Explain how you plan for fluency instruction within LLI (LLI lesson outline, personal lesson plan, etc.).</i></b></p> <p>I use the LLI lesson. I have been better at blocking out more time for fluency, especially because it's been the focus.</p> <p><b><i>Explain any modifications or changes made to the recommended practice within LLI.</i></b></p> <p>I follow it if it's what I'm noticing the student needs. However, I may add to it if I see they need to work on something else. The LLI lesson outline is very user friendly, so I try to stick to it as much as possible, but I base the actual instruction on what the student needs. For example, if I see the student needs me to model first, I will use Echo reading rather than Readers Theatre.</p> <p><b><i>How much time is spent on reading fluency instruction within LLI?</i></b></p> <p>5 minutes</p> <p><b><i>How much time is spent on fluency instruction outside of LLI?</i></b></p>	<p>Assisted Reading</p> <p>Phrased Reading</p> <p>Six Dimensions</p> <p>Pausing</p> <p>Modeling</p> <p>Leveled Texts</p> <p>LLI Use</p>	<p>LLI Use</p>	
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Direct instruction does not happen daily. It's taught on a case by case basis because at this point in 3rd grade, most students are fluent.

*Please describe the 5 instructional procedures for fluency instruction within LLI.*

Can I look at a lesson? I know Echo reading is one. Echo is when I read then the student will read. Readers Theatre and that is when each student has their own part and we practice fluency that way. Choral reading? Choral reading is where we all read together. I think that it's called something else in LLI though. Oh, isn't it Assisted Reading? Phrased reading. That's when I model and they read it with a partner.

*Explain any instructional modifications made to these 5 instructional procedures.*

I will pay attention to the LLI lesson and the suggestions made for each lesson, but I may switch the instructional procedure based on the individual student's needs. I mostly stick to these instructional procedures though.

*Describe how the Six Dimensions of reading fluency can help guide your fluency instruction.*

These dimensions have helped guide my instruction because I can use them to see what the student needs help with and what they don't. For example, if the student is struggling with pausing, I will create a lesson focusing on punctuation. But really it's all based on what they need to work on. I use modeling a lot with the six dimensions. The six dimensions rubric is a very helpful tool because it reminds me what to pay attention to when teaching fluency. Teachers don't always know what to do so it was helpful to focus on one or all of these areas.

*If you could modify LLI to develop better fluency in your student, what skills (e.g., external attention such as using eyes/ears to have more attention on the text; internal attention on factors such as pausing, phrasing, stress, rate and expression) would you focus on during instruction? Why do you say that?*

Personally, I focus on more internal attention because that comes with everyday fluency instruction, but sometimes I use external attention to support that. For example, if you're not using your eyes to see the punctuation, you will hear it in the students voice. And

if you aren't using your ears to listen to how you are reading, it may or may not be fluent.

*Describe the strengths of the LLI system and why you feel these are strengths.*

The strengths are that it is very user friendly. The LLI lesson outline is user friendly for teachers because it is there if they need it. It's not overwhelming compared to other programs. I like that I can use what I need rather than following a script. I also like that it has fluency suggested activities. The books are of high interest. Like the Nonfiction texts are awesome. It helps build students' background knowledge. They are very manageable texts when it comes to instruction. And I'd have to say that it's easy to pick and choose what you want to teach.

*What areas of the LLI system could be improved and why do you believe these improvements are necessary?*

It doesn't always line up with the F&P BAS, in comparing it to the LLI reading records. I've found that sometimes LLI places them at a higher level, and when they are given the F&P BAS, they are at a lower level than what the intervention is telling me. Also, I can't possibly do everything the lesson suggests, but that's what I like about it. I guess there just isn't enough time for it all if that is what LLI is suggesting we do.

*Why should your district continue or not continue the LLI system when addressing reading fluency?*

I think the district should continue using LLI. Personally, I think the texts are of high interest for the students. I think the outline is user friendly. Most importantly, I've seen growth in my students reading. Because it's so user friendly, I think that teachers actually want to do it. It's not intimidating. I can see the students 4 days a week and it doesn't feel like an extra thing to do.

#### Pre-Interview: T4

Transcript	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
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<p><b>Please start by describing your background.</b></p> <p>This is my 7th year as a special education teacher.</p> <p><b>What is the nature of your job?</b></p> <p>I'm a K-5 resource room teacher.</p> <p><b>How long have you been using LLI?</b></p> <p>This is my 3rd year using LLI.</p> <p><b>How were you introduced to LLI (e.g., through a colleague; through PD/ training; through reading specialist; etc.)?</b></p> <p>I was introduced through a professional development training through special education within my district.</p> <p><b>In what instructional capacity have you used LLI (e.g., mostly geared towards comprehension, decoding, etc.)?</b></p> <p>I have used LLI mostly for comprehension as I have used other interventions for basic reading and reading fluency.</p> <p><b>In your opinion, how has LLI impacted student achievement in the area of reading fluency?</b></p> <p>The rereading of the previous day's book helps support the fluency. Also, modeling to the student how phrasing and fluency should sound in a familiar read helps the student with fluency.</p> <p><b>Describe how you think LLI could address student deficits in reading fluency.</b></p> <p>Having the student reread familiar texts, as well as modeling good fluency to the students will help build fluency skills.</p> <p><b>Describe how you provide opportunities to develop oral reading fluency using LLI within Tier [Insert II/III].</b></p> <p><b>What materials are most helpful?</b></p> <p>Along with doing LLI, I also have grade level one minute reading fluency passages. I started with two grade levels below in order to build fast pace and to</p>	<p>Professional Development</p> <p>Special Education</p> <p>Comprehension</p> <p>Instructional Modifications</p> <p>Basic Reading</p> <p>Reading Fluency</p> <p>Repeated Reading</p> <p>Modeling</p> <p>Phrasing</p> <p>Time</p> <p>Group Size</p> <p>Student Needs</p> <p>MTSS</p> <p>Training</p> <p>LLI Lesson Outline</p> <p>Student Engagement</p> <p>Leveled Texts</p> <p>Vocabulary</p> <p>Comprehension</p> <p>Decoding</p> <p>Writing</p>	<p>Professional Development</p> <p>Comprehension</p> <p>Reading Fluency</p> <p>Repeated Reading</p> <p>Modeling</p> <p>Phrased Reading</p> <p>Instructional Modifications</p> <p>Time</p> <p>Group Size</p> <p>Student Needs</p> <p>MTSS</p> <p>District Support</p> <p>LLI Lesson Outline</p> <p>Student Engagement</p> <p>Leveled Texts</p> <p>Vocabulary</p> <p>Decoding</p> <p>Writing</p> <p>Word Work (Phonics)</p> <p>LLI Use</p> <p>Student Impact</p> <p>Assessment</p>	<p>Professional Development</p> <p>LLI Implementation Across Tier II and Tier III</p> <p>Use of Assessment to Inform Instruction</p> <p>Use of the Six Dimensions to Inform Instruction</p>
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<p>make sure the student had decodable text that she could easily read.</p> <p><i>How much time do you think is needed?</i></p> <p>I believe we need 30-40 minutes per day, 4-5 days a week.</p> <p><i>What are the strengths and challenges of LLI implementation within a MTSS at the classroom/school/district level?</i></p> <p>The strengths of LLI implementation is that the intervention can be done in a small group or one on one. It is an intervention that is adaptable based on student need. It can be done for students going through the MTSS process. The challenges are that sometimes availability of the student may impact the fidelity of the intervention, as well as other job responsibilities of the resource room teacher</p> <p><i>Describe the training you've received in LLI.</i></p> <p>It was a half day training provided by the district, collaboration with peers in order to develop a deeper understanding of the intervention.</p> <p><i>What guidance and/or continued support is provided by your district?</i></p> <p>The reading interventionist is available to help.</p> <p><i>Describe how administration supports your efforts to implement LLI within your classroom.</i></p> <p>LLI is the recommended intervention in our school district. Administration inquires about our time to meet our other job responsibilities as well as implement LLI with fidelity.</p> <p><i>Describe the strengths of the LLI system and why you feel these are strengths.</i></p> <p>The strengths of LLI implementation is that the intervention can be done in a small group or one on one. The intervention is not difficult to understand and to pick up. Students are engaged in the LLI books. The LLI focuses on many different areas including fluency, vocabulary, comprehension, decoding, writing, and language.</p>	<p>Word Work (Phonics)</p> <p>LLI Use</p> <p>Student Impact</p> <p>Progress Monitoring</p> <p>Assessment</p>		
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<p><i>What areas of the LLI system could be improved and why do you believe these improvements are necessary?</i></p> <p>At times, I feel as though the phonics work doesn't match what students need, and sometimes the writing is too easy.</p> <p><i>Why should your district continue or not continue the LLI system when addressing reading fluency?</i></p> <p>It should continue to use it because it is an intervention that is easy to do, kids respond to it and make progress with it, and there is a progress monitoring component to it that allows teachers to see progress.</p> <p><i>Is there anything that I did not ask that you would like to share about your experience with LLI?</i></p> <p>Nope!</p>			
Post-Interview: T4			
Transcript	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
<p><i>How many years have you been teaching?</i></p> <p>This is my 7th year.</p> <p><i>Describe how reading fluency is assessed. What assessment(s) are used?</i></p> <p>I use the Six Dimensions of Fluency rubric. The district also uses Fountas and Pinnell BAS and LLI running records.</p> <p><i>How often?</i></p> <p>Weekly</p> <p><i>Explain the purpose of the assessment(s).</i></p> <p>I believe the purpose is to rate a student's fluency, assess progress, and design instruction as needed.</p> <p><i>How are students' internal attention (e.g., pausing, phrasing, stress, rate and expression), external attention (e.g., using eyes/ears to attend to text), and</i></p>	<p>Six Dimensions of Fluency</p> <p>Assessment</p> <p>Instruction</p> <p>Internal Attention</p> <p>External Attention</p> <p>Automaticity</p> <p>Observation</p> <p>Student Impact</p> <p>Instructional Modifications</p> <p>Modeling</p>	<p>Six Dimensions</p> <p>Assessment</p> <p>Purposeful Instruction</p> <p>Internal Attention</p> <p>External Attention</p> <p>Observation</p> <p>Automaticity</p> <p>Instructional Modifications</p> <p>Modeling</p> <p>Student Impact</p>	<p>Professional Development</p> <p>LLI Implementation Across Tier II and Tier III</p> <p>Use of Assessment to Inform Instruction</p> <p>Use of the Six Dimensions to Inform Instruction</p>

