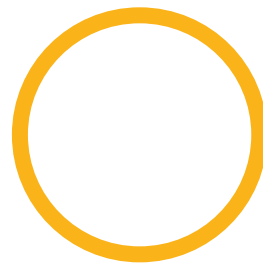




Leading Literacy Change: How to ensure effective reading instruction for all students

Dr. Gretchen Guitard

2025





**Dr. Gretchen Cole
Guitard**

Superintendent -
Jamestown C-1 School
District

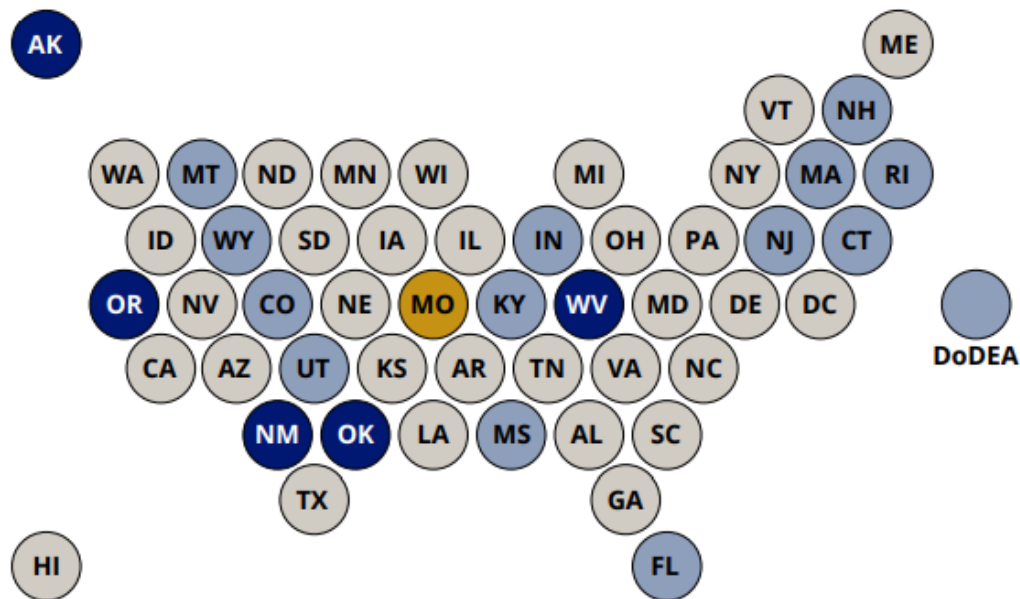
Dr. Guitard has worked in education for 37 years. Beginning as an elementary teacher in New Mexico, she has served as a teacher, assistant principal, principal, curriculum director, and assistant superintendent. She now is finishing her career as a superintendent.



Dr. Guitard is passionate about providing the necessary resources to educators for the needs of their students. After finishing her doctorate degree at the University of Missouri - Columbia, she has focused not only on being an educator, but also a professor, author, and serves on multiple state committees.

COMPARE THE AVERAGE SCORE IN 2024 TO OTHER STATES/ JURISDICTIONS

NAEP Data:
Where is
Missouri?



In 2024, the average score in Missouri (212) was

- light blue square: lower than those in 14 states/jurisdictions
- dark blue square: higher than those in 5 states/jurisdictions
- light gray square: not significantly different from those in 32 states/jurisdictions

MO Reading Data

Literacy leaders—those who blaze a path toward bringing research into action, sometimes changing long-held beliefs about learning to read—often share a bold vision for the future: to ensure that **all** children reach their full potential.

The Courage to Lead Literacy

2024 MISSOURI REPORT CARD

SUBJECT	SCORE
Adults with below proficient literacy	7.5%
4th grade students with below proficient literacy	65%
Low income 4th grade students not reading proficiently	77%
High income 4th grade students not reading proficiently	51%
State ranking for 4th grade literacy	#23
State ranking for adult literacy	#10

What characteristics are important to leadership?



“Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.”

KENNETH LEITHWOOD

Educational Researcher and Professor Ontario
Institute for Studies in Education, University of
Toronto

The Courage to Lead Literacy

Courageous Leaders in Literacy have a vision!

The phases of implementation

EXPLORATION

Setting a vision; creating a collaborative team to identify the need and the best innovation

