

Literacy in Colorado:

Teaching and Developing Literacy Skills: What Works
Part II

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An Effective Reading Program

- Strong research base
- Addresses the five essential components of reading instruction
- Sufficiently rigorous to align ultimately with CSAP expectations.
- Coherent instructional design:
 - Explicit, systematic instructional strategies
 - Coordinated instructional sequences
 - Multiple practice opportunities

Why Focus on Reading Programs Now?



Why Focus on Reading Programs Now?

- Unprecedented convergence about what children need to be successful readers
- Scientific evidence on which to base practice
- State standards are embracing the science
- Much classroom practice is shaped by textbooks
- Publishers respond to the marketplace and need
- Opportunity to align what we know, what we use, and how we teach to attain critical results

Why is it important to have an effective reading program?

- 25% of 8th graders and 26% of 12th graders were reading at “below basic” levels—2002 NAEP
- International comparisons of performance on reading--U.S. 11th graders are close to bottom
 - Below students from Philippines, Indonesia, and Brazil

(Source: Adolescents and Literacy: Reading for the 21st Century)

Why is it important to have an effective reading program?

- Poor readers at the end of 1st grade are not likely to ever catch up!
 - “The probability of remaining a poor reader at the end of 4th grade, given a child was a poor reader at the end of 1st grade was 88%.”
(Connie Juel, 1988, 1994)
- We must beat these odds!