<p><i>automaticity (e.g., accuracy and effortlessness) evaluated?</i></p> <p>The internal attention is rated through the <b>Six Dimensions rubric</b>, external attention can be rated through accuracy score and close teacher observation, and automaticity can also be rated through accuracy score and close teacher observation.</p> <p><i>In your opinion, how has LLI impacted student achievement in the area of reading fluency?</i></p> <p>Slightly, but with supplementation of one minute reading fluency probes.</p> <p><i>Explain how you plan for fluency instruction within LLI (LLI lesson outline, personal lesson plan, etc.).</i></p> <p>I like to model effective fluency and ask the student to reread parts fluently.</p> <p><i>Explain any modifications or changes made to the recommended practice within LLI.</i></p> <p>In order to supplement fluency, I had the student do a one minute fluency probe 3 times a week in order to practice fluency.</p> <p><i>How much time is spent on reading fluency instruction within LLI?</i></p> <p>5 minutes</p> <p><i>How much time is spent on fluency instruction outside of LLI?</i></p> <p>5 minutes</p> <p><i>Please describe the 5 instructional procedures for fluency instruction within LLI. Explain any instructional modifications made to these 5 instructional procedures.</i></p> <p>First is phrased reading where students read like they're talking phrased units. Next is echo reading where I read a sentence then have the student read it right afterwards. It's important to have them notice how the reading sounds. There is assisted reading where I read a paragraph and have them read it chorally. Next is rate mover where I read a paragraph several times and have the student try to read it faster each time. I like to have them do it with a partner. Last is the readers' theater. Within some of the LLI books</p>	<p>Reading Fluency</p> <p>Repeated Reading</p> <p>Time</p> <p>Phrased Reading</p> <p>Echo Reading</p> <p>Assisted Reading</p> <p>Rate Mover</p> <p>Readers Theatre</p> <p>Assisted Reading</p> <p>Rate Mover</p> <p>Readers Theater</p> <p>LLI Lesson Outline</p> <p>Student Needs</p> <p>Professional Development</p> <p>Training</p> <p>District Support</p> <p>LLI Use</p>	<p>Time</p> <p>Phrased Reading</p> <p>Echo Reading</p> <p>Assisted Reading</p> <p>Rate Mover</p> <p>Readers Theatre</p> <p>LLI Lesson Outline</p> <p>Student Needs</p> <p>District Support</p> <p>LLI Use</p>	
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there is a play. Typically, I have only focused on echo reading and rate mover. I do rate mover outside of the LLI lesson. I also do readers' theater when they are in the LLI books.

*Describe how the Six Dimensions of reading fluency can help guide your fluency instruction.*

After scoring a student, I can see which areas the child is struggling in and address those needs in the next LLI lesson.

*If you could modify LLI to develop better fluency in your student, what skills (e.g., external attention such as using eyes/ears to have more attention on the text; internal attention on factors such as pausing, phrasing, stress, rate and expression) would you focus on during instruction?*

I think the internal factors are there, but maybe more instructional support to help with external attention.

*Why do you say that?*

My particular student was good at stress, rate, and expression, but her accuracy made her phrasing difficult.

*Describe the strengths of the LLI system and why you feel these are strengths.*

There are many different types of fluency activities to focus on that can help.

*What areas of the LLI system could be improved and why do you believe these improvements are necessary?*

In order to better understand the fluency aspect and all aspects of the lesson, more training might be beneficial. I think practicing hot and cold one minute reads would be helpful.

*Why should your district continue or not continue the LLI system when addressing reading fluency?*

They should continue to use it but with more support/demonstration/lesson examples of how to teach the fluency portion of the lesson, as I think that has been left out and is important. With students who have major fluency issues, perhaps Read Naturally live or more practice with reading separate fluency passages would be beneficial, however that typically focuses on

rate and not as much of stress, intonation, phrasing and expression			
Pre-Interview: T5			
Transcript	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
<p><i>Please start by describing your background. What is the nature of your job?</i></p> <p>I'm a special education teacher. I work with students that are identified by their IEP to receive additional support. I also provide interventions to general education students who are requiring a more intensive intervention than tiered support from their classroom.</p> <p><i>How long have you been using LLI?</i></p> <p>This will be my second year using LLI.</p> <p><i>How were you introduced to LLI (e.g., through a colleague; through PD/ training; through reading specialist; etc.)?</i></p> <p>Building specialists shared the LLI intervention materials with classroom teachers. When having students that did not fit in with classroom small groups, I started providing the intervention to some of my students. I also provided the intervention in addition to the instruction happening within the classroom so students were exposed to text daily.</p> <p><i>In what instructional capacity have you used LLI (e.g., mostly geared towards comprehension, decoding, etc.)?</i></p> <p>When using LLI, I have used it primarily as an intervention for comprehension.</p> <p><i>In your opinion, how has LLI impacted student achievement in the area of reading fluency?</i></p> <p>I think it has had a positive impact on fluency because students are given multiple opportunities to read instructional text that has a meaningful story connected with it. Students read text multiple times and learn different strategies when reading.</p>	<p>Intervention</p> <p>MTSS</p> <p>District Support</p> <p>Group Size</p> <p>Repeated Reading</p> <p>Comprehension</p> <p>Student impact</p> <p>Reading Fluency</p> <p>Word Work (Phonics)</p> <p>Decoding</p> <p>Modeling</p> <p>Progress monitoring</p> <p>Leveled Texts</p> <p>LLI Lesson Outline</p> <p>Time</p> <p>Purposeful Instruction</p> <p>Professional Development</p>	<p>Professional Development</p> <p>MTSS</p> <p>Repeated Reading</p> <p>Comprehension</p> <p>Student Impact</p> <p>Reading Fluency</p> <p>Leveled Texts</p> <p>Purposeful Instruction</p> <p>Word Work (Phonics)</p> <p>Decoding</p> <p>Modeling</p> <p>Assessment</p> <p>Echo Reading</p> <p>Writing</p> <p>LLI Lesson Outline</p> <p>Time</p> <p>Group Size</p> <p>Student Needs</p> <p>District Support</p>	<p>Professional Development</p> <p>LLI Implementation Across Tier II and Tier III</p> <p>Use of Assessment to Inform Instruction</p> <p>Use of the Six Dimensions to Inform Instruction</p>

<p><i>Describe how you think LLI could addresses student deficits in reading fluency.</i></p> <p>Word work components can provide students other opportunities to build on decoding which would assist the fluency. Students hear models of reading or practice with difficult reading structures to help with monitoring their fluency.</p> <p><i>Describe how you provide opportunities to develop oral reading fluency using LLI within Tier [Insert II/III].</i></p> <p>During LLI instruction as a Tier III support, students will echo read. With writing, there are days that there are dictated sentences and in that time students also hear oral reading fluency.</p> <p><i>What materials are most helpful?</i></p> <p>The books for each lesson, introduction to the text, and lesson outline.</p> <p><i>How much time do you think is needed?</i></p> <p>Depending on the goal of the intervention would depend on the amount of time. To complete all of the components based on varied reading abilities within a group, 30-40 minutes is necessary. In an individual setting, 30 minutes would be sufficient.</p> <p><i>What are the strengths and challenges of LLI implementation within a MTSS at the classroom/school/district level?</i></p> <p>The strengths are that there are guided lessons with multiple tools within the intervention to use. Students are reading meaningful text at their instructional level daily and are also receiving direct instruction during intervention groups. A challenge is having sufficient time with the other tasks but also the challenges schedules can create. Providing this intervention is difficult because being in two buildings, time is limited and there are other intervention groups that I need to prioritize.</p> <p><i>Describe the training you've received in LLI.</i></p> <p>A morning staff meeting gave the information of how to locate the materials and what a lesson would look like on odd/even days. I have had the reading specialist come model lessons at certain times too.</p>	Student Needs	<p>LLI Use</p> <p>Phrased Reading</p>	
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<p><b><i>What guidance and/or continued support is provided by your district?</i></b></p> <p>Guidance is that an intervention group should be met 4-5 days per week. Support is minimal despite the expectations to complete.</p> <p><b><i>Describe how administration supports your efforts to implement LLI within your classroom.</i></b></p> <p>Administration understands the value of LLI and receives full intervention for our struggling students. They support schedule changes to meet with these groups and communicate the importance of this intervention being done for our below grade level readers.</p> <p><b><i>Describe the strengths of the LLI system and why you feel these are strengths.</i></b></p> <p>The strengths of these lessons are having multiple reading components tied into a lesson. Reading is more than just one area and that each area needs to have opportunities to connect with each other, especially in an intervention.</p> <p><b><i>What areas of the LLI system could be improved and why do you believe these improvements are necessary?</i></b></p> <p>The word work does not always connect with grade level or text level expectation or is not referenced back to. For example, we spend one day on a concept and then there is no reassessment of the concept.</p> <p><b><i>Why should your district continue or not continue the LLI system when addressing reading fluency?</i></b></p> <p>It should be sustained to be used for reading fluency because when the text level is at their instructional level and a book introduction helps with any errors a student may have, there are more opportunities to practice phrased reading and fluency.</p> <p><b><i>Is there anything that I did not ask that you would like to share about your experience with LLI?</i></b></p> <p>Within multiple buildings, each teacher uses the parts differently or has a different focus because of very little training or training from a variety of people.</p>			
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Post-Interview: T5			
Transcript	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
<p><i>How many years have you been teaching?</i></p> <p>This is year 6.</p> <p><i>Describe how reading fluency is assessed. What assessment(s) are used?</i></p> <p>F&amp;P, I use the aimsweb reading-cbm, running records from LLI, six dimensions rubric, and anecdotal notes.</p> <p><i>How often?</i></p> <p>F&amp;P is 3 times per year, aimsweb, LLI and the six dimensions is weekly, then daily observation.</p> <p><i>Explain the purpose of the assessment(s).</i></p> <p>F&amp;P is a universal screener. So our district uses it to find a student's instructional level. If students are below grade level, they are supposed to receive LLI instruction. Also, these students are on an IRIP. The running records in LLI are just to monitor students progress during the weeks of intervention to see if it's working or not. I use aimsweb as a fluency check. When I work with students I use observation, which usually happens daily. I will take notes on their IRIP to help guide my instruction based on what I see from day to day.</p> <p><i>How are students' internal attention (e.g., pausing, phrasing, stress, rate and expression), external attention (e.g., using eyes/ears to attend to text), and automaticity (e.g., accuracy and effortlessness) evaluated?</i></p> <p>Internal can be evaluated using the six dimensions, but that is used with F&amp;P and LLI. It is more data driven. Whereas the external attention is done through observational data. You can listen to see if they are using meaning, structural or visual strategies based on your observations.</p> <p><i>In your opinion, how has LLI impacted student achievement in the area of reading fluency?</i></p>	<p>Assessment</p> <p>Observation</p> <p>IRIP</p> <p>Internal Attention</p> <p>Six Dimensions of Fluency</p> <p>External Attention</p> <p>Observation</p> <p>Repeated Reading</p> <p>Modeling</p> <p>LLI Lesson Outline</p> <p>Student Needs</p> <p>Time</p> <p>Reading Fluency</p> <p>Assisted Reading</p> <p>Echo Reading</p> <p>Readers Theater</p> <p>Purposeful Instruction</p> <p>Student Needs</p> <p>Vocabulary</p>	<p>Assessment</p> <p>Six Dimensions</p> <p>Internal Attention</p> <p>LLI Lesson Outline</p> <p>External Attention</p> <p>Observation</p> <p>Repeated Reading</p> <p>Leveled Texts</p> <p>Modeling</p> <p>Purposeful Instruction</p> <p>Student Needs</p> <p>Time</p> <p>Instructional Modifications</p> <p>Assisted Reading</p> <p>Echo Reading</p> <p>Readers Theatre</p> <p>Vocabulary</p> <p>Word Work (Phonics)</p> <p>Comprehension</p>	<p>Professional Development</p> <p>LLI Implementation Across Tier II and Tier III</p> <p>Use of Assessment to Inform Instruction</p> <p>Use of the Six Dimensions to Inform Instruction</p>