INSTALLATION

Securing staff buy-in and leadership support; building the plan

INITIAL IMPLEMENTATION

Trying out the innovation; establishing systems of support with feedback loops

FULL IMPLEMENTATION

Skillfully using and integrating the innovation

SUSTAINABILITY

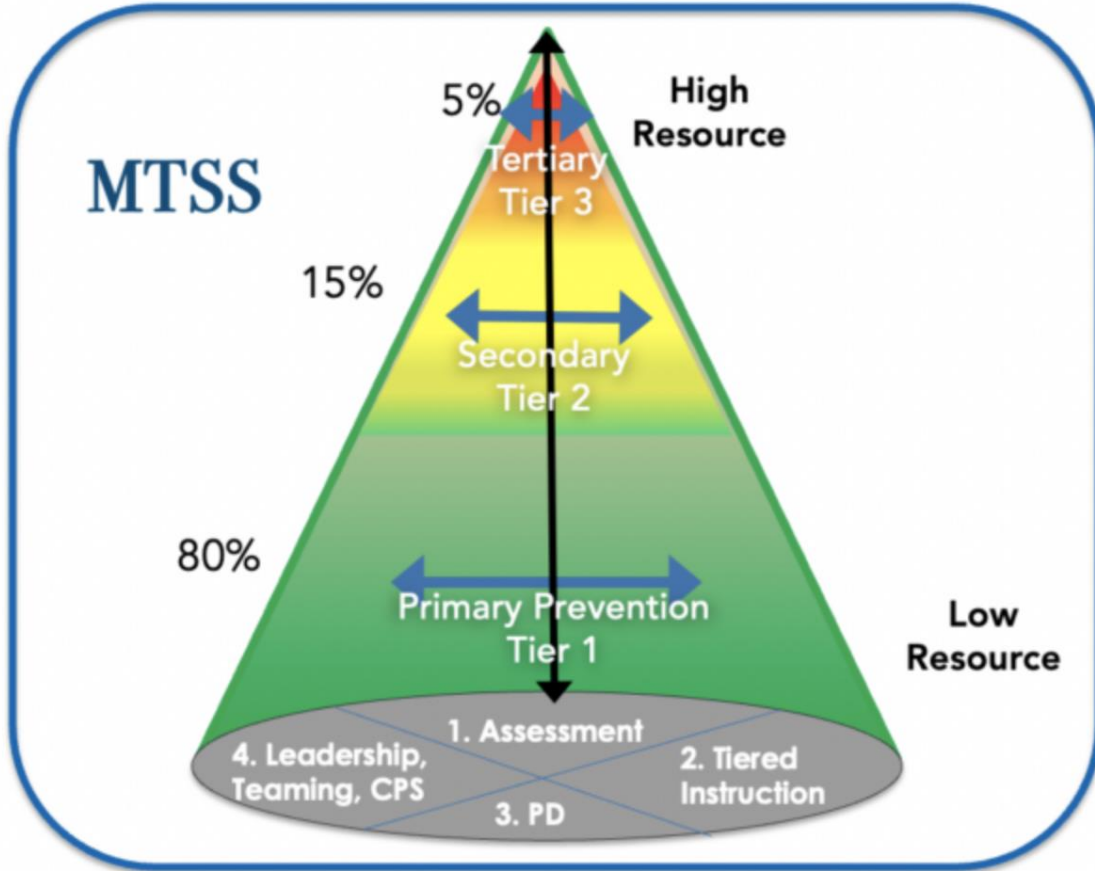
Securing long-term commitment and continued growth



The Implementation Journey



Where is the best place to start?



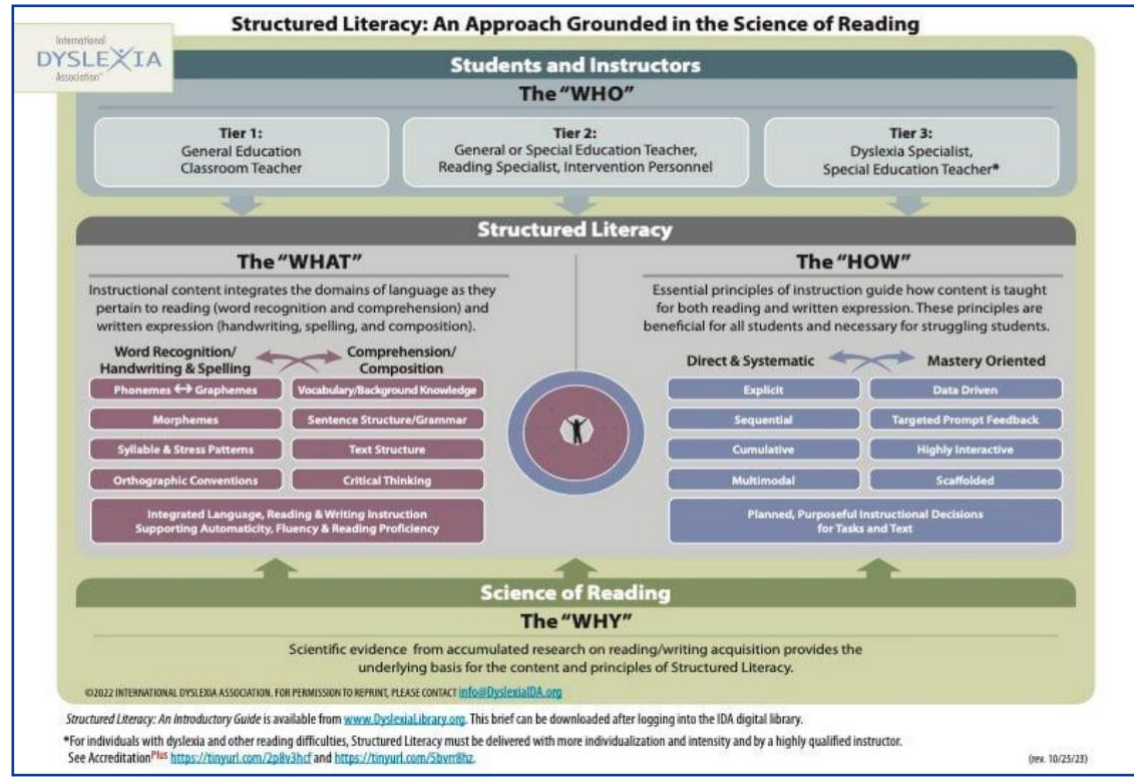
BE PROACTIVE:
TIER I
Instruction

What does your school reading data look like?



Effective Reading Instruction for All: Structured Literacy

The “Who”
 The “What”
 The “How”
 The “Why”





The “Who”: Students & Instructors


Why “Read by Three” Matters: A National Look



Students who are not reading proficiently in third grade:

4 x  Are four times more likely to not graduate from high school.

6 x  If **African American** or **Hispanic**, are six times more likely to drop out or fail to graduate from high school.

8 x  If **low-income minority**, are eight times more likely to drop out or fail to graduate from high school.

The “How”: Effective Tier I

The “HOW”

Essential principles of instruction guide how content is taught for both reading and written expression. These principles are beneficial for all students and necessary for struggling students.