The Math Behind Reading

Core reading program

+

Assessment system

+

Protected and prioritized time

+

Quality implementation

+

Differentiated instruction

+

High-intensity interventions

= Comprehensive Reading Instruction



An Effective Reading Program

Assessment Data

Benchmarking

Progress monitoring

Outcome assessments

Instruction

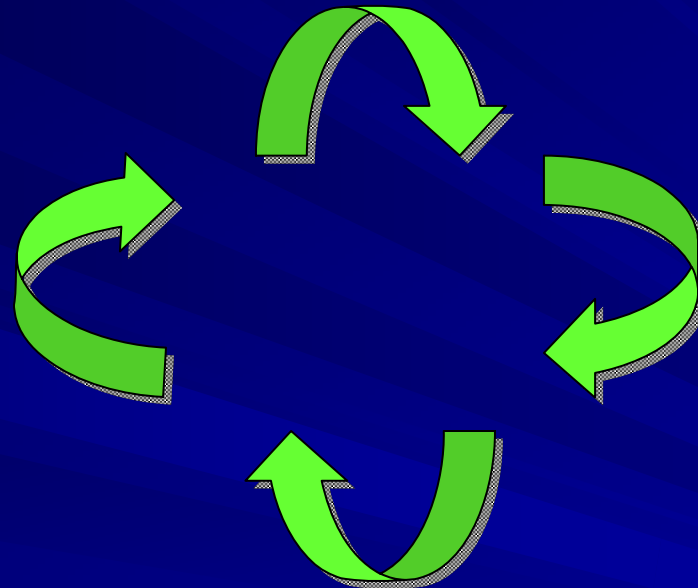
Explicit

Systematic

Differentiation

Grouping

Interventions



Time

90 minutes

Protected

Prioritized

Scheduling

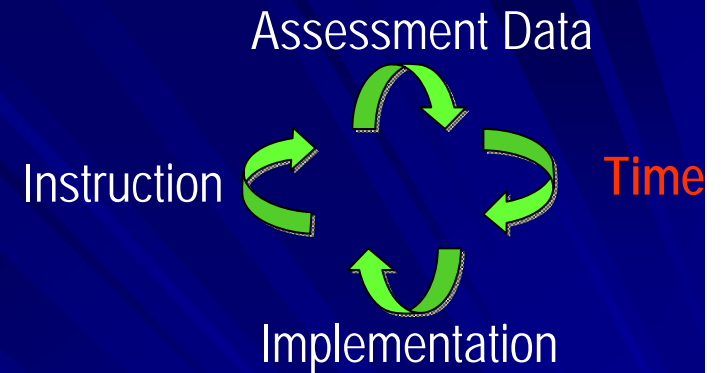
Implementation

Leadership

Program: Core, Supplemental, Intervention

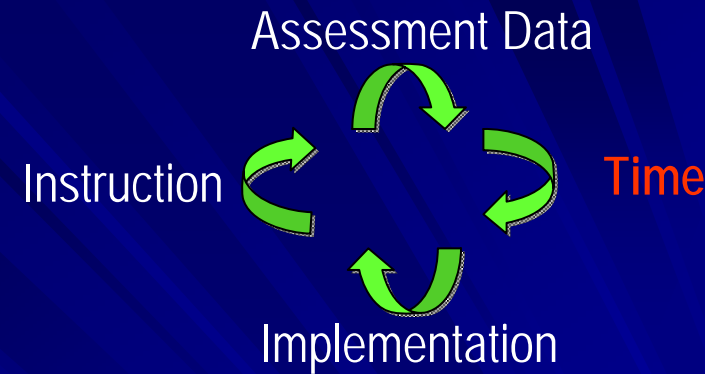
Support and Professional Development

Time



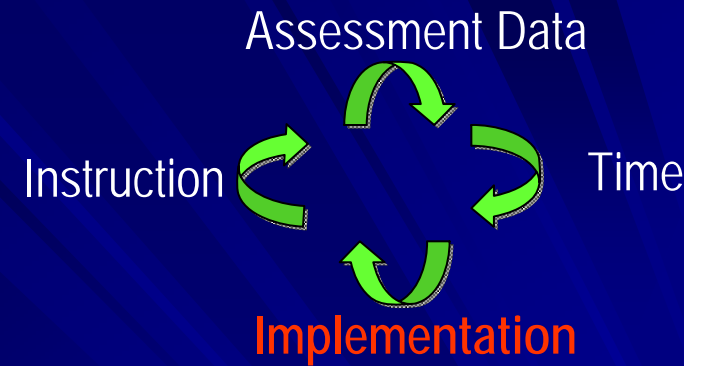
- 90 Minute Reading Block
- Protected time: What does that mean?
- Prioritized time: What does that mean?
- Scheduling

Time: Activity



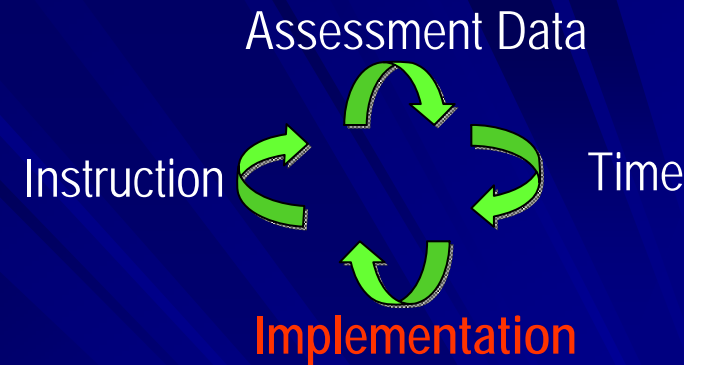
- Bea Underwood Schedule
 - What is effective in this schedule?
 - What might be improved?

Implementation



- Leadership
- Program: Core, Supplemental, Intervention
- Support and Professional Development

Leadership



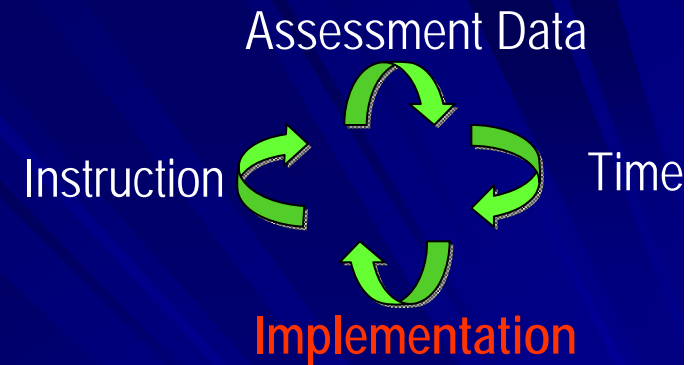
- Leadership
- Program: Core, Supplemental, Intervention
- Support and Professional Development