<p>First, the opportunities to read and reread the texts. Also, the exposure to what fluency readers look and sound like through teacher modeling or even their peers. Last, the different prompts that are suggested within LLI lessons have helped the students.</p> <p><i>Explain how you plan for fluency instruction within LLI (LLI lesson outline, personal lesson plan, etc.).</i></p> <p>LLI lesson and personalized. It really just depends on the needs in the group</p> <p><i>Explain any modifications or changes made to the recommended practice within LLI.</i></p> <p>I use the recommended prompting guides that are outlined within the LLI lesson.</p> <p><i>How much time is spent on reading fluency instruction within LLI?</i></p> <p>20-30 minutes. I feel like each part of LLI can help strengthen reading fluency, so I don't see it as a separate part.</p> <p><i>How much time is spent on fluency instruction outside of LLI?</i></p> <p>I only do LLI, but they get LLI in their classroom. I'm not sure what their teachers do in the classroom either. These students are also reading coaches, so they coach K and 1 readers.</p> <p><i>Please describe the 5 instructional procedures for fluency instruction within LLI. Explain any instructional modifications made to these 5 instructional procedures.</i></p> <p>I use Assisted reading, Echo reading and readers theater. I also have the students record themselves reading then listen. I like to use the practices where I model then the students try it.</p> <p><i>Do you use Rate Mover or Phrased Reading?</i></p> <p>No I don't. I usually stick to those three.</p> <p><i>Describe how the Six Dimensions of reading fluency can help guide your fluency instruction.</i></p> <p>The six dimensions definitely help determine their areas of weakness and where to target my instruction. I make sure the areas of weakness are then addressed in</p>	<p>Comprehension</p> <p>Word Work (Phonics)</p> <p>Reading Fluency</p> <p>Writing</p> <p>LLI Use</p> <p>Training</p> <p>Professional Development</p> <p>Leveled Texts</p>	<p>Writing</p> <p>LLI Use</p> <p>Professional Development</p>	
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next week's lesson. I think it's really important to also make sure that the areas they are strong in, they continue to stay strong as we focus on the other areas.

*If you could modify LLI to develop better fluency in your student, what skills (e.g., external attention such as using eyes/ears to have more attention on the text; internal attention on factors such as pausing, phrasing, stress, rate and expression) would you focus on during instruction? Why do you say that?*

I would focus on the internal skills because I think that if those areas are stronger, then the external, such as eyes and ears off text wouldn't happen as frequently.

*Describe the strengths of the LLI system and why you feel these are strengths.*

It has a framework for teaching the different aspects of reading. It includes the vocal, word work, comprehension, fluency. With reading everyday it ties all the different skills together and exposes students to different types of questions, writing, and reading.

*What areas of the LLI system could be improved and why do you believe these improvements are necessary?*

The word work part. I don't think it always correlates with the text they are focusing on that day. It seems like higher text complexity than what the student has. It doesn't go back far enough for the students to build upon their strengths. It starts too high.

*Why should your district continue or not continue the LLI system when addressing reading fluency?*

I think they should continue because it has students reading familiar texts and unfamiliar texts frequently. I would say what they need to improve on is the training aspect, especially the training on fluency instruction. There has been such a high focus on the assessments we've only focused on the accuracy, decoding or comprehension where fluency is left out. I believe the fluency affects the accuracy and the comprehension, but there hasn't been much training on teaching fluency, so I'm doing the best I can.

Transcript	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
<p><i>Please start by describing your background. What is the nature of your job?</i></p> <p>I am the resource room teacher. I have 8 students. I do a lot of push in within the general education classroom. I also pull students for interventions in reading and math, but for the most part, I push in because I want my students to be in the classroom as much as possible.</p> <p><i>How long have you been using LLI?</i></p> <p>This will be my second year using LLI.</p> <p><i>How were you introduced to LLI (e.g., through a colleague; through PD/ training; through reading specialist; etc.)?</i></p> <p>Through my reading specialist at school and also through my mentor teacher during my student teaching year.</p> <p><i>In what instructional capacity have you used LLI (e.g., mostly geared towards comprehension, decoding, etc.)?</i></p> <p>I think it depends on the student. For a lot of my students I have used it for comprehension, but also for fluency and decoding as well.</p> <p><i>In your opinion, how has LLI impacted student achievement in the area of reading fluency?</i></p> <p>I feel like when my students are within these texts, they are able to read more fluently, show more expression. I feel that hearing from other students in their same age and grade level helps them to increase their reading fluency, more so than other reading fluency curriculum or programs.</p> <p><i>Describe how you think LLI could address student deficits in reading fluency.</i></p> <p>I think it does a good job of allowing you to show strategies for reading fluency. I know a lot of my students focus on the meaning when they are struggling with their fluency and I've seen growth in that area. I think we talk about the stories a lot, so the kids can understand, so when they are rereading, they</p>	<p>District Support</p> <p>Professional Development</p> <p>Comprehension</p> <p>Reading Fluency</p> <p>Decoding</p> <p>Leveled Texts</p> <p>Expression</p> <p>Instructional Modifications</p> <p>Purposeful Instruction</p> <p>Strategies</p> <p>Repeated Reading</p> <p>Partner Reading</p> <p>LLI Lesson Outline</p> <p>Time</p> <p>Group Size</p> <p>Student Engagement</p> <p>Student Needs</p> <p>LLI Use</p> <p>Student Impact</p> <p>Consistency</p>	<p>Professional Development</p> <p>District Support</p> <p>Student Needs</p> <p>Comprehension</p> <p>Reading Fluency</p> <p>Decoding</p> <p>Leveled Texts</p> <p>Student Impact</p> <p>Instructional Modifications</p> <p>Modeling</p> <p>Purposeful Instruction</p> <p>Repeated Reading</p> <p>LLI Lesson Outline</p> <p>Group Size</p> <p>Time</p> <p>Student Engagement</p> <p>Consistency</p> <p>LLI Use</p>	<p>Professional Development</p> <p>LLI Implementation Across Tier II and Tier III</p> <p>Use of Assessment to Inform Instruction</p> <p>Use of the Six Dimensions to Inform Instruction</p>

can read more fluently. It gives them more opportunities for them to read and reread that same story.

*Describe how you provide opportunities to develop oral reading fluency using LLI within Tier [Insert II/III].*

Opportunities for the students to read and reread the same text over and over to me, or to a buddy, or just to themselves.

*What materials are most helpful?*

I think the leveled books. They are in order and numbered. I like the guided questions.

*How much time do you think is needed?*

For my purposes, I think I need about 40 minutes. For my students, they move a little bit slower, and I need to repeat a little more often and focus on these skills for more than 15 minutes within the classroom using LLI.

*What are the strengths and challenges of LLI implementation within a MTSS at the classroom/school/district level?*

I think one strength of LLI implementation is that in my role I'm able to pull students into a small group where there are no distractions. We can come out of the classroom into my room or the hallway and work on it there. I think I have more time to do LLI with my students than a general education teacher does. For challenges, I think the amount of books and same copy of books is a challenge sometimes. The same lesson number is used by another teacher, so we will fall out of track with lesson numbers. But other than that, I don't see many challenges.

*Describe the training you've received in LLI.*

Some professional development, but I wouldn't say very much. Meetings with my reading specialist, but those were scheduled on my own time.

*What guidance and/or continued support is provided by your district?*

None? Very Little.

*Describe how administration supports your efforts to implement LLI within your classroom.*

My principal allows me with time to pull the kids to do LLI.

*Describe the strengths of the LLI system and why you feel these are strengths.*

I think that the books are topics that kids like. I think that helps them because they actually enjoy reading these books and actually enjoy doing the work in these books. I think the books are short enough that they can get through it in one time, if we have 40 minutes, but they also aren't so short that they are flying through it and are done with it in 10 minutes. So, I like the books. I think it focuses a lot on the text features, and it's very invaluable and you can make it how you need it to be, which is helpful for the way I use it.

*What areas of the LLI system could be improved and why do you believe these improvements are necessary?*

I think teachers are able to change it based on their needs, which is good, but I guess that is also a challenge that it is not consistent throughout classrooms.

*Why should your district continue or not continue the LLI system when addressing reading fluency?*

I do feel that it addresses reading fluency and that we should continue doing it. I have seen a lot of progress with my students, where students will come in from other schools reading significantly below grade level and now they are 1 or 2 levels behind. So, I have seen significant growth in reading fluency. I think it helps give strategies and I think teachers are able to change it based on their needs, which is good, but I guess that is also a challenge that it is not consistent throughout classrooms.