Direct & Systematic



Mastery Oriented

Explicit

Data Driven

Sequential

Targeted Prompt Feedback

Cumulative

Highly Interactive

Multimodal

Scaffolded

Planned, Purposeful Instructional Decisions
for Tasks and Text

**"We cannot
provide intensive
intervention
effectively when
too many
students need it."**

- Dr. Stephanie Stollar

READING Rachel

Four Step Process: Data-based Problem Solving

Step 1: Goal Identification (Problem Identification)

What do we want students to know and be able to do?



**Step 4: Response to Intervention/
Instruction**
Is it working?

Step 2: Problem Analysis
Why is the problem occurring?

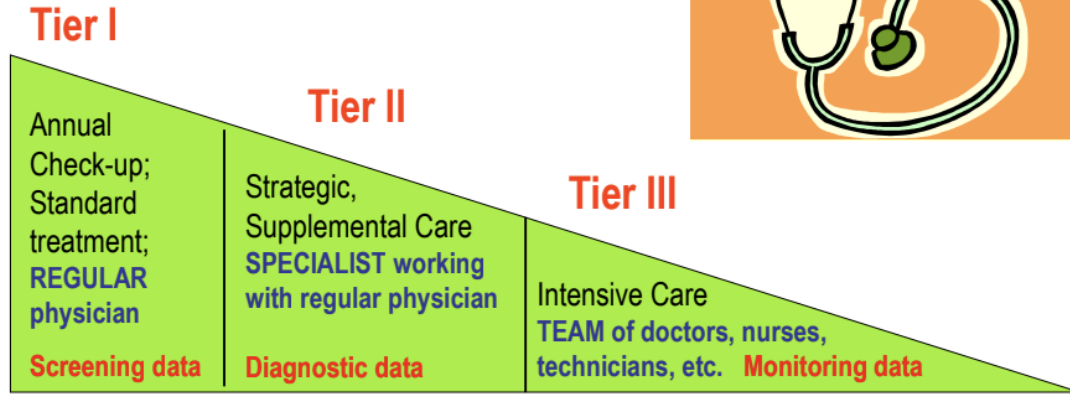
Step 3: Instructional/Intervention Design
What are we going to do?

A Multi-tiered System of Supports (MTSS) is an educational framework designed to ensure successful educational outcomes for ALL students.

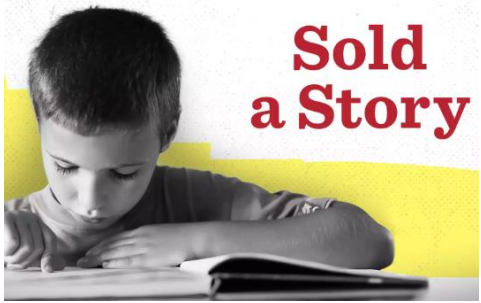
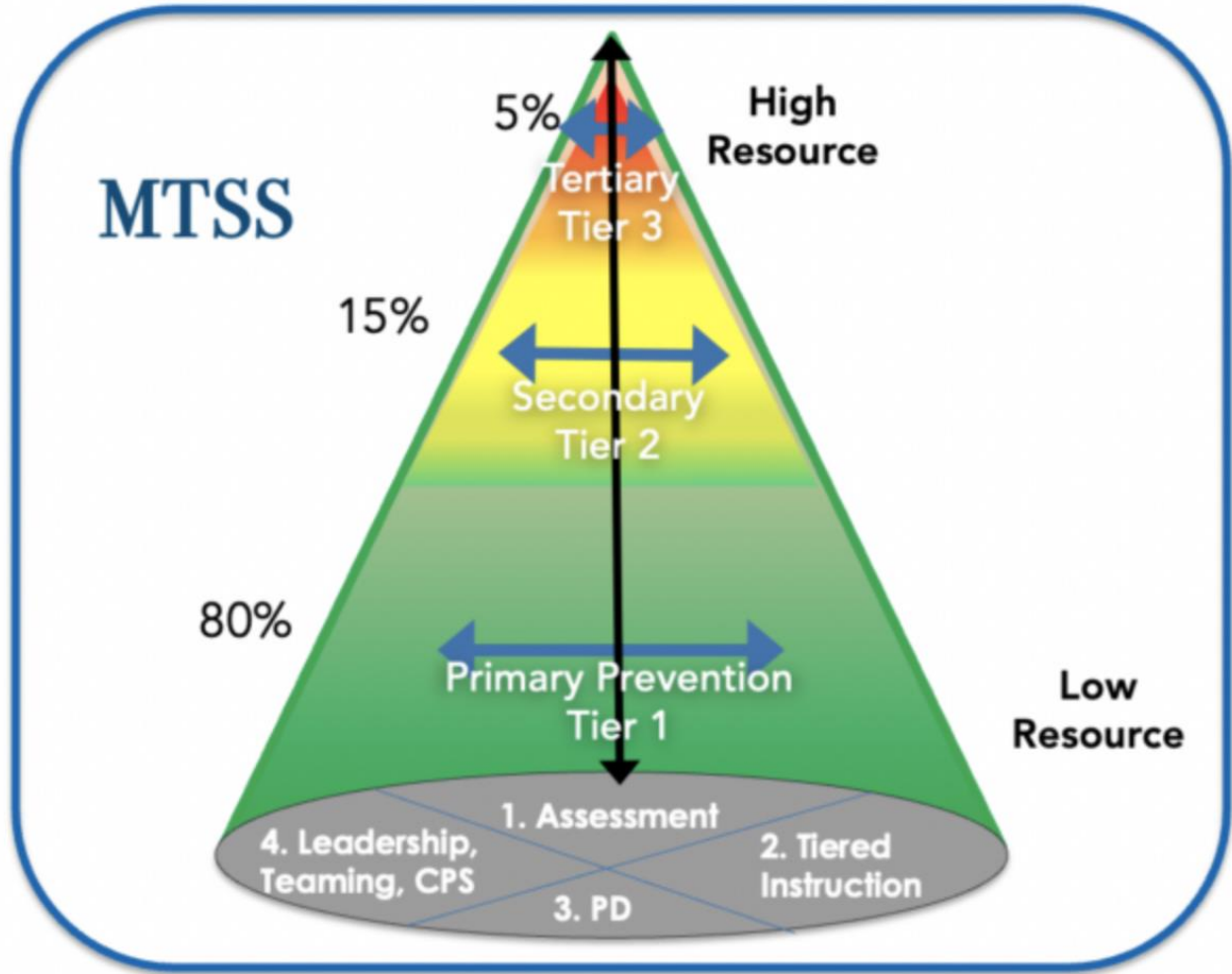
Florida MTSS Fact Sheet

How do you **leverage MTSS** to support reading instruction?