Principal Leadership Behavior	Hours Per Week (40)		
1. <i>Talk/Meet with Teachers/Parents</i>	3 Hours (7.5%)	=	3 hours (7.5%)
2. <i>Classroom Observations & Evaluations</i>	2 Hours (5%)	↑	10 hours (25%)
3. <i>Discipline Students</i>	4 Hours (10%)	↓	2 hours (5%)
4. <i>IEP Meetings</i>	4 Hours (10%)	=	4 hours (10%)
5. <i>Lunch/Bus Duty</i>	5 Hours (12.5%)	↓	3 hours (7.5%)
6. <i>Budget/Administrative Duties</i>	6 Hours (15%)	=	6 hours (15%)
7. <i>Recruiting, Hiring, Orienting</i>	1 Hour (2.5%)	=	1 hour (2.5%)
8. <i>Curriculum/Professional Development</i>	2 Hours (5%)	↑	4 hours (10%)
9. <i>Building Management</i>	5 Hours (12.5%)	↓	2 hours (5%)
10. <i>Staff Meetings</i>	2 Hours (5%)	=	2 hours (5%)
11. <i>Scheduling/Subs</i>	6 Hours (15%)	↓	3 hours (7.5%)

Hanson Initiative for Language & Literacy (HILL) _____

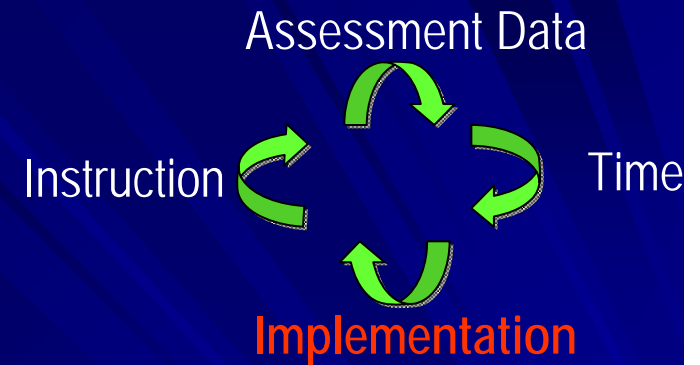
<i>Literacy Coach Leadership Behavior</i>	<i>Hours Per Week (40)</i>	
1. <i>Observe/Model/Coach in Classrooms</i>	5 Hours (13%)	↑ 16 hours (40%)
2. <i>Provide Professional Development for Teachers, Tutors, ParaPros</i>	2 Hours (5%)	= 2 hours (5%)
3. <i>Plan for Professional Development</i>	4 Hours (10%)	= 4 hours (10%)
4. <i>Read Professional Literature</i>	2 Hours (5%)	= 2 hours (5%)
5. <i>Select, Order, Organize Materials</i>	4 Hours (10%)	↓ 1 hour (2.5%)
6. <i>Schedule/Score/Interpret Assessments</i>	8 Hours (20%)	↓ 4 hours (10%)
7. <i>Facilitate Study Groups</i>	2 Hours (5%)	= 2 hours (5%)
8. <i>Grade-level Meetings</i>	8 Hours (20%)	= 8 hours (20%)
9. <i>Administrative Duties (Substitute, Lunch Duty, Field Trips, Meetings)</i>	5 Hours (13%)	↓ 1 hour (2.5%)

KUD: The Reading Teacher



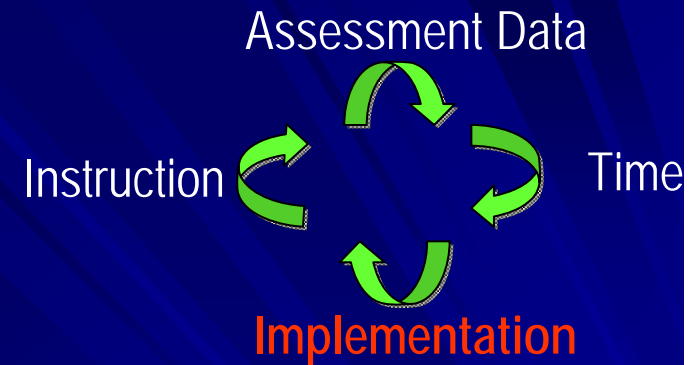
- Understand reading psychology and development
- Understand the structure of the English language
- Apply best practices in all aspects of reading
- Use validated, reliable, efficient assessments to inform teaching

Activity: Reading Questions



- Why is it useful to know if a student can read nonsense words such as *flep*, *tridding*, and *pertollic*?
- What does it mean if a 5-year-old child writes, “pez tak me yut u?”
- Which words do good readers skip as they read along at a good pace?