*Do you make modifications with instruction or materials to supplement LLI?*

I do. I supplement with red words for vocabulary and sight words. I will sometimes add in a FAST board to work on decoding and word work.

*Is there anything that I did not ask that you would like to share about your experience with LLI?*

No, nothing I can think of.			
<b>Post-Interview: T6</b>			
Transcript	Phase 1: Familiarization with the Data	Phase 2: Generation of Initial Codes	Phase 3: Searching for Themes
<p><i>How many years have you been teaching?</i></p> <p>1.5 years</p> <p><i>Describe how reading fluency is assessed. What assessment(s) are used?</i></p> <p>F&amp;P assessments, LLI running records, FastBridge RCBM, observations</p> <p><i>How often?</i></p> <p>F&amp;P assessments 3 times per year, LLI running records bi-weekly, FastBridge RCBM 1-minute assessments weekly</p> <p><i>Explain the purpose of the assessment(s).</i></p> <p>The F&amp;P assessment is used to measure fluency in terms of phrasing, pausing, rate, smoothness, and expression. The LLI running record does the same. The FastBridge RCBM one-minute read only assesses rate other than observations taken by the teacher.</p> <p><i>How are students' internal attention (e.g., pausing, phrasing, stress, rate and expression), external attention (e.g., using eyes/ears to attend to text), and automaticity (e.g., accuracy and effortlessness) evaluated?</i></p> <p>Strategies are given to students from the teacher throughout LLI lessons. Internal attention is evaluated through the F&amp;P or LLI running record rubrics (scale of 0-3). Automaticity is evaluated on the same assessments using accuracy and the rate of self-corrections. External attention is evaluated through observational data taken by the teacher.</p> <p><i>In your opinion, how has LLI impacted student achievement in the area of reading fluency?</i></p> <p>My student improved in his areas of pausing, phrasing, stress, and expression. He did not, however, improve</p>	<p>Assessment</p> <p>Reading Fluency</p> <p>Six Dimensions</p> <p>Phrasing</p> <p>Pausing</p> <p>Rate</p> <p>Smoothness</p> <p>Expression</p> <p>Observations</p> <p>LLI Lesson Outline</p> <p>Purposeful Instruction</p> <p>Internal Attention</p> <p>External Attention</p> <p>Automaticity</p> <p>Accuracy</p> <p>Self-Corrections</p> <p>Instructional Modifications</p>	<p>Assessment</p> <p>Observation</p> <p>Six Dimensions</p> <p>Purposeful Instruction</p> <p>LLI Lesson Outline</p> <p>Internal Attention</p> <p>External Attention</p> <p>Student Impact</p> <p>Instructional Modifications</p> <p>Echo Reading</p> <p>Time</p> <p>Phrased Reading</p> <p>Assisted Reading</p> <p>Readers Theatre</p> <p>Modeling</p> <p>Leveled Texts</p> <p>Comprehension</p> <p>Consistency</p>	<p>Professional Development</p> <p>LLI Implementation Across Tier II and Tier III</p> <p>Use of Assessment to Inform Instruction</p> <p>Use of the Six Dimensions to Inform Instruction</p>

<p>in the area of rate. LLI gave him wonderful strategies to use while he is reading and his accuracy has improved through self-corrections. However, this has slowed his rate, or kept his rate relatively the same. This could also be due to the rate at which he speaks as well as his processing speed coupled with an auditory processing disorder.</p> <p><i>Explain how you plan for fluency instruction within LLI (LLI lesson outline, personal lesson plan, etc.).</i></p> <p>To plan for LLI I read over the lesson and make note of the teaching point. I make modifications based on student need and IEP goals.</p> <p><i>Explain any modifications or changes made to the recommended practice within LLI.</i></p> <p>Adding in strategies and modeling fluent reading when needed throughout the lesson, ex- pressure release reading, echo reading, "repeat after me," punctuation lessons (No. No! No?), etc.</p> <p><i>How much time is spent on reading fluency instruction within LLI?</i></p> <p>I spend about 20-30 minutes on fluency during LLI</p> <p><i>How much time is spent on fluency instruction outside of LLI?</i></p> <p>Time in general education classroom which is approximately 15-25 min</p> <p><i>Please describe the 5 instructional procedures for fluency instruction within LLI. Explain any instructional modifications made to these 5 instructional procedures.</i></p> <p>I mostly use echo reading, assisted reading, and phrased reading during LLI. I use echo and assisted reading for modeling fluent reading and phrased reading to help students understand pausing with punctuation and authors purpose. I use the reader's theater when the book includes a play at the end but do not generally use this strategy unless the play is included. I'm not sure what modifications I make while using these procedures, however, I do not use all of them equally.</p> <p><i>Describe how the Six Dimensions of reading fluency can help guide your fluency instruction.</i></p>	<p>Modeling</p> <p>Pressure Release Reading</p> <p>Echo Reading</p> <p>Time</p> <p>Assisted Reading</p> <p>Phrased Reading</p> <p>Readers Theater</p> <p>Leveled Texts</p> <p>Training</p>	<p>Professional Development</p>	
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<p>The Six Dimensions of reading fluency can help guide my fluency instruction by breaking down the areas of fluency. It is a good way to track the specific areas of fluency that my students are making more or less progress in and this can drive my instruction.</p> <p><i>If you could modify LLI to develop better fluency in your student, what skills (e.g., external attention such as using eyes/ears to have more attention on the text; internal attention on factors such as pausing, phrasing, stress, rate and expression) would you focus on during instruction? Why do you say that?</i></p> <p>Particularly with this student, I would focus on his rate and using eyes/ears to have more attention. I notice that my student improved in most of the areas except for his rate. I feel that a lot of the slowdowns are because he has to go back and correct attentional errors. This student will often sound out unknown words without thinking about what he is hearing and what would make sense.</p> <p><i>Describe the strengths of the LLI system and why you feel these are strengths.</i></p> <p>I think a big strength in LLI is that the books are interesting to students and promote buy in. There are a variety of genres (informational, narrative nonfiction, realistic fiction, fantasy, folktales, plays, etc.) at every reading level. There are also lessons that provide a teaching point and strategies. I believe it helps with teaching comprehension.</p> <p><i>What areas of the LLI system could be improved and why do you believe these improvements are necessary?</i></p> <p>The lay out of the lessons are often confusing. The classroom intervention times are not long enough. Time allows for only 15-20 minutes. Lessons need multiple strategies to improve accuracy and fluency and students may not gravitate to one specific strategy, it often focuses on one or no explicit strategy for fluency and it is up to the teacher to incorporate this. I feel that this causes a lack of fidelity of the intervention.</p> <p><i>What does fidelity mean to you?</i></p> <p>Fidelity to me is doing the intervention exactly as intended.</p>			
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<p><i>Why should your district continue or not continue the LLI system when addressing reading fluency?</i></p> <p>I think the LLI system does make great improvements in most students reading fluency. However, I think we need more training on how to assess and teach the different parts of fluency. I think it would be a good idea to introduce the six dimensions of fluency into LLI to assess fluency and drive instruction, especially for students with fluency goals.</p>			
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## Appendix M

## Phase 4: Reviewing Interview Themes

Table of Themes from T1		
Themes	Transcript Evidence Pre-Interview	Transcript Evidence Post-Interview
<b>Professional Development</b>	<p><i>Professional Development. It was at the new teacher orientation, so it was an introduction course.</i></p> <p><i>First of all, I think it would be beneficial to have a little bit more training in LLI. In the beginning, when I was a new teacher, we had training and I didn't even know what it was, so at that moment I couldn't even comprehend what they were talking about because I had never seen it before. This year at back to school PD, we did have some LLI training. I chose to take the advanced LLI course as well, so that did help answer some questions, especially because I've been doing it for awhile I was able to comprehend and understand exactly how to use it and what to take out of it a little bit better. As a grade level we would talk about it, like what are you taking out of this lesson or that lesson, but other than that, we don't talk about it at a school level.</i></p> <p><i>There is an option to receive training in the beginning of the year as I described. Also, the last time we had an early release day for training, they spent some time talking about LLI, which was really helpful.</i></p> <p><i>I do think the district should continue, especially because now we know about the word study portion of it, but I think they could add more support when it comes to fluency instruction.</i></p> <p><i>Administration gives us the time. We've set up the workshop model. However, they're not really in the classroom to see what we're doing. Even the reading specialist isn't really checking in or talking about it in any way. So, I'm not sure that the administration is supporting us very much.</i></p>	<p><i>Also, there should be more to help aid fluency instruction. Most lessons just include a short blurb of what to practice that day and it seems Echo Reading is repeated throughout the lessons a lot.</i></p> <p><i>I believe the district should continue using LLI. It provides an outlined lesson for teachers to use, which is helpful for educators who may not know what to implement or practice on their own. However, I believe more emphasis and time needs to be spent on providing teachers with extra professional development on how to fully utilize the fluency portion of LLI.</i></p>

	<i>I think it is a good program. I've seen that it's really helped students.</i>	
<b>LLI Implementation Across Tier II and Tier III</b>	<p><i>I had mentioned earlier that I had used Orton Gillingham because I had a lot of students that struggle with fluency, so I had to use another program to support those learners in addition to using LLI.</i></p> <p><i>Only for fluency instruction. I didn't even know LLI had a phonics portion until this year, so we are actually implementing it as a whole class now. We've created presentations to present to the phonics to our whole class, so I don't feel as if I have to modify much anymore, especially because we didn't realize there was this option. I pull from other resources less frequently now.</i></p> <p><i>I think they are supposed to be about 40-45 minutes lessons, so it's difficult to sometimes take out the most important things to teach, but I need at least 20 minutes.</i></p> <p><i>The biggest challenge is taking out the most important parts from the lesson. There is so much to the lesson that it could be an amazing lesson, but due to time, and the amount of groups, we're unable to do that. I think it is a good program. I've seen that it's really helped students. The books are interesting and they seem to enjoy doing it. There is a big variety we can choose from, but the choosing is what is challenging.</i></p> <p><i>Administration gives us the time. We've set up the workshop model.</i></p> <p><i>I think LLI is good because it allows us to look at comprehension, writing, fluency and accuracy. It really motivates the student. It also motivates me to meet with the students everyday, especially because the lesson outline is right there, which all connect to each other.</i></p> <p><i>I think if it's the idea is to do a 15-20 minute lesson, I think it would be much more helpful and a time saver to teachers if the lessons were shortened at the get go, rather than have to take the time ahead of time to look at the lesson and decide what to teach from there.</i></p>	<p><i>LLI gives more of an opportunity for students to read orally and for the teacher to listen and observe internal and external attention in a small group setting.</i></p> <p><i>Personally, I follow the LLI lesson outline. I don't make any changes or modifications, but I don't complete the entire LLI lesson. I just complete what needs to be completed based on student needs.</i></p> <p><i>5 minutes</i></p> <p><i>I don't spend time on fluency as a whole group because I feel like fluency isn't something everyone needs instruction on as a whole. Plus I feel like targeting fluency in a small group is better because you can target specific skills rather than approach it as a whole.</i></p> <p><i>I do not use all 5. The three procedures that I use during LLI are Echo Reading, Rate Mover and Readers Theatre. For Echo Reading I focus on student speed. Instead of having students read to a partner, I like to model too fast, too slow, and just the right speed. Students then try to mimic the just right speed with reading aloud.</i></p> <p><i>The lessons are very thorough, which can be both positive and negative. It does cover a lot of good questions and skills, but these lessons are not intended to be 15-20 minute lessons. It's difficult to cover all the material and if you don't cover it all you feel like you are doing an adequate job. Also, there should be more to help aid fluency instruction. Most lessons just include a short blurb of what to practice that day and it seems Echo Reading is repeated throughout the lessons a lot.</i></p>