A Professional Parallel...



INCREASING Time & Intensity & Data Collection & Expertise



[Keys to Literacy](#)

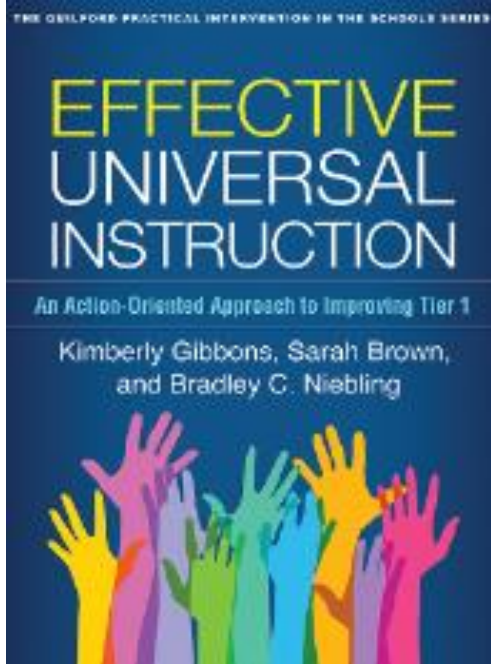
“The universal tier (Tier I) is the first intervention for all students and is our largest opportunity to have an impact on student achievement”

Gibbons, Brown,
Niebling

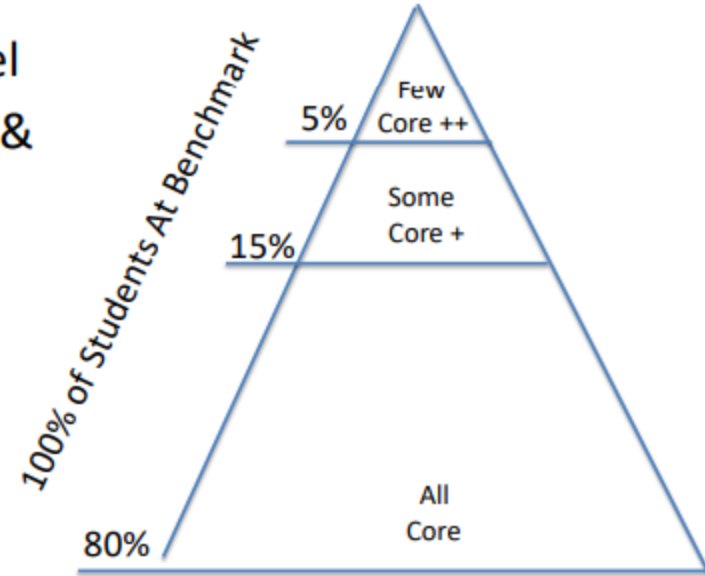
We cannot intervene our way out of a core (tier 1) problem!