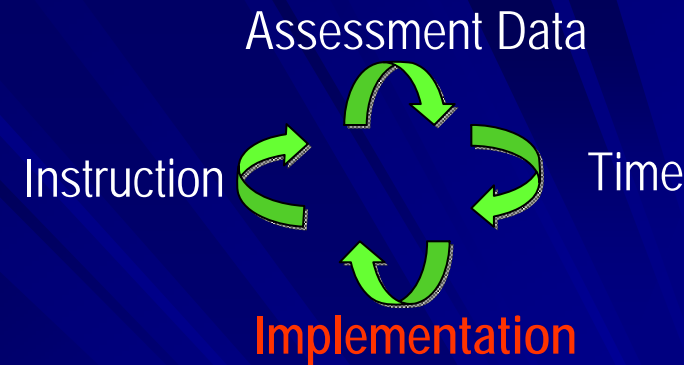
KUD: Reading Teacher Reference



- Teaching Reading IS Rocket Science:
What Expert Teachers Should Know and
Be able to Do

– <http://www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf>

A School's Continuum of Programs and Materials



■ Core

- Programs and materials designed to enable 80% or more of students to attain schoolwide reading goals.

■ Supplemental

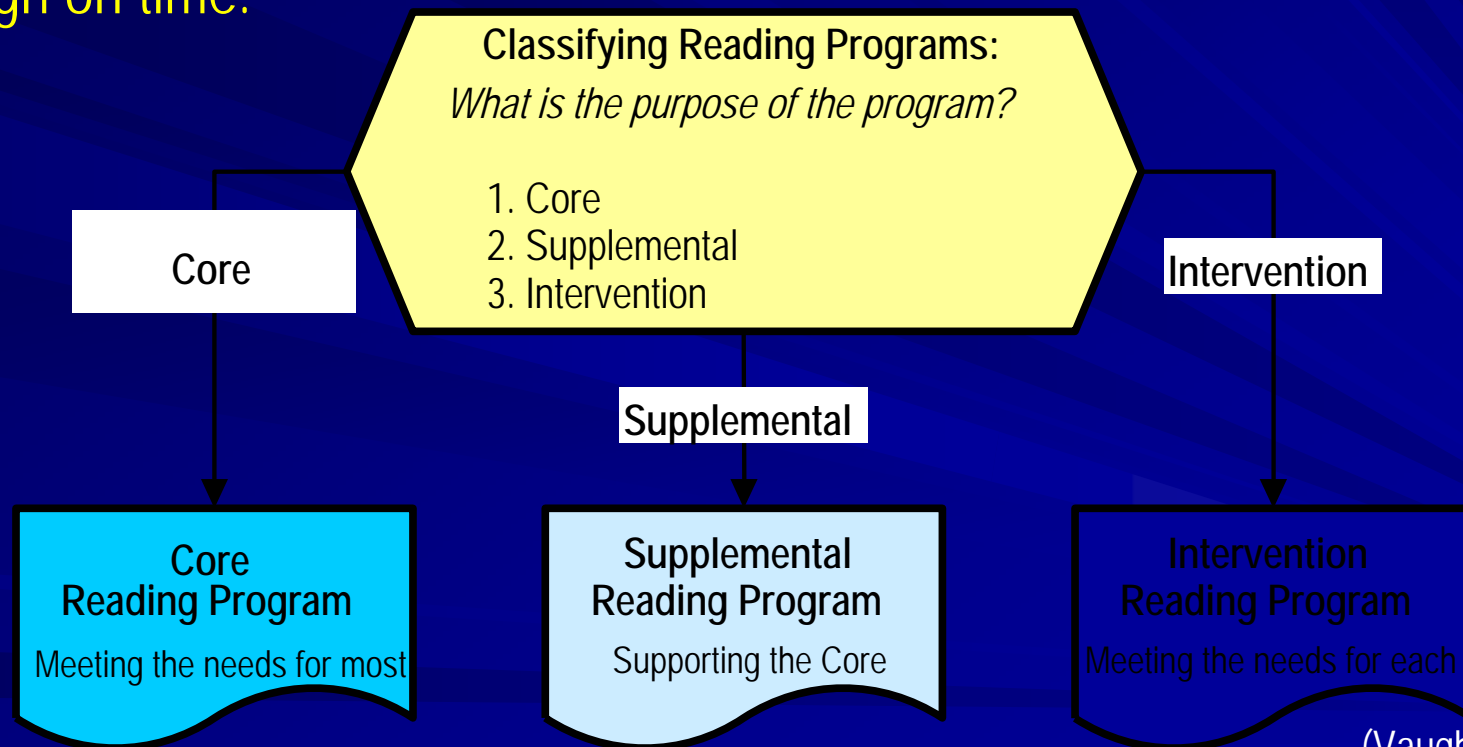
- Programs and materials designed to support the core program by addressing specific skill areas such as phonemic awareness or reading fluency.