<b>Use of the Six Dimensions to Inform Instruction</b>	<p><i>Probably comprehension.</i></p> <p><i>It allowed me to hear the students read on a daily basis, so that I can adjust my instruction to them daily. It allowed me to ensure that they were reading at their level, so that I wasn't just listening to them in their own 'just right' books. It really helps me to guide where we are going next to see what their specific needs are.</i></p> <p><i>Like I was saying before, it allows me to hear them read on a daily basis at their level, so I'm able to right in the moment be able to see what they need to work on.</i></p> <p><i>The books they give. That's what we use daily.</i></p> <p><i>No, I think there can be some better materials to help support instruction for fluency.</i></p> <p><i>The books are interesting and they seem to enjoy doing it. There is a big variety we can choose from, but the choosing is what is challenging.</i></p>	<p><i>LLI gives more of an opportunity for students to read orally and for the teacher to listen and observe internal and external attention in a small group setting.</i></p> <p><i>I think that it has a positive effect on reading fluency because there are a lot of opportunities to practice reading through texts at their independent and instructional levels.</i></p> <p><i>They allow me to focus on specific aspects of fluency that a student is struggling with.</i></p> <p><i>I do not use all 5. The three procedures that I use during LLI are Echo Reading, Rate Mover and Readers Theatre. For Echo Reading I focus on student speed. Instead of having students read to a partner, I like to model too fast, too slow, and just the right speed. Students then try to mimic the just right speed with reading aloud.</i></p> <p><i>They allow me to focus on specific aspects of fluency that a student is struggling with. The checklist or rubric of the six dimensions is so helpful because it gives way more information than LLI gives us to use. This is something that I've implemented weekly rather than every four weeks to analyze.</i></p> <p><i>I'd have to say internal skills because as the students get older, more reading is done in their heads rather than aloud.</i></p> <p><i>LLI covers a variety of genres and text which expose students to a wider reading selection then they might choose on their own. The lessons include a writing portion to help aid student's comprehension. The texts are engaging for students.</i></p>
<b>Use of Assessment to Inform Instruction</b>	<p><i>It really helps me to guide where we are going next to see what their specific needs are.</i></p> <p><i>I like the progress monitoring because it helps me stay on track other than the everyday formative assessments we are giving to them. I feel like it goes perfectly with the Fountas and Pinnell testing. A lot of the same language is used within LLI that is found on the test so students are more familiar with it. I think it's a great system.</i></p> <p><i>I'm not sure that it directly impacts students reading fluency, but I feel like talking about the rules and why you're pronouncing sounds this way allows the</i></p>	<p><i>We use F&amp;P formally and LLI progress monitoring. We also do daily informal observations.</i></p> <p><i>We do F&amp;P 3 times per year and LLI every 4 weeks for progress monitoring.</i></p> <p><i>We use F&amp;P and LLI to measure students' reading skills, such as accuracy, fluency and comprehension according to grade level standards.</i></p> <p><i>I believe the internal, external and automaticity is measured mostly through observation. It's helpful to have F&amp;P and LLI to observe those particular skills.</i></p> <p><i>I think that it has a positive effect on reading fluency because there are a lot of opportunities to practice</i></p>

	<p>students to make connections while they are reading.</p>	<p>reading through texts at their independent and instructional levels.</p> <p>They allow me to focus on specific aspects of fluency that a student is struggling with. The checklist or rubric of the six dimensions is so helpful because it gives way more information than LLI gives us to use. This is something that I've implemented weekly rather than every four weeks to analyze.</p> <p>Students need to be able to self-assess their internal skills they are reading.</p>
Table of Themes from T2		
Themes	Transcript Evidence Pre-Interview	Transcript Evidence Post-Interview
<b>Professional Development</b>	<p>It was through professional development at the new teacher orientation that was offered by the district when I was hired here.</p> <p>I wish we had more training. With it being only my second year using LLI, they did have a professional development class this past summer, or at the beginning of the year, it was only a 45 minute class though. Then, the year started and we had to wait all the way until the end of September to get a quick 20 minute refresher, especially with the writing about reading and organizing that and coming up with it on your own, it's not built into the lessons, so I wish there was a little more focus on that. But, I do think that there are opportunities, especially having the reading specialist available to come in and observe and provide feedback would be really helpful as well.</p> <p>I guess it is supported mainly because we have to keep track. We have a progress monitoring sheet for students that are reading below grade level that we use to keep track of attendance and the check ins. Then we meet as a team at the beginning, middle and end of the year to just address student needs and talk about what else we can do to help these students.</p> <p>More guidance with comprehension and the comprehension questions.</p> <p>Not necessarily. I do think it would be nice for more opportunity for observation and feedback with LLI. Having a reading</p>	<p>I feel like I need more training on fluency instruction within LLI. I see the suggestions that are made lesson to lesson, but I don't know everything that I could do given those suggestions. I'm using my professional judgement.</p> <p>I think the district should continue using LLI, but I think that they need to provide more training. Especially because this is the only intervention we are using. We need more training on each section or area within LLI, especially fluency.</p>

	<p><i>specialist come in, take a look at our students and give feedback on how we can better help with their comprehension or fluency using LLI would be helpful.</i></p>	
<p><b>LLI Implementation Across Tier II and Tier III</b></p>	<p><i>Definitely geared more towards comprehension, but we do pull the phonics portion and teach that whole group to all students in 3rd grade.</i></p> <p><i>In a perfect world, probably around 20 minutes. Like I said, we teach the phonics outside of the LLI lesson as a whole group which saves time during the LLI lessons. The phonics portion takes about 15 minutes as a whole class, so it would probably be closer to 40-45 minutes if we did it all together in one sitting. Removing that portion is really helpful, especially because we can revisit those skills during the LLI lessons, which is another opportunity to practice those skills. So in a perfect world, 40-45 minutes if it were the whole LLI lesson.</i></p> <p><i>The strengths would be being able to pull a small group of kids and work with them almost one-on-one within that small group. It's nice to be able to pull more than one group in a day, so you can adjust your group size.</i></p> <p><i>Within the lesson, it just says to see Prompting Guide 1 and we don't technically have that guide, so we use something different. We use a wheel that we've created that allows us to choose what type of comprehension questions we want to ask and so I think especially with the on level books, we have to decide what is something we notice the students are missing and we try to plug something in and come up with a quick activity so the students can show what they're thinking. I think that can be difficult for us, especially because sometimes not all of your students need that one skill, so it can be a lot of repetition for them, which can be good practice, but it's not specific to each one of our learners.</i></p> <p><i>Continue. I've taught without LLI and this is my second year teaching with LLI. I guess before it was less structured, so teachers were using whatever they wanted. Some teachers were using guided reading, some were doing strategy groups, which</i></p>	<p><i>When I plan for LLI instruction, I just use the LLI lesson outline that is provided. I don't make a personal lesson plan because I think it's important to follow the LLI lesson if I want to see results.</i></p> <p><i>Like I said, I follow the LLI lesson outline. I don't make any changes to it. The only changes I'd say I make are if I shorten the lesson or just choose one or two things to work on because there isn't enough time to complete it all.</i></p> <p><i>I spend about 5 minutes on fluency instruction within LLI. That just accounts for me modeling or using an instructional procedure that is outlined. The students spend most of their time practicing fluency throughout the lesson.</i></p> <p><i>We don't spend any time on fluency outside of LLI unless you account for IDR time or word work.</i></p> <p><i>I like how you can pick and choose what to use within an LLI lesson, but that can also be very challenging when you have a student with several challenges and not a lot of time to focus on everything.</i></p> <p><i>Like I said, the timing is an issue for gen ed teachers. I don't feel like we have enough time for everything. I also feel like the fluency portion of LLI is lacking. I feel like I need more training on fluency instruction within LLI. I see the suggestions that are made lesson to lesson, but I don't know everything that I could do given those suggestions. I'm using my professional judgement.</i></p>