Tier I, II, II Overview

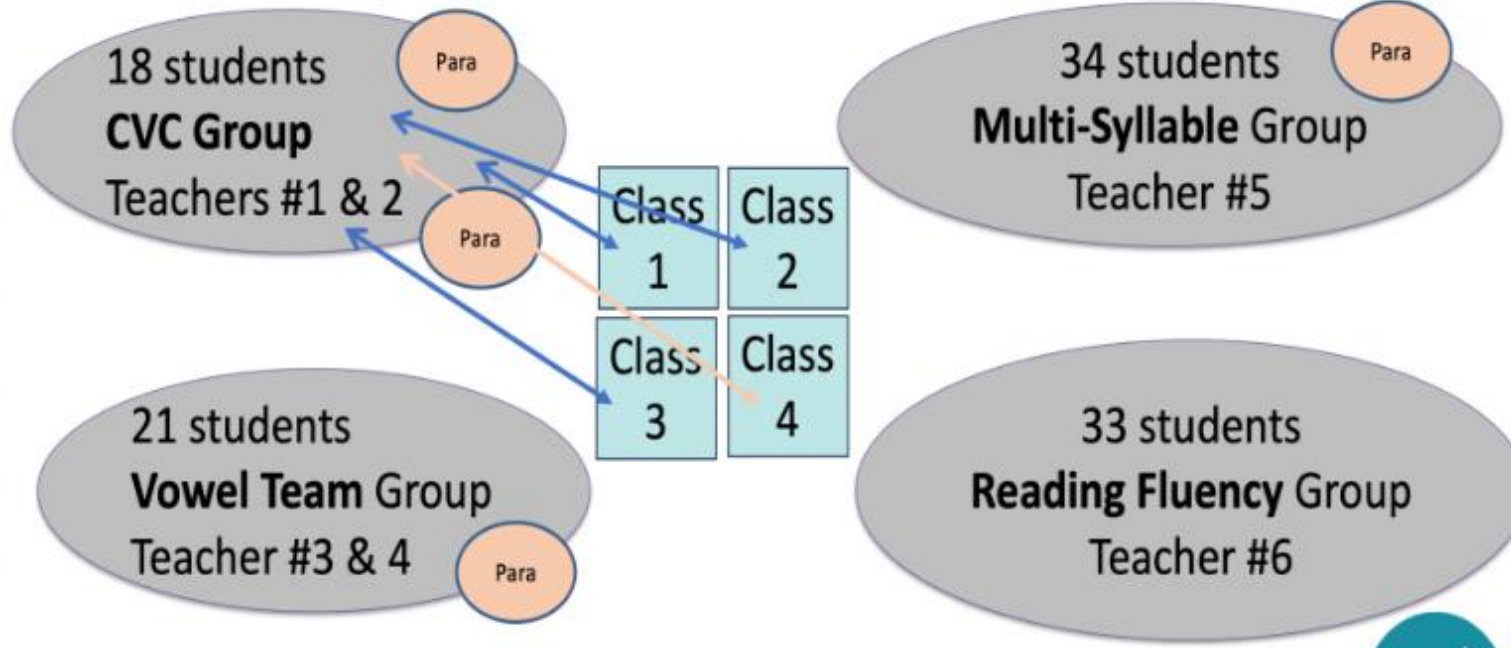


3-Tiered Model Of Prevention & Intervention



Tier I: Grouping, Flexible

Small Group



Tier I: All Students

Purpose: Primary Prevention - get most students to grade-level expectations

- **90-120 minutes** every day
- **Evidence-aligned** scope and sequence, instructional routines, materials
- Highly differentiated
- Whole group and small group formats
- Flexible skill-based groups (**5-7 students**)
- Planned by grade-level team using **universal screening data**
- Causes at least **80% of students** to reach grade-level expectations



Tier II: Some Students

Purpose: Secondary Prevention - catch up students who are at risk

- **30-45 minutes; 3-5 days/week**; in addition to core instruction
- **Evidence-aligned** scope and sequence, instructional routines, materials
- More explicit, systematic, supportive
- **Smaller, flexible**, skill-based groups, narrow range of skills (3-5 students)
- More **frequent progress monitoring**
- Planned by grade level team with screening & diagnostic data
- Causes **an additional 15% of students** to reach grade-level expectations



Tier III: A Few Students

Purpose: Tertiary Prevention - keep students' skills from getting worse, help them catch up

- **45–60 minutes; 5 days/week**; in addition to core
- **Evidence-aligned** scope and sequence, instructional routines, materials
- More **explicit, systematic, supportive**
- Smaller, flexible, skill-based groups, **narrow range of skills (1-3 students)**
- **More frequent progress monitoring**
- Planned by student-level team with screening, diagnostic and progress monitoring data
- Catches up the **remaining 5%**



Tier 1
CORE INSTRUCTION

Purpose: Primary Prevention of Reading Failure

Goal: At least 80% of students reach grade level expectations through Tier 1, Universal Instruction alone.

	Element	Next Steps/Notes
1.	Students are given 90-120 minutes of reading instruction each day.	
2.	All students are included in the Tier 1 instruction.	
3.	Instruction follows an evidence-aligned scope and sequence that includes the five essential early literacy skills in a coherent, comprehensive core reading program.	
4.	Evidence-aligned instructional routines are utilized to teach reading.	
5.	Teachers have access to evidence-aligned instructional materials.	
6.	Instruction is differentiated based on universal screening data.	
7.	Instruction is delivered in whole group and small group formats, based on student data.	
8.	Staff come to the classroom to support small group instruction during Tier 1.	
9.	Grade level teams use universal screening data in the collaborative problem solving-model to plan core instruction.	

TOP 10 WAYS TO IMPROVE TIER 1 INSTRUCTION

1 **Get Explicit**
State what you want students to do and provide a direct model.

3 **Sequence Skills**
Think about the order in which you teach things and what prerequisites are required.

5 **Think From Speech to Print**
When students want to know how to spell a word, cue them to say the phonemes and then match graphemes to the phonemes.

7 **Integrate the Big Five**
Take advantage of the reciprocal nature of the five essential literacy skill areas and integrate instruction on skills such as phonics and spelling.

9 **Provide Immediate Corrective Feedback**
Don't let students practice mistakes.

2 **Increase Engagement**
Get students talking, writing, and interacting via partners, choral responding, and the use of silent signals.

4 **Practice to Automaticity**
Provide multiple practice opportunities with skills that students can perform with 100% accuracy. Use centers and homework only for practicing skills that students can do accurately on their own.

6 **Provide Cumulative Review**
Review previously taught content before introducing new content.

8 **Manage Transitions**
Increase academic engaged time by reducing transitions with silent signals and routines.

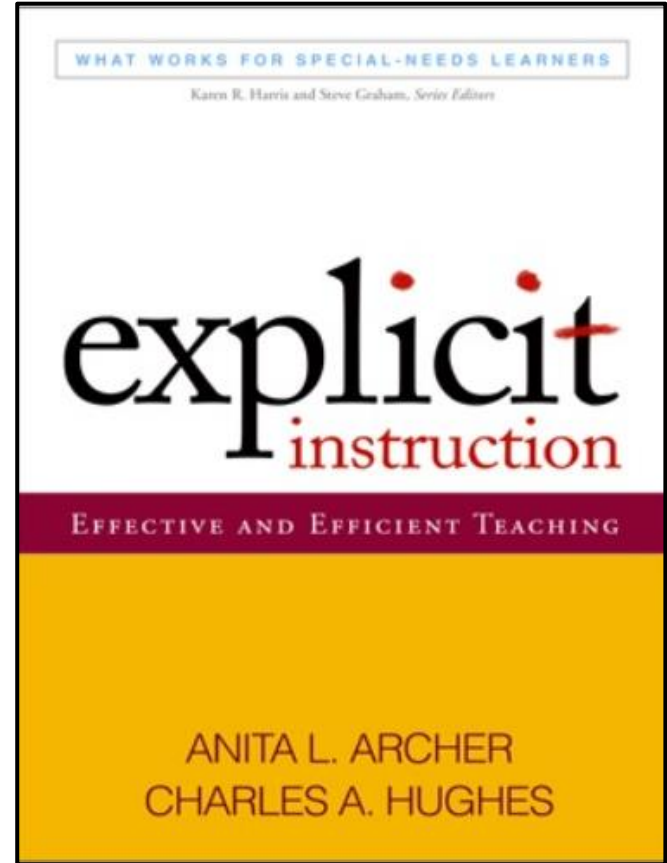
10 **Use Assessment Data**
Get clear about what your students know and what they need to learn next.