■ Intervention

- Programs and materials designed to provide intensive support for students performing below grade level.

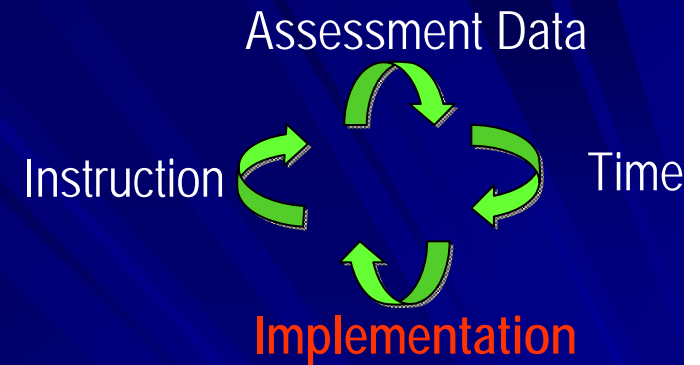
Understanding the Purpose of Different Programs

Programs are tools that are implemented to ensure that children learn enough on time.



(Vaughn et al. 2001)

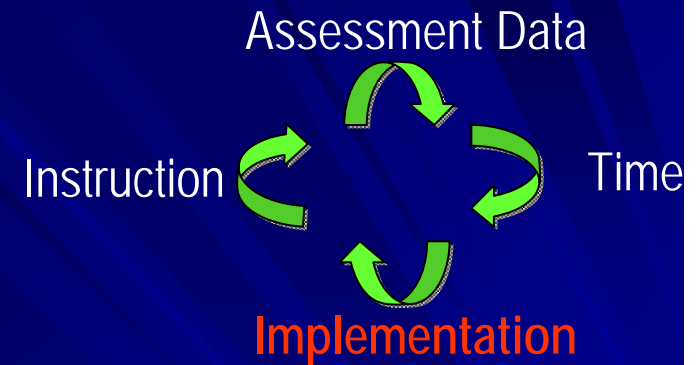
Core Program



A Core Instructional Program of Validated Efficacy Adopted and Implemented Schoolwide

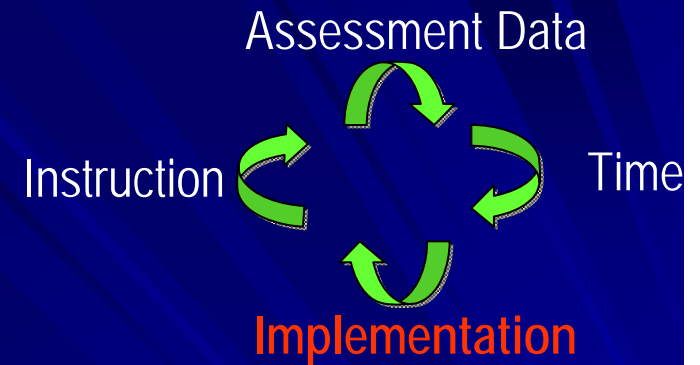
- A core program is the “base” reading program
- Designed to provide instruction in the essential areas of reading for the majority of students school-wide
- In general, the core program should enable 80% or more of students to attain schoolwide reading goals

Why Adopt A Core Reading Program?



- Increases continuity, coherence, and community of effort within and between grades
 - All teachers are aware and working toward the same goals - Moving in the same direction!
- Creates more “buying power” regarding professional development
- Affords greater differentiation of instruction for children (can share children within and between grades)
- Reading instruction is rocket science! (Moats, 1999)
 - Expecting teachers to construct and instruct is unreasonable and too important to leave to chance.