	<p><i>are both really beneficial, but it's nice that LLI provides some structure across the district and the building.</i></p> <p><i>I think that timewise it's difficult because with those strategy groups, you want to be able to pull everyone and with LLI you are just focusing on those students reading below grade level everyday for a majority of your reading block.</i></p>	
<b>Use of the Six Dimensions to Inform Instruction</b>	<p><i>Having the students practice the books more than one time has really helped them understand and learn how to break apart the words, as well as supplementing with the phonics.</i></p> <p><i>I think it could address deficits by the repetition opportunities for students, such as reading books multiple times. Plus, for them to be able to go from books that are at their level where they are learning those word patterns and breaking apart the words to getting more review by getting a book that is below their level that they can read more easily. It's a great balance. It helps them build vocabulary to help them read better.</i></p> <p><i>During LLI, the students will read the books independently at the table with me checking in on them and listening for fluency. That allows me to focus more on the students that need more fluency instruction. I'm able to coach them and listen for the oral reading fluency out loud.</i></p> <p><i>I think the phonics within LLI is very beneficial. It helps the students work on pronouncing the words out of context and then find them and practice within the stories. Also, just practicing reading and rereading the books.</i></p> <p><i>Another strength would be the types of texts that are chosen. It goes back and forth between informational, fantasy and fiction. They have a variety of texts that allows the students to see different patterns between the stories that they're reading, that they may not read or choose independently in the classroom.</i></p> <p><i>The weaknesses or challenges would be the timing. Really just being able to fit it in and giving those students the extra practice or work more closely with them, it doesn't</i></p>	<p><i>It's easier to evaluate the internal attention, but the external is more important because they are at the age where they do a lot of independent reading. So if I am not listening in on their reading, I'm not sure if they are understanding until we get to the comprehension portion. Kids can be tricky. They may look like they are reading, but once you check in with them they could be very behind. That's why it's important to keep checking in. Especially with the students that are below grade level in LLI.</i></p> <p><i>Personally, I like to use Echo Reading, Readers Theater or Rate Mover. Readers theater is easy because it is right in the LLI book. I like to use it for the second day they read the book instead of rereading the text because it makes it more fun for the kids and they get really into it. I use echo reading because I think it's important to have students listen to me model fluent reading. Also, I like Rate mover because it helps the student practice reading at the right speed. I can model it and they do it over and over until they get it down.</i></p> <p><i>I like the six dimensions because it breaks down specific aspects of reading fluency that I can focus on with the students. I can see where their strengths and weaknesses are. This helps guide my instruction within LLI. I've learned to use the six dimensions and apply them to the instructional procedure that was given in the outline for students to practice.</i></p> <p><i>I focus more on internal attention. Like I said before, I've learned to use the six dimensions within LLI. For example, If the LLI lesson says to use Echo Reading, I will choose which area, such as pausing, to practice using echo reading. It's really all based on what the student needs. It's learning how to apply the six dimensions with the instructional procedures to meet students' needs.</i></p> <p><i>The strengths of LLI are the variety of books that are provided. I think they are very engaging for students and it allows them to practice their fluency because they all all different genres and they switch it up nicely so the students don't get bored. They are high interest texts.</i></p>



	<p><i>allow for a lot of time to work with the other kids in your classroom. Also, taking the books and sending it home with the students to practice. You are sending home the books and hoping they are taking them home to practice, but you are not always sure that's getting done.</i></p> <p><i>More fluency short passages available so we have the opportunity to quickly check how they are doing because realistically we are just checking in when they are reading the text out loud and the every 4 week progress monitoring. Other than that, it's just us listening in and taking notes and then trying to teach based upon that for the next day we meet with them. I think if we progress monitored more often with shorter passages, maybe at the end of each week, could be built in within the LLI lessons.</i></p> <p><i>It's good that all teachers are using this as supplemental instruction.</i></p>	
<b>Use of Assessment to Inform Instruction</b>	<p><i>I think that it has helped mainly the fluency checks that you have to do or can do every 4 weeks as a progress monitoring, as well as having the students practice the books more than one time has really helped them understand and learn how to break apart the words, as well as supplementing with the phonics.</i></p> <p><i>Doing the fluency checks every 4 weeks is helpful to check in with them.</i></p> <p><i>We have a progress monitoring sheet for students that are reading below grade level that we use to keep track of attendance and the check ins.</i></p> <p><i>Other than that, it's just us listening in and taking notes and then trying to teach based upon that for the next day we meet with them. I think if we progress monitored more often with shorter passages, maybe at the end of each week, could be built in within the LLI lessons.</i></p>	<p><i>I use Fountas and Pinnell, LLI running records and observations.</i></p> <p><i>We are required to use Fountas and Pinnell 3 times per year, once in September, January then May. We are also required to do running records for students on an IRIP every 4 weeks. I try to do more than that, but I don't always get to it. That's why I do observations. I usually just write anecdotal notes on the things they are doing well at and struggle with.</i></p> <p><i>The Fountas and Pinnell assessment measures pretty much everything. It is very diagnostic. It tells us their comprehension level, fluency, accuracy, whether or not they are making self corrections, and there is also a writing component. The purpose is to tell us the independent or instructional level of the student. Once we know their instructional level, we will teach using LLI if they are below grade level at their level. LLI is used for progress monitoring at their instructional level. This tells us if they are reading a book too hard, too easy or just right rather than waiting until the next benchmark or screening period. I use observation pretty much daily to observe their reading behaviors and see how I can alter my instruction.</i></p> <p><i>I evaluate the students' attention and automaticity through observation and through the F&amp;P or LLI assessments.</i></p> <p><i>I believe LLI has impacted students' fluency because they are reading and reading texts daily. Teachers can observe their internal and external attention in a small</i></p>

		group setting on a daily basis and it allows us to check in with these readers to see if our instruction is working.
Table of Themes from T3		
Themes	Transcript Evidence Pre-Interview	Transcript Evidence Post-Interview
<b>Professional Development</b>	<p><i>I was introduced through a professional development training that was offered in the district.</i></p> <p><i>I received professional development from the district at the beginning of the year. It was a half day optional training.</i></p> <p><i>The district provides optional training on LLI and our reading specialist is available to help.</i></p> <p><i>Administration allows for flexibility of LLI instruction. They provide a sub for initial Fountas &amp; Pinnell testing in order to identify students' instructional reading level and determine which students will need LLI.</i></p> <p><i>I believe the district should continue using the LLI system. I believe it's an effective reading intervention.</i></p>	<p><i>I think the district should continue using LLI. Personally, I think the texts are of high interest for the students. I think the outline is user friendly. Most importantly, I've seen growth in my students reading. Because it's so user friendly, I think that teachers actually want to do it. It's not intimidating. I can see the students 4 days a week and it doesn't feel like an extra thing to do.</i></p>
<b>LLI Implementation Across Tier II and Tier III</b>	<p><i>I usually use LLI to address comprehension and decoding.</i></p> <p><i>I believe LLI has little impact on reading fluency. However, I haven't always focused as much on it using the LLI options, such as Readers' Theater.</i></p> <p><i>LLI could be more helpful when addressing deficits in reading fluency if I applied what was offered within the LLI intervention.</i></p> <p><i>I provide opportunities by following the LLI lesson outline.</i></p> <p><i>I use lesson options such as Readers Theater and choral reading.</i></p> <p><i>I think 20 minutes is needed to complete an LLI lesson within the general education setting.</i></p>	<p><i>I use the LLI lesson. I have been better at blocking out more time for fluency, especially because it's been the focus.</i></p> <p><i>I follow it if it's what I'm noticing the student needs. However, I may add to it if I see they need to work on something else. The LLI lesson outline is very user friendly, so I try to stick to it as much as possible, but I base the actual instruction on what the student needs. For example, if I see the student needs me to model first, I will use Echo reading rather than Readers Theatre.</i></p> <p><i>5 minutes</i></p> <p><i>I will pay attention to the LLI lesson and the suggestions made for each lesson, but I may switch the instructional procedure based on the individual student's needs. I mostly stick to these instructional procedures though.</i></p>

	<p><i>The strengths of LLI are there are great books, which are usually high interest books. Also, the lesson outline and instructional scripts are easy to follow. The challenge is that it is hard to fit in more than one group during the reading block and to do it effectively.</i></p> <p><i>Like I said before, LLI provides great high interest books and the lessons are easy to follow.</i></p> <p><i>It's hard to find the time to implement LLI effectively, as well as find the time to fit in multiple groups throughout the day. I also think that there should be more fluency activities within each lesson.</i></p> <p><i>The lesson outline is nice, I just wish there were more activity options to support the different areas of reading, such as fluency or comprehension.</i></p>	<p><i>The strengths are that it is very user friendly. The LLI lesson outline is user friendly for teachers because it is there if they need it. It's not overwhelming compared to other programs. I like that I can use what I need rather than following a script. I also like that it has fluency suggested activities.</i></p> <p><i>Also, I can't possibly do everything the lesson suggests, but that's what I like about it. I guess there just isn't enough time for it all if that is what LLI is suggesting we do.</i></p>
<b>Use of the Six Dimensions to Inform Instruction</b>	<p><i>I provide opportunities by following the LLI lesson outline.</i></p> <p><i>I use lesson options such as Readers Theater and choral reading.</i></p> <p><i>The strengths of LLI are there are great books, which are usually high interest books.</i></p> <p><i>I also think that there should be more fluency activities within each lesson.</i></p> <p><i>The lesson outline is nice, I just wish there were more activity options to support the different areas of reading, such as fluency or comprehension.</i></p>	<p><i>During an observation, I usually see if the student is or isn't tracking the print to look for external attention. If the student is not tracking the print, they are probably more confident, as well as a fluent reader. If they are tracking, this tells me that their attention is on the text, however, they need to track in order to read word for word rather than word phrases.</i></p> <p><i>Direct instruction does not happen daily. It's taught on a case by case basis because at this point in 3rd grade, most students are fluent.</i></p> <p><i>Can I look at a lesson? I know Echo reading is one. Echo is when I read then the student will read. Readers Theatre and that is when each student has their own part and we practice fluency that way. Choral reading? Choral reading is where we all read together. I think that it's called something else in LLI though. Oh, isn't it Assisted Reading? Phrased reading. That's when I model and they read it with a partner.</i></p> <p><i>These dimensions have helped guide my instruction because I can use them to see what the student needs help with and what they don't. For example, if the student is struggling with pausing, I will create a lesson focusing on punctuation. But really it's all based on what they need to work on. I use modeling a lot with the six dimensions. The six dimensions rubric is a very helpful tool because it reminds me what to pay attention to when teaching fluency. Teachers don't always know what to do so it was helpful to focus on one or all of these areas.</i></p>