Top 10 Ways to Improve Tier I

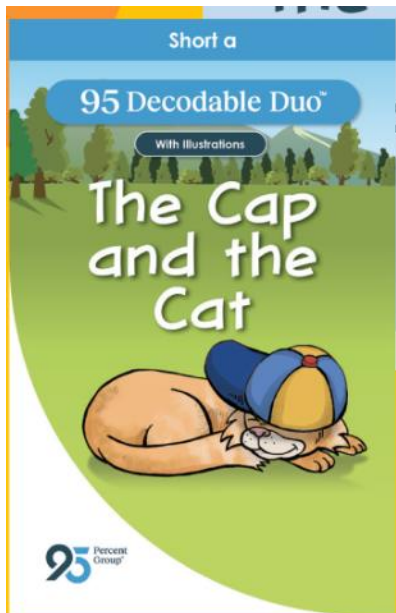
Step 1: Get Explicit

Explicit Instruction is...







- Target **specific, critical skills** broken down into manageable chunks, taught in step—by-step fashion
- Direct, supportive, carefully selected examples, **immediate corrective feedback**, distributed and cumulative practice to mastery
- **Clear and concise language**
- **Active student engagement**
- Scripted and routinized – **use what has been found to work**, free up teachers & students to focus on content
- Leave **nothing** to chance



Step 2: Increase Engagement



Roll and Read
Lesson 45: sh /sh/

					
she	wish	shut	ash	shock	bash
crush	flash	shack	crash	dish	shed
shift	shop	gash	shell	clash	mesh
cash	mash	brush	dash	smash	fresh
gush	shelf	lash	rash	hush	trash
rush	fish	shot	blush	shin	wish

© 2022 University of Florida Library



“Tell me and I forget. Teach me and I remember. Involve me and I learn.” Ben Franklin

Step 3: Sequence Skills

Alphabet

1. a /ă/
2. m /m/
3. s /s/
4. t /t/
5. VC & CVC Words
6. p /p/
7. f /f/
8. i /ī/
9. n /n/
10. CVC Practice (a, i)
11. Nasalized A (am, an)
12. o /ō/
13. d /d/
14. c /k/
15. u /ū/
16. g /g/
17. b /b/
18. e /ĕ/
19. VC & CVC Practice (all)
20. -s /s/
21. -s /z/
22. k /k/
23. h /h/
24. r /r/ Part 1
25. r /r/ Part 2
26. l /l/ Part 1
27. l /l/ Part 2, al
28. w /w/
29. j /j/
30. y /y/
31. x /ks/

Alphabet Review & Longer Words

- (incl. CVC, CCVC, CVCC, CCVCC, & CCCVC)
35. Short A Review (incl. Nasalized A)
 36. Short I Review
 37. Short O Review
 38. Short A, I, O Review
 39. Short U Review
 40. Short E Review
 41. Short Vowels Review (all)

Digraphs

42. FLSZ Spelling Rule (ff, ll, ss, zz)
43. -all, -oil, -ull
44. ck /k/
45. sh /sh/
46. Voiced th /th/
47. Unvoiced th /th/
48. ch /ch/
49. Digraphs Review 1
50. wh /w/, ph /f/
51. ng /ŋ/
52. nk /ŋk/
53. Digraphs Review 2 (incl. CCCVC)

VCE

54. a_e /ā/
55. i_e /ī/
56. o_e /ō/
57. VCe Review 1, e_e /ĕ/
58. u_e /ū/, /yū/
59. VCe Review 2 (all)
60. _ce /s/
61. _ge /j/

Ending Spelling Patterns

69. tch /ch/
70. dge /j/
71. tch /ch/, dge /j/ Review
72. Long VCC (-ild, -old, -ind, -olt, -ost)
73. y /ī/
74. y /ĕ/
75. -le
76. Ending Patterns Review

R-Controlled Vowels

77. ar /ar/
78. or, ore /or/
79. ar /ar/ & or, ore /or/ Review
80. er /er/
81. ir, ur /er/
82. Spelling /er/: er, ir, ur, w + or
83. R-Controlled Vowels Review

Long Vowel Teams

84. ai, ay /ā/
85. ee, ea, ey /ĕ/
86. oa, ow, oe /ō/
87. ie, igh /ī/
88. Vowel Teams Review 1

Other Vowel Teams

89. oo, u /oo/
90. oo /ū/
91. ew, ui, ue /ū/
92. Vowel Teams Review 2
93. au, aw, augh /aw/
94. ea /ĕ/, a /ō/

Suffixes & Prefixes

99. -s/-es
100. -er/-est
101. -ly
102. -less, -ful
103. un-
104. pre-, re-
105. dis-
106. Affixes Review 1

Suffix Spelling Changes

107. Doubling Rule -ed, -ing
108. Doubling Rule -er, -est
109. Drop -e Rule
110. -y to i Rule

Low Frequency Spellings

111. -ar, -or /er/
112. air, are, ear /air/
113. ear /ear/
114. Alternate /ā/ (ei, ey, eigh, aigh, ea)
115. Alternate Long U (ew, eu, ue /yū/; ou /ū/)
116. ough /aw/, /ō/
117. Signal Vowels (c /s/, g /j/)
118. ch /sh/, /k/; gn /n/, gh /g/; silent t