Instructional Design

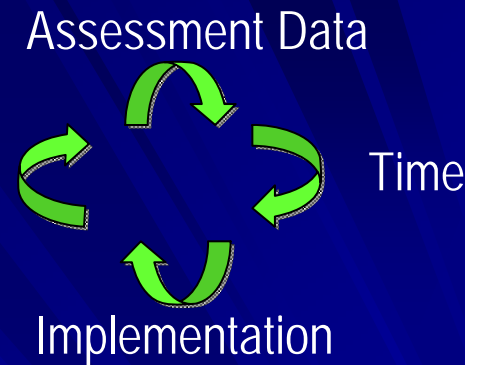


Features of well-designed programs include:

- Explicit instructional strategies
- Systematic coordinated instructional sequences
- Ample practice opportunities
- Sufficient instruction and review of high priority skills

Defining “Instruction”

Instruction



PREVENTION

Systematic & explicit instruction designed to assure at least adequate skill development for ALL children

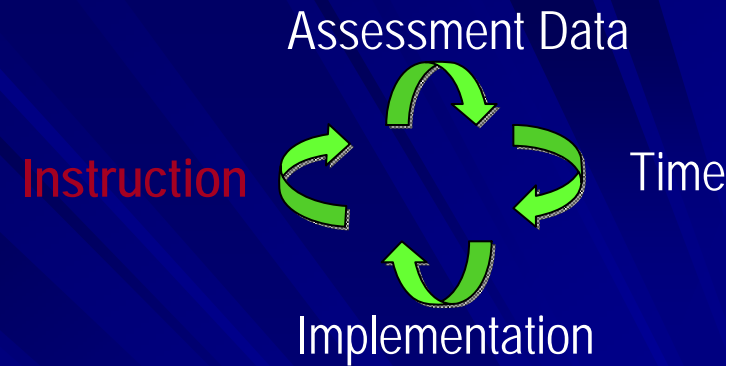
Studies show that 70-95% in the bottom 20%ile can learn to read in the average range

INTERVENTION

IMMEDIATE efforts to increase the skill level of students by providing supplemental, targeted instruction.

Some research suggests 30 minutes ADDITIONAL for each grade year behind

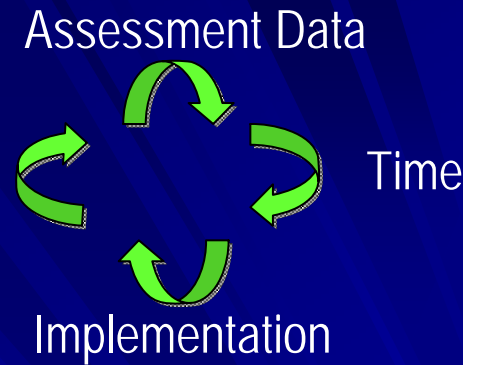
Instruction



- Systematic
- Explicit
- Differentiation
- Grouping
- Interventions

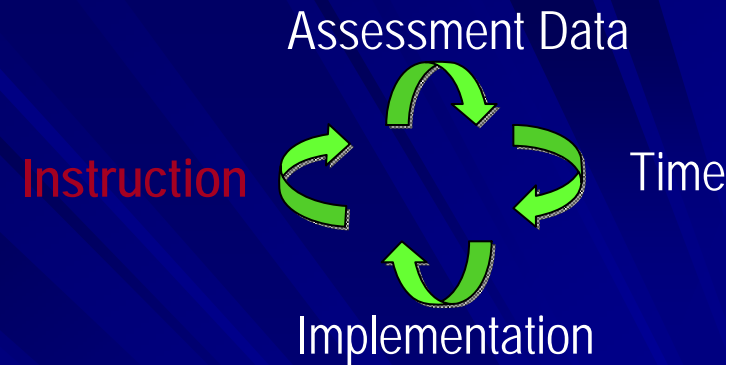
Defining “Systematic”

Instruction



- Instruction that is systematic has a thoughtful purpose and plan
 - Based on standards
 - Focused on key skills
 - Sequenced from easy to hard
 - Matched to students' needs

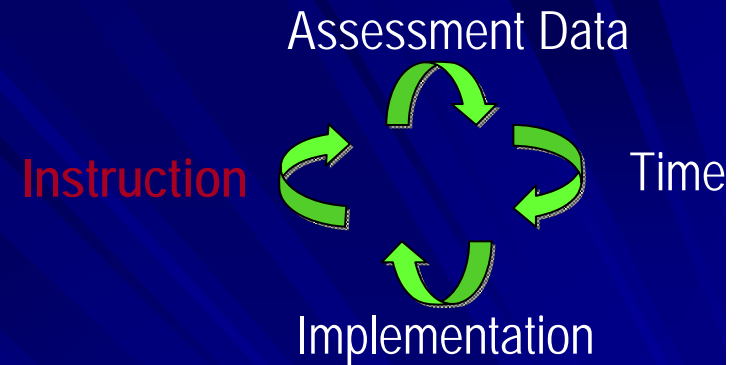
Defining “Explicit”



Teachers who are being explicit...