		<p><i>Personally, I focus on more internal attention because that comes with everyday fluency instruction, but sometimes I use external attention to support that. For example, if you're not using your eyes to see the punctuation, you will hear it in the students voice. And if you aren't using your ears to listen to how you are reading, it may or may not be fluent.</i></p> <p><i>The books are of high interest. Like the Nonfiction texts are awesome. It helps build students' background knowledge. They are very manageable texts when it comes to instruction. And I'd have to say that it's easy to pick and choose what you want to teach.</i></p>
<b>Use of Assessment to Inform Instruction</b>	<p><i>They provide a sub for initial Fountas &amp; Pinnell testing in order to identify students' instructional reading level and determine which students will need LLI.</i></p> <p><i>I believe LLI has little impact on reading fluency.</i></p>	<p><i>I believe one of the most important parts of the assessment process is observation when it comes to reading fluency. As you listen to the child, you can assess and evaluate their progress. For a more formal assessment, we use Fountas &amp; Pinnell Benchmark Assessment System. We also use the LLI reading records.</i></p> <p><i>We do it 3 times a year for the district using F&amp;P and LLI is every 4 weeks.</i></p> <p><i>We use F&amp;P as a diagnostic assessment to evaluate all areas of reading. Obviously, fluency is a part of that assessment. We use it to find their instructional level to determine what students need LLI and where we should start LLI. This assessment helps us identify what specific needs the child has. We use LLI as a progress monitoring tool. Again, this aligns with the F&amp;P assessment, so we do this every 4 weeks to check on their progress.</i></p> <p><i>A student's internal attention is evaluated mostly through observation. I also use a running record app that helps assess. I think a student's external attention is also evaluated through observation. When I evaluate automaticity, I look at the F&amp;P BAS, LLI reading records, the reading app, and again, observation.</i></p> <p><i>During an observation, I usually see if the student is or isn't tracking the print to look for external attention. If the student is not tracking the print, they are probably more confident, as well as a fluent reader. If they are tracking, this tells me that their attention is on the text, however, they need to track in order to read word for word rather than word phrases.</i></p> <p><i>In general, I think that they are doing better. It's hard to say if LLI is the answer or if it is what is impacting their growth because the students usually make progress and gains as the year goes on and when they are given more instruction. This study has really opened my eyes to my fluency instruction and I feel that it has helped the students. The data shows that there</i></p>

		<p>hasn't been a lot of growth, but I've noticed a growth in</p> <p>It doesn't always line up with the F&amp;P BAS, in comparing it to the LLI reading records. I've found that sometimes LLI places them at a higher level, and when they are given the F&amp;P BAS, they are at a lower level then what the intervention is telling me.</p> <p>I think the district should continue using LLI. Personally, I think the texts are of high interest for the students. I think the outline is user friendly. Most importantly, I've seen growth in my students reading. Because it's so user friendly, I think that teachers actually want to do it. It's not intimidating. I can see the students 4 days a week and it doesn't feel like an extra thing to do.</p>
Table of Themes from T4		
Themes	Transcript Evidence Pre-Interview	Transcript Evidence Post-Interview
<b>Professional Development</b>	<p>I was introduced through a professional development training through special education within my district.</p> <p>It was a half day training provided by the district, collaboration with peers in order to develop a deeper understanding of the intervention.</p> <p>The reading interventionist is available to help.</p> <p>LLI is the recommended intervention in our school district. Administration inquires about our time to meet our other job responsibilities as well as implement LLI with fidelity.</p>	<p>In order to better understand the fluency aspect and all aspects of the lesson, more training might be beneficial. I think practicing hot and cold one minute reads would be helpful.</p> <p>They should continue to use it but with more support/demonstration/lesson examples of how to teach the fluency portion of the lesson, as I think that has been left out and is important. With students who have major fluency issues, perhaps Read Naturally live or more practice with reading separate fluency passages would be beneficial, however that typically focuses on rate and not as much of stress, intonation, phrasing and expression.</p>
<b>LLI Implementation Across Tier II and Tier III</b>	<p>I have used LLI mostly for comprehension as I have used other interventions for basic reading and reading fluency.</p> <p>Along with doing LLI, I also have grade level one minute reading fluency passages. I started with two grade levels below in order to build fast pace and to make sure the student had decodable text that she could easily read.</p>	<p>Slightly, but with supplementation of one minute reading fluency probes.</p> <p>In order to supplement fluency, I had the student do a one minute fluency probe 3 times a week in order to practice fluency.</p> <p>5 minutes</p> <p>5 minutes</p>

	<p><i>I believe we need 30- 40 minutes per day, 4-5 days a week.</i></p> <p><i>The strengths of LLI implementation is that the intervention can be done in a small group or one on one. It is an intervention that is adaptable based on student need. It can be done for students going through the MTSS process. The challenges are that sometimes availability of the student may impact the fidelity of the intervention, as well as other job responsibilities of the resource room teacher</i></p> <p><i>The strengths of LLI implementation is that the intervention can be done in a small group or one on one. The intervention is not difficult to understand and to pick up. Students are engaged in the LLI books. The LLI focuses on many different areas including fluency, vocabulary, comprehension, decoding, writing, and language.</i></p>	<p><i>After scoring a student, I can see which areas the child is struggling in and address those needs in the next LLI lesson.</i></p> <p><i>There are many different types of fluency activities to focus on that can help.</i></p> <p><i>In order to better understand the fluency aspect and all aspects of the lesson, more training might be beneficial. I think practicing hot and cold one minute reads would be helpful.</i></p>
<b>Use of the Six Dimensions to Inform Instruction</b>	<p><i>The rereading of the previous day's book helps support the fluency. Also, modeling to the student how phrasing and fluency should sound in a familiar read helps the student with fluency.</i></p> <p><i>Having the student reread familiar texts, as well as modeling good fluency to the students will help build fluency skills.</i></p> <p><i>The LLI focuses on many different areas including fluency, vocabulary, comprehension, decoding, writing, and language.</i></p> <p><i>At times, I feel as though the phonics work doesn't match what students need, and sometimes the writing is too easy.</i></p>	<p><i>I like to model effective fluency and ask the student to reread parts fluently.</i></p> <p><i>In order to supplement fluency, I had the student do a one minute fluency probe 3 times a week in order to practice fluency.</i></p> <p><i>First is phrased reading where students read like they're talking phrased units. Next is echo reading where I read a sentence then have the student read it right afterwards. It's important to have them notice how the reading sounds. There is assisted reading where I read a paragraph and have them read it chorally. Next is rate mover where I read a paragraph several times and have the student try to read it faster each time. I like to have them do it with a partner. Last is the readers' theater. Within some of the LLI books there is a play. Typically, I have only focused on echo reading and rate mover. I do rate mover outside of the LLI lesson. I also do readers' theater when they are in the LLI books.</i></p> <p><i>After scoring a student, I can see which areas the child is struggling in and address those needs in the next LLI lesson.</i></p> <p><i>I think the internal factors are there, but maybe more instructional support to help with external attention.</i></p> <p><i>My particular student was good at stress, rate, and expression, but her accuracy made her phrasing difficult.</i></p>

		<i>There are many different types of fluency activities to focus on that can help.</i>
<b>Use of Assessment to Inform Instruction</b>	<i>It should continue to use it because it is an intervention that is easy to do, kids respond to it and make progress with it, and there is a progress monitoring component to it that allows teachers to see progress.</i>	<p><i>I use the Six Dimensions of Fluency rubric. The district also uses Fountas and Pinnell BAS and LLI running records.</i></p> <p><i>Weekly</i></p> <p><i>I believe the purpose is to rate a student's fluency, assess progress, and design instruction as needed.</i></p> <p><i>The internal attention is rated through the Six Dimensions rubric, external attention can be rated through accuracy score and close teacher observation, and automaticity can also be rated through accuracy score and close teacher observation.</i></p> <p><i>After scoring a student, I can see which areas the child is struggling in and address those needs in the next LLI lesson.</i></p>

**Table of Themes from T5**

<b>Themes</b>	<b>Transcript Evidence Pre-Interview</b>	<b>Transcript Evidence Post-Interview</b>
<b>Professional Development</b>	<p><i>Building specialists shared the LLI intervention materials with classroom teachers.</i></p> <p><i>A morning staff meeting gave the information of how to locate the materials and what a lesson would look like on odd/even days. I have had the reading specialist come model lessons at certain times too.</i></p> <p><i>Guidance is that an intervention group should be met 4-5 days per week. Support is minimal despite the expectations to complete.</i></p> <p><i>Administration understands the value of LLI and receives full intervention for our struggling students. They support schedule changes to meet with these groups and communicate the importance of this intervention being done for our below grade level readers.</i></p> <p><i>It should be sustained to be used for reading fluency because when the text level is at their instructional level and a book</i></p>	<p><i>I think they should continue because it has students reading familiar texts and unfamiliar texts frequently. I would say what they need to improve on is the training aspect, especially the training on fluency instruction. There has been such a high focus on the assessments we've only focused on the accuracy, decoding or comprehension where fluency is left out. I believe the fluency affects the accuracy and the comprehension, but there hasn't been much training on teaching fluency, so I'm doing the best I can.</i></p>

	<p><i>introduction helps with any errors a student may have, there are more opportunities to practice phrased reading and fluency.</i></p> <p><i>Within multiple buildings, each teacher uses the parts differently or has a different focus because of very little training or training from a variety of people.</i></p>	
<b>LLI Implementation Across Tier II and Tier III</b>	<p><i>When having students that did not fit in with classroom small groups, I started providing the intervention to some of my students. I also provided the intervention in addition to the instruction happening within the classroom so students were exposed to text daily.</i></p> <p><i>When using LLI, I have used it primarily as an intervention for comprehension.</i></p> <p><i>The books for each lesson, introduction to the text, and lesson outline.</i></p> <p><i>Depending on the goal of the intervention would depend on the amount of time. To complete all of the components based on varied reading abilities within a group, 30-40 minutes is necessary. In an individual setting, 30 minutes would be sufficient.</i></p> <p><i>The strengths are that there are guided lessons with multiple tools within the intervention to use. Students are reading meaningful text at their instructional level daily and are also receiving direct instruction during intervention groups. A challenge is having sufficient time with the other tasks but also the challenges schedules can create. Providing this intervention is difficult because being in two buildings, time is limited and there are other intervention groups that I need to prioritize.</i></p> <p><i>Guidance is that an intervention group should be met 4-5 days per week.</i></p> <p><i>The strengths of these lessons are having multiple reading components tied into a lesson. Reading is more than just one area and that each area needs to have opportunities to connect with each other, especially in an intervention.</i></p>	<p><i>LLI lesson and personalized. It really just depends on the needs in the group</i></p> <p><i>I use the recommended prompting guides that are outlined within the LLI lesson.</i></p> <p><i>20-30 minutes. I feel like each part of LLI can help strengthen reading fluency, so I don't see it as a separate part.</i></p> <p><i>I only do LLI, but they get LLI in their classroom. I'm not sure what their teachers do in the classroom either. These students are also reading coaches, so they coach K and 1 readers.</i></p> <p><i>I also have the students record themselves reading then listen. I like to use the practices where I model then the students try it.</i></p> <p><i>The word work part. I don't think it always correlates with the text they are focusing on that day. It seems like higher text complexity than what the student has. It doesn't go back far enough for the students to build upon their strengths. It starts too high.</i></p>