Additional Affixes

119. -sion, -tion
120. -ture
121. -er, -or, -ist
122. -ish
123. -y
124. ----

Step 3: Sequence Skills

Tiered Support

Strategic Sampling

- For students coming in with some skills but still reading below expectation
- Use information from Reading and Spelling Surveys
- “Fast Track” for moving students through teaching sequence

Alphabet Review & Longer Words

(incl. CVC, CCVC, CVCC, CCVCC, & CCCVC)

35. Short A Review (incl. Nasalized A)
36. Short I Review
37. Short O Review
38. Short A, I, O Review
39. Short U Review
40. Short E Review
41. Short Vowels Review (all)

Digraphs

42. FLSZ Spelling Rule (ff, ll, ss, zz)
43. -all, -oll, -ull
44. ck /k/
45. sh /sh/
46. Voiced th /th/
47. Unvoiced th /th/
48. ch /ch/
49. Digraphs Review 1
50. wh /w/, ph /f/
51. ng /ŋ/
52. nk/ŋk/
53. Digraphs Review 2 (incl. CCCVC)

Step 4: Practice to Automaticity

"Orthographic mapping is the process readers use to store written words for immediate, effortless retrieval. It is a means by which readers turn unfamiliar written words into familiar, instantaneously accessible sight words."

David A. Kilpatrick, 2015

sh		Words	
ship	shot	shag	shop
shin	shod	sham	dish
fish	mash	dash	rash
cash	gosh	gash	lash
bash	ash	hash	Josh

sh	Stories
<p><u>Josh and His Dish</u></p> <p>Josh had a big ship and a bit of a dish. Josh had a big fish. His fish did not fit on the dish. Josh had a big cat. His cat did not fit on the dish. Josh had a lot of cash. His cash did not fit on the dish.</p>	

Step 4: Practice to Automaticity

Tiered Support

PENCILING

- An essential OG technique used to make reading a kinesthetic activity
- Developed by Dr. Orton
- Pencil is considered an extension of the hand
- Used to coordinate the eye and the brain while reading and studying

Sticky Sound

Just The Facts

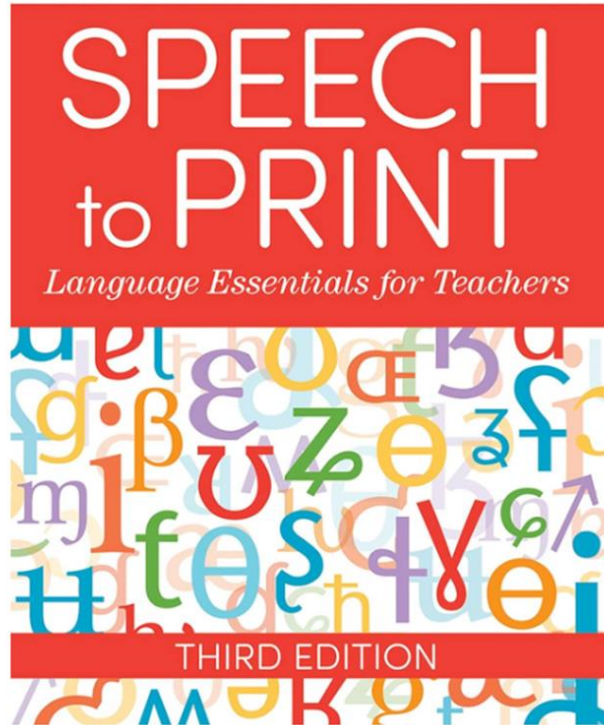
Note: This is a short version of the passage beginning on the next page.

Bugs

Bugs can do a lot of things. They can get on things such as grills, gongs, trash, and pets. They can get on necks and can get on logs. If a bug gets mad, it can sting. A mom bug with wings can have up to 80,000 kids! That is a lot of bugs for 1 mom! Mom is the boss of her kids. She is the kingpin of her hut. Lots of bugs can sing. They do not sing with lungs. They sing with wings. A cricket can rub its 2 wings for a song that rings. Bugs do a lot of things.

Step 5: Think from Speech to Print

Louisa Cook Moats



"Without awareness of the speech sounds that letters represent, one cannot match letters to sounds and read unfamiliar words."

Dr. Louisa Moats



Step 6: Provide Cumulative Review

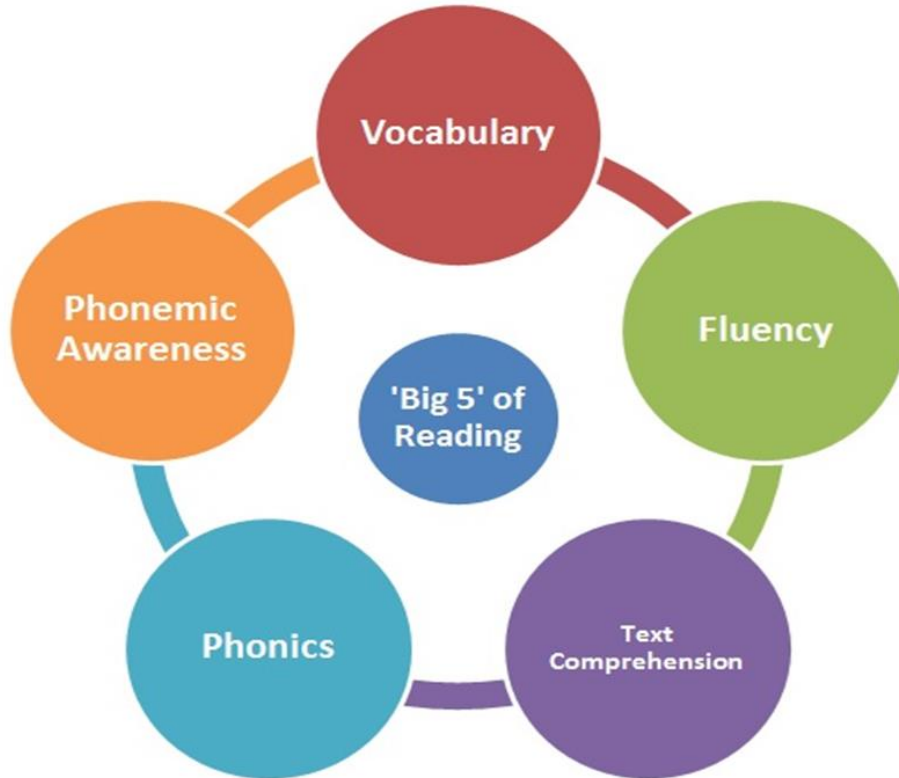
Consistent instructional routines are used to guide students to correct responses

Instructional time is carefully allocated to maximize time on task

Content will fade in students' memories if it's not reviewed systematically.