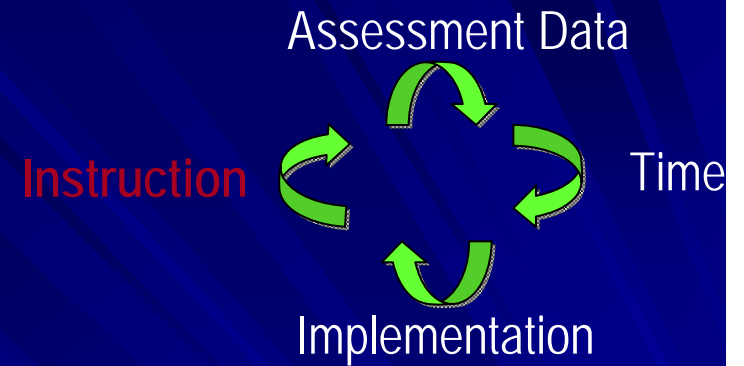
- Tell students what they are learning and why
- Use a 3-step instructional process
- Provide immediate corrective feedback
- Ensure active student engagement

Implicit Phonics Example



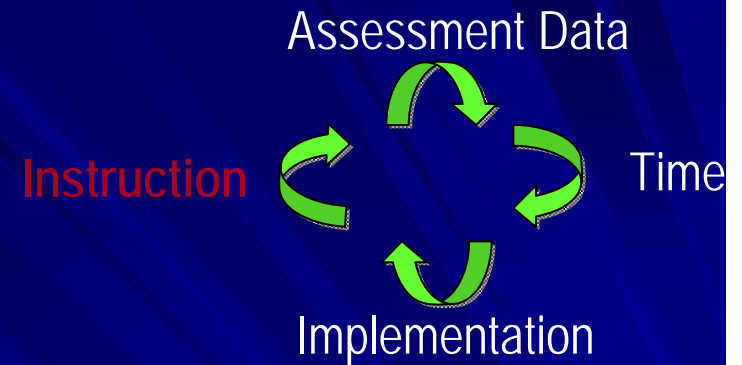
In implicitly taught phonics, skills are taught by embedding phonics instruction in text reading and rely on incidental learning (i.e. assisting students to notice sound/spellings that are occurring numerous times in a particular text.) This method is characterized by question asking by the teacher. Students are expected to discover the skill or concept being taught guided by the teacher's questions.

Activity: Explicit or Implicit?



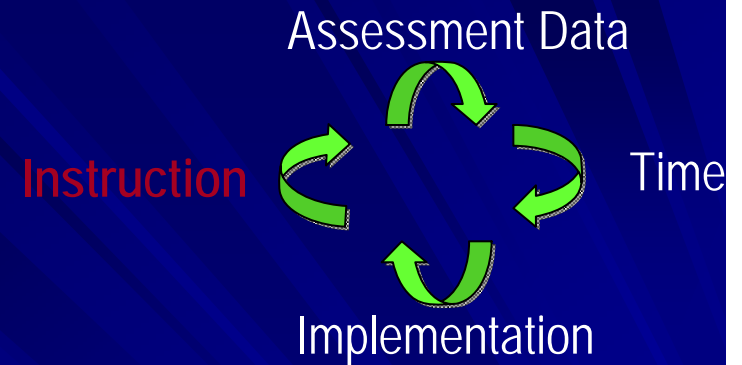
Decide if each of the three instructional examples is implicit or explicit and be able to tell why.

Explicit or Implicit? Example #1



Read the big book *Minnie Monkey*. Ask students to listen for a sound they hear many times in this book (/m/). Ask individual students to show where in the story they see words that contain the sound /m/. Give students sentence strips to order and retell the story with a partner. Ask students to think of other /m/ words. Have them draw pictures for each word in their journals and write a sentence that contains one of the words.