<p><b>Use of the Six Dimensions to Inform Instruction</b></p>	<p><i>I think it has had a positive impact on fluency because students are given multiple opportunities to read instructional text that has a meaningful story connected with it. Students read text multiple times and learn different strategies when reading.</i></p> <p><i>Word work components can provide students other opportunities to build on decoding which would assist the fluency. Students hear models of reading or practice with difficult reading structures to help with monitoring their fluency.</i></p> <p><i>During LLI instruction as a Tier III support, students will echo read. With writing, there are days that there are dictated sentences and in that time students also hear oral reading fluency.</i></p> <p><i>The books for each lesson, introduction to the text, and lesson outline.</i></p> <p><i>The word work does not always connect with grade level or text level expectation or is not referenced back to. For example, we spend one day on a concept and then there is no reassessment of the concept.</i></p>	<p><i>First, the opportunities to read and reread the texts. Also, the exposure to what fluency readers look and sound like through teacher modeling or even their peers. Last, the different prompts that are suggested within LLI lessons have helped the students</i></p> <p><i>I use Assisted reading, Echo reading and readers theater. I also have the students record themselves reading then listen. I like to use the practices where I model then the students try it.</i></p> <p><i>The six dimensions definitely help determine their areas of weakness and where to target my instruction. I make sure the areas of weakness are then addressed in next week's lesson. I think it's really important to also make sure that the areas they are strong in, they continue to stay strong as we focus on the other areas.</i></p> <p><i>I would focus on the internal skills because I think that if those areas are stronger, then the external, such as eyes and ears off text wouldn't happen as frequently.</i></p> <p><i>It has a framework for teaching the different aspects of reading. It includes the vocab, word work, comprehension, fluency. With reading everyday it ties all the different skills together and exposes students to different types of questions, writing, and reading.</i></p>
<p><b>Use of Assessment to Inform Instruction</b></p>	<p><i>I think it has had a positive impact on fluency because students are given multiple opportunities to read instructional text that has a meaningful story connected with it. Students read text multiple times and learn different strategies when reading.</i></p>	<p><i>F&amp;P, I use the aimsweb reading-cbm, running records from LLI, six dimensions rubric, and anecdotal notes.</i></p> <p><i>F&amp;P is 3 times per year, aimsweb, LLI and the six dimensions is weekly, then daily observation.</i></p> <p><i>F&amp;P is a universal screener. So our district uses it to find a student's instructional level. If students are below grade level, they are supposed to receive LLI instruction. Also, these students are on an IRIP. The running records in LLI are just to monitor students progress during the weeks of intervention to see if it's working or not. I use aimsweb as a fluency check. When I work with students I use observation, which usually happens daily. I will take notes on their IRIP to help guide my instruction based on what I see from day to day.</i></p> <p><i>Internal can be evaluated using the six dimensions, but that is used with F&amp;P and LLI. It is more data driven. Whereas the external attention is done through observational data.</i></p> <p><i>There has been such a high focus on the assessments we've only focused on the accuracy, decoding or comprehension where fluency is left out.</i></p>

Table of Themes from T6		
Themes	Transcript Evidence Pre-Interview	Transcript Evidence Post-Interview
<b>Professional Development</b>	<p><i>Through my reading specialist at school and also through my mentor teacher during my student teaching year.</i></p> <p><i>Some professional development, but I wouldn't say very much. Meetings with my reading specialist, but those were scheduled on my own time.</i></p> <p><i>None? Very Little.</i></p> <p><i>My principal allows me with time to pull the kids to do LLI.</i></p>	<p><i>However, I think we need more training on how to assess and teach the different parts of fluency. I think it would be a good idea to introduce the six dimensions of fluency into LLI to assess fluency and drive instruction, especially for students with fluency goals.</i></p>
<b>Use of the Six Dimensions to Inform Instruction</b>	<p><i>I think it depends on the student. For a lot of my students I have used it for comprehension, but also for fluency and decoding as well.</i></p> <p><i>For my purposes, I think I need about 40 minutes. For my students, they move a little bit slower, and I need to repeat a little more often and focus on these skills for more than 15 minutes within the classroom using LLI.</i></p> <p><i>I think one strength of LLI implementation is that in my role I'm able to pull students into a small group where there are no distractions. We can come out of the classroom into my room or the hallway and work on it there. I think I have more time to do LLI with my students than a general education teacher does. For challenges, I think the amount of books and same copy of books is a challenge sometimes. The same lesson number is used by another teacher, so we will fall out of track with lesson numbers. But other than that, I don't see many challenges.</i></p> <p><i>I think the books are short enough that they can get through it in one time, if we have 40 minutes, but they also aren't so short that they are flying through it and are done with it in 10 minutes.</i></p> <p><i>I think teachers are able to change it based on their needs, which is good, but I guess</i></p>	<p><i>To plan for LLI I read over the lesson and make note of the teaching point. I make modifications based on student need and IEP goals.</i></p> <p><i>Adding in strategies and modeling fluent reading when needed throughout the lesson, ex- pressure release reading, echo reading, "repeat after me," punctuation lessons (No. No! No?), etc.</i></p> <p><i>I spend about 20-30 minutes on fluency during LLI</i></p> <p><i>Time in general education classroom which is approximately 15-25 min</i></p> <p><i>The lay out of the lessons are often confusing. The classroom intervention times are not long enough. Time allows for only 15-20 minutes. Lessons need multiple strategies to improve accuracy and fluency and students may not gravitate to one specific strategy, it often focuses on one or no explicit strategy for fluency and it is up to the teacher to incorporate this. I feel that this causes a lack of fidelity of the intervention.</i></p> <p><i>Fidelity to me is doing the intervention exactly as intended.</i></p>

	<p><i>that is also a challenge that it is not consistent throughout classrooms.</i></p> <p><i>I think it helps give strategies and I think teachers are able to change it based on their needs, which is good, but I guess that is also a challenge that it is not consistent throughout classrooms.</i></p> <p><i>I do. I supplement with red words for vocabulary and sight words. I will sometimes add in a FAST board to work on decoding and word work.</i></p>	
<b>Use of the Six Dimensions to Inform Instruction</b>	<p><i>I feel like when my students are within these texts, they are able to read more fluently, show more expression. I feel that hearing from other students in their same age and grade level helps them to increase their reading fluency, more so than other reading fluency curriculum or programs.</i></p> <p><i>I think it does a good job of allowing you to show strategies for reading fluency. I know a lot of my students focus on the meaning when they are struggling with their fluency and I've seen growth in that area. I think we talk about the stories a lot, so the kids can understand, so when they are rereading, they can read more fluently. It gives them more opportunities for them to read and reread that same story.</i></p> <p><i>Opportunities for the students to read and reread the same text over and over to me, or to a buddy, or just to themselves.</i></p> <p><i>I think the leveled books. They are in order and numbered. I like the guided questions.</i></p> <p><i>I think that the books are topics that kids like. I think that helps them because they actually enjoy reading these books and actually enjoy doing the work in these books. I think the books are short enough that they can get through it in one time, if we have 40 minutes, but they also aren't so short that they are flying through it and are done with it in 10 minutes. So, I like the books. I think it focuses a lot on the text features, and it's very invaluable and you can make it how you need it to be, which is helpful for the way I use it.</i></p>	<p><i>I mostly use echo reading, assisted reading, and phrased reading during LLI. I use echo and assisted reading for modeling fluent reading and phrased reading to help students understand pausing with punctuation and authors purpose. I use the reader's theater when the book includes a play at the end but do not generally use this strategy unless the play is included. I'm not sure what modifications I make while using these procedures, however, I do not use all of them equally.</i></p> <p><i>The Six Dimensions of reading fluency can help guide my fluency instruction by breaking down the areas of fluency. It is a good way to track the specific areas of fluency that my students are making more or less progress in and this can drive my instruction.</i></p> <p><i>Particularly with this student, I would focus on his rate and using eyes/ears to have more attention. I notice that my student improved in most of the areas except for his rate. I feel that a lot of the slowdowns are because he has to go back and correct attentional errors. This student will often sound out unknown words without thinking about what he is hearing and what would make sense.</i></p> <p><i>I think a big strength in LLI is that the books are interesting to students and promote buy in. There are a variety of genres (informational, narrative nonfiction, realistic fiction, fantasy, folktales, plays, etc.) at every reading level. There are also lessons that provide a teaching point and strategies. I believe it helps with teaching comprehension.</i></p>

<p><b>Use of Assessment to Inform Instruction</b></p>	<p><i>I feel like when my students are within these texts, they are able to read more fluently, show more expression. I feel that hearing from other students in their same age and grade level helps them to increase their reading fluency, more so than other reading fluency curriculum or programs.</i></p> <p><i>I do feel that it addresses reading fluency and that we should continue doing it. I have seen a lot of progress with my students, where students will come in from other schools reading significantly below grade level and now they are 1 or 2 levels behind. So, I have seen significant growth in reading fluency. I think it helps give strategies and I think teachers are able to change it based on their needs, which is good, but I guess that is also a challenge that it is not consistent throughout classrooms.</i></p>	<p><i>F&amp;P assessments, LLI running records, FastBridge RCBM, observations</i></p> <p><i>F&amp;P assessments 3 times per year, LLI running records bi-weekly, FastBridge RCBM 1-minute assessments weekly</i></p> <p><i>The F&amp;P assessment is used to measure fluency in terms of phrasing, pausing, rate, smoothness, and expression. The LLI running record does the same. The FastBridge RCBM one-minute read only assesses rate other than observations taken by the teacher.</i></p> <p><i>Strategies are given to students from the teacher throughout LLI lessons. Internal attention is evaluated through the F&amp;P or LLI running record rubrics (scale of 0-3). Automaticity is evaluated on the same assessments using accuracy and the rate of self-corrections. External attention is evaluated through observational data taken by the teacher.</i></p> <p><i>My student improved in his areas of pausing, phrasing, stress, and expression. He did not, however, improve in the area of rate. LLI gave him wonderful strategies to use while he is reading and his accuracy has improved through self-corrections. However, this has slowed his rate, or kept his rate relatively the same. This could also be due to the rate at which he speaks as well as his processing speed coupled with an auditory processing disorder.</i></p> <p><i>I think the LLI system does make great improvements in most students reading fluency.</i></p>
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