Step 7: Integrate the Big Five



Example:

Teaching the word C-O-T and providing a definition (Vocabulary)

Step 8: Manage Transitions

Classroom transitions occur whenever you have to leave one activity or lesson and enter another.

Teach transitions through modeling and practice.

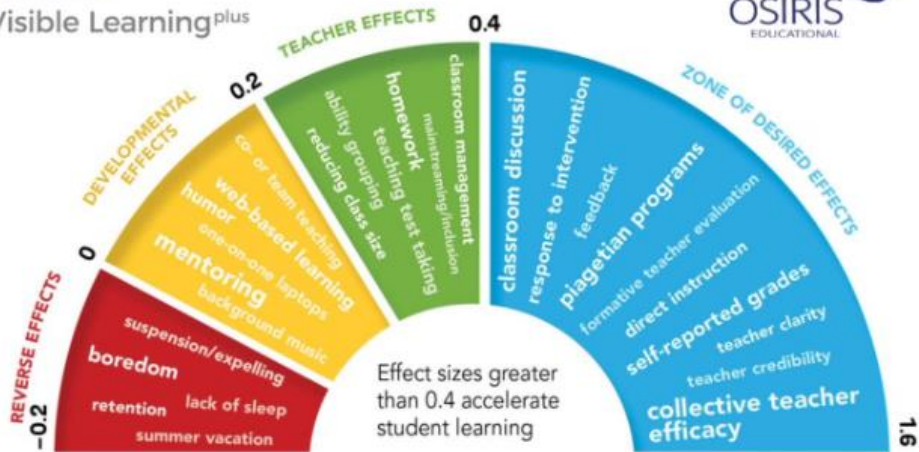
- 1. Give students advance warning.**
- 2. Display timers to help students visually track when the transition will occur.**
- 3. Consider visuals to help guide students through the routine of the day.**



Step 9: Provide Immediate Corrective Feedback

CORWIN

Visible Learning^{plus}



EL Takeaways

7

Things to Remember About Feedback

1

Feedback is not advice, praise, or evaluation. Feedback is information about how we are doing in our efforts to reach a goal.



Grant Wiggins, p. 10

2

If students know the classroom is a safe place to make mistakes, they are more likely to use feedback for learning.

Dylan William, p. 30

3

The feedback students give teachers can be more powerful than the feedback teachers give students.

Cris Tovani, p. 48

4

When we give a grade as part of our feedback, students routinely read only as far as the grade.

Peter Johnston, p. 64

5

Effective feedback occurs during the learning, while there is still time to act on it.

Jan Chappuis, p. 36

6

Most of the feedback that students receive about their classroom work is from other students—and much of that feedback is wrong.

John Hattie, p. 18

7

Students need to know their learning target—the specific skill they're supposed to learn—or else "feedback" is just someone telling them what to do.

Susan Brookhart, p. 24



Source: The collective wisdom of authors published in the September 2012 issue of Educational Leadership: "Feedback for Learning." (Volume 70, Issue 1).

Step 10: Use Assessment Data

LETRS Basic Spelling Screener (K-2)

Name _____ Teacher _____ Grade _____ Date _____ Total Points _____

	mud	nap	set	fog	rib	life	shack	stone	trunk	goat	scrape	beat	champ	third	drain	bridges	crutch	growing	walked	born	spoil	smiling	slipping	shouting	higher	Totals
Word Correct																										/25
Initial Consonant	m	n	s	f	r	l				g									w						h	/9
Final Consonant	d	p	t	g	b	f	ck																			/7
Digraph, Trigraph							sh						ch	th	dge	tch								sh		/6
Blend							st	trnk		scr		mp		dr	br	cr	gr				sp	sm	sl			/12
Short Vowel	u	a	e	o	i																					/5
Long Vowel VCe						i_e	o_e			a_e																/3
Vowel Team/Diphthong									oa		ea			ai			ow	al		oi				ou	igh	/8
Vowel -r														ir						or						/2
Inflections															s		ing	ed				ling	pping	ting	er	/7
Word Totals																										Total /84

Reflection

Tier 1 CORE INSTRUCTION		
<i>Purpose:</i> Primary Prevention of Reading Failure		
<i>Goal:</i> At least 80% of students reach grade level expectations through Tier 1, Universal Instruction alone.		
	Element	Next Steps/Notes
1.	Students are given 90-120 minutes of reading instruction each day.	
2.	All students are included in the Tier 1 instruction.	
3.	Instruction follows an evidence-aligned scope and sequence that includes the five essential early literacy skills in a coherent, comprehensive core reading program.	
4.	Evidence-aligned instructional routines are utilized to teach reading.	
5.	Teachers have access to evidence-aligned instructional materials.	
6.	Instruction is differentiated based on universal screening data.	
7.	Instruction is delivered in whole group and small group formats, based on student data.	
8.	Staff come to the classroom to support small group instruction during Tier 1.	
9.	Grade level teams use universal screening data in the collaborative problem solving-model to plan core instruction.	

Questions





hand²
mind[®]

Thank You!