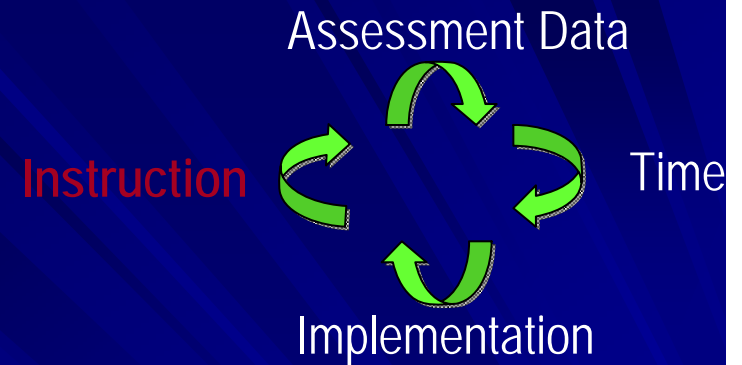
Explicit or Implicit? Example #2



Display the large *ice cream* sound/spelling card. Ask a student to name the picture that is on the card. Write the words *ice cream* on the board, and ask a volunteer to underline *i* in the word *ice*. Ask students what sound the *i* makes in *ice cream*. Have children chant $\bar{i}/\bar{i}/\bar{i}/\bar{i}/\bar{i}/\bar{i}/\bar{i}/$ as you point to the letter. As you display and name each **Picture Card**, have children repeat the word and listen for the long *i* sound: *bike, dime, five, kite, nine, prize, slide, vine, white*.

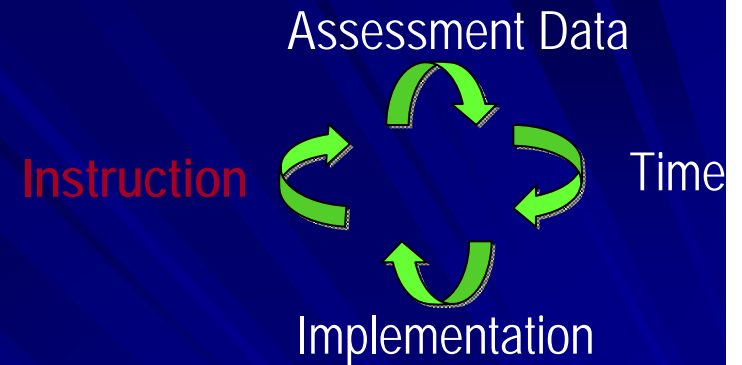
Explicit or Implicit?

Example #3



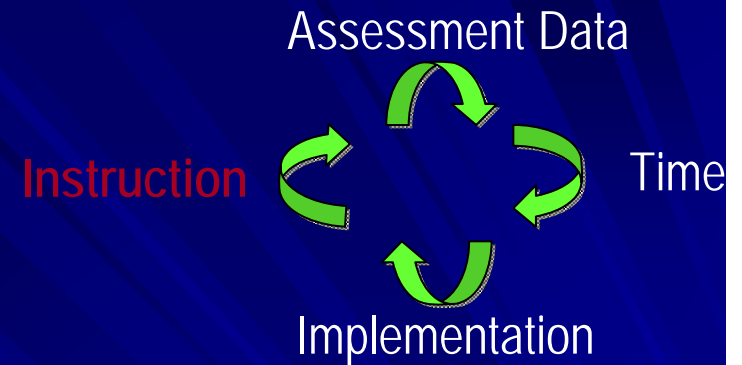
Engage in a fast paced, whole group response PA activity using the /m/ sound. Display the large *mouse* sound/spelling card. Have children name the picture with you. Point to the *m* and say that the spelling *m* makes the /m/ sound. Say that /m/ at the beginning of *mouse* is spelled with an *m*. Have children chant /m/ as you point to *m*. Ask students to write an *m* in the air as you remind them that *m* is a spelling for /m/. Read a list of words and have students use thumbs up when they hear /m/ at the beginning of a word. Then blend 15-20 words on the board using sound-by-sound blending, most of which use the /m/*m* sound/spelling. Then pass out *Matt's Map* and engage in whole class reading of the decodable text.

Explicit Instruction Routine



