

# Administrator's Tool:

## Fidelity of *LLI* Implementation (Primary)

<b>Key</b>	
<b>0</b>	No evidence
<b>1</b>	Some evidence
<b>2</b>	Approaching Fidelity
<b>3</b>	Fidelity

<b><i>Implementation of the Intervention</i></b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<ul style="list-style-type: none"> <li>Intervention is supplementary to small group teaching in the classroom.</li> <li>Group is composed of 3 children.</li> <li>The intervention group lessons occur daily.</li> <li>Lessons are 30 minutes in length.</li> <li>Lowest-achieving children are selected for the intervention.</li> <li>Children are grouped so that the level of instruction is appropriate for each of them.</li> <li><i>LLI</i> teacher and classroom teacher communicate about children on an on-going basis.</li> <li>Children are exited from the intervention when there is evidence of satisfactory advancement.</li> <li>Attendance of children is closely monitored and a process is in place to address attendance issues.</li> <li>Number of teacher and/or child 'Not Available' days is minimal.</li> <li>If one child leaves the group, a new child enters in a timely manner.</li> <li>Communication with parents happens on an on-going basis.</li> <li>The time between the exit of one group and the entry of a new group is efficient with a minimal loss of teaching days.</li> </ul>				
<b><i>Teacher Expertise: General</i></b>				
<ul style="list-style-type: none"> <li>Intervention teacher participated in professional development for the implementation of <i>LLI</i>/Primary.</li> <li>Teacher utilizes a text based assessment that provides an instructional level to select children for the intervention.</li> <li>Teacher is proficient in the coding, scoring, and analysis of reading records including a comprehension conversation.</li> <li>Teacher takes a reading record including a comprehension conversation on one child every other day.</li> <li>Teacher completes each part of the lesson with children.</li> <li>Teacher uses language from Prompting Guide, Part 1 to support the readers' problem solving as they read a text.</li> <li>Each reading record is scored, analyzed, and reflected on with reference to <i>The Continuum of Literacy Learning</i> to guide teaching at the appropriate level.</li> <li>Teacher records observations of reading, writing, and phonics/word work behaviors on a Lesson Record form during each lesson.</li> <li>Teacher uses progress monitoring tools as needed to adjust teaching goals for each child.</li> <li>Teacher refers to appropriate sections/chapters of <i>When Readers Struggle</i> to assist in teaching decisions to insure each child's progress.</li> <li>Teacher differentiates instruction to meet the needs of the individual children in the group.</li> <li>Teacher communicates children's progress on a regular basis to the classroom teacher.</li> </ul>				

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<i>Getting Started Lessons</i>	0	1	2	3
<p><b>Goals for Lesson:</b></p> <ul style="list-style-type: none"> <li>Teacher uses the goals to plan for lesson activities that support the development of the reading and writing processes.</li> </ul> <p><b>Rereading Books: 5 minutes</b></p> <ul style="list-style-type: none"> <li>Teacher uses shared and/or independent reading for children to reread previously read books.</li> <li>Teacher utilizes language from <i>Prompting Guide, Part 1</i> to teach for, prompt for, and reinforce early reading behaviors.</li> </ul> <p><b>Phonics/Word Work: 5 minutes</b></p> <ul style="list-style-type: none"> <li>Teacher uses concise language to introduce a phonics principle children need to understand.</li> <li>The teacher uses and/or creates a visual or a chart to highlight the principle and usually includes an active element for children.</li> </ul> <p><b>New Book: 8 minutes</b></p> <ul style="list-style-type: none"> <li>Read to:           <ul style="list-style-type: none"> <li>Teacher introduces a new Lap Book, encouraging children to notice and use information in pictures.</li> <li>Teacher reads the entire text to the children for them to hear the language.</li> <li>Teacher leads a conversation about the meaning of the text (not necessarily every page).</li> </ul> </li> <li>Read with:           <ul style="list-style-type: none"> <li>Teacher invites children to join in the second reading.</li> <li>Teacher scaffolds children's use of the meaning, language, and visual information in the text.</li> </ul> </li> <li>Read by:           <ul style="list-style-type: none"> <li>Teacher invites children to read the small book version of the Lap Book.</li> <li>Children use a whisper voice to read the book independently or engage in shared reading if appropriate.</li> <li>Teacher refers to <i>Prompting Guide, Part 1</i> for language to teach for, prompt for, or reinforce early reading behaviors.</li> </ul> </li> </ul> <p><b>Writing About Reading: 7 minutes</b></p> <ul style="list-style-type: none"> <li>Teacher engages children in composing sentences for Interactive Writing about the new book.</li> <li>Teacher does the writing on chart paper visible to all children.</li> <li>Teacher writes most of the text but shares the pen with children at places of high instructional value.</li> <li>Teacher refers to <i>Prompting Guide, Part 1</i> for helpful language.</li> </ul> <p><b>Letter/Word Work: 5 minutes</b></p> <ul style="list-style-type: none"> <li>Teacher guides children in some quick 'hands-on' word work.</li> <li>Teacher uses magnetic letters, word and picture cards, and other materials to extend the principle or work with high-frequency words.</li> </ul>				

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<i>Odd-Numbered Lesson</i>	0	1	2	3
<p><b>Goals for Lesson:</b></p> <ul style="list-style-type: none"> <li>Teacher uses the lesson goals to plan for children's needs.</li> </ul> <p><b>Rereading Books:</b> <i>5 minutes</i></p> <ul style="list-style-type: none"> <li>Children are invited to reread 2–3 previously read books.</li> <li>Teacher utilizes language from <i>Prompting Guide, Part 1</i> to teach for, prompt for, and reinforce effective strategic actions.</li> </ul> <p><b>Phonics/Word Work:</b> <i>5 minutes</i></p> <ul style="list-style-type: none"> <li>Teacher uses concise language to introduce a phonics principle children need to understand.</li> <li>The teacher uses and/or creates a visual or a chart to highlight the principle and usually includes an active element for children.</li> </ul> <p><b>New Book:</b> <i>15 minutes</i></p> <ul style="list-style-type: none"> <li>Introducing the Instructional Level Text:           <ul style="list-style-type: none"> <li>Teacher familiarizes the children with the meaning of the text (not necessarily every page).</li> <li>Teacher scaffolds the child's use of meaning, language, and visual information in text.</li> <li>Teacher adjusts the kind of support children need to process the text with fluency and excellent comprehension.</li> </ul> </li> <li>Reading the Text:           <ul style="list-style-type: none"> <li>Each child reads the entire text either softly or silently.</li> <li>Teacher samples oral reading and interacts briefly with children to support effective problem-solving strategies.</li> <li>Teacher refers to <i>Prompting Guide, Part 1</i> for helpful language.</li> </ul> </li> <li>Discussing and Revisiting the Text:           <ul style="list-style-type: none"> <li>Teacher invites children to talk about the meaning of the text.</li> <li>Teacher looks for evidence of children's ability to think <i>within, beyond</i> and <i>about</i> the text.</li> <li>Teacher uses language from pages 428–431 in <i>When Readers Struggle</i> to expand children's thinking.</li> </ul> </li> <li>Teaching Points:           <ul style="list-style-type: none"> <li>Teacher selects a specific teaching point to explicitly teach for, prompt for, or reinforce effective strategic actions.</li> <li>Teacher refers to <i>Prompting Guide, Part 1</i> for helpful language.</li> </ul> </li> </ul> <p><b>Letter/Word Work:</b> <i>5 minutes</i></p> <ul style="list-style-type: none"> <li>Teacher guides children in some quick 'hands-on' word work.</li> <li>Teacher uses magnetic letters, word and picture cards, and other materials to reinforce letters and words.</li> </ul>				

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<i>Even-Numbered Lesson</i>	0	1	2	3
<p><b>Goals for Lesson:</b></p> <ul style="list-style-type: none"> <li>Teacher uses the lesson goals to plan for children's needs.</li> </ul> <p><b>Rereading Books and Assessment:</b> <i>5 minutes</i></p> <ul style="list-style-type: none"> <li>Teacher selects 2–3 previously read books for two of the children to reread silently.</li> <li>Teacher assesses one child's accuracy, fluency, and comprehension using a reading record with yesterday's new book.</li> <li>Teacher selects a brief teaching point that will be helpful for this child.</li> </ul> <p><b>Phonics/Word Work:</b> <i>5 minutes</i></p> <ul style="list-style-type: none"> <li>Teacher uses concise language to introduce a phonics principle children need to understand.</li> <li>The teacher uses and/or creates a visual or a chart to highlight the principle and usually includes an active element for children.</li> </ul> <p><b>Writing About Reading:</b> <i>15 minutes</i></p> <ul style="list-style-type: none"> <li>Teacher talks with children about yesterday's new book.</li> <li>Teacher selects one of three types of writing—Shared, Dictated, or Independent, based on the children's needs.</li> <li>Children write in <i>My Writing Book</i> and may engage in problem solving on the back of the previous page of the book.</li> <li>Teacher refers to <i>Prompting Guide, Part 1</i> for helpful language.</li> <li>The finished writing is in conventional form with correct spelling (with occasional errors).</li> </ul> <p><b>New Book:</b> <i>5 minutes</i></p> <ul style="list-style-type: none"> <li>Introducing the new Independent Level text:           <ul style="list-style-type: none"> <li>Teacher familiarizes children with the meaning of the text (not necessarily every page).</li> <li>Teacher scaffolds the child's use of meaning, language, and visual information in print.</li> <li>Teacher adjusts the kind of support the students need to process the text with fluency and excellent comprehension.</li> </ul> </li> <li>Reading the Text:           <ul style="list-style-type: none"> <li>Each child reads the entire text either softly or silently.</li> <li>Teacher samples oral reading and interacts briefly with students to support effective problem-solving strategies.</li> <li>Teacher refers to <i>Prompting Guide, Part 1</i> for helpful language.</li> </ul> </li> <li>Discussing and Revisiting the Text:           <ul style="list-style-type: none"> <li>Teacher invites children to talk about the meaning of the text.</li> <li>Teacher looks for evidence of children's ability to think <i>within, beyond</i> and <i>about</i> the text.</li> <li>Teacher uses language from pages 428–431 in <i>When Readers Struggle</i> to expand children's thinking.</li> </ul> </li> <li>Teaching Points           <ul style="list-style-type: none"> <li>Teacher selects a specific teaching point to explicitly teach for, prompt for, or reinforce effective strategic actions.</li> </ul> </li> </ul> <p><b>Letter/Word Work:</b></p> <ul style="list-style-type: none"> <li>Teacher provides additional practice with letters and words if time allows.</li> </ul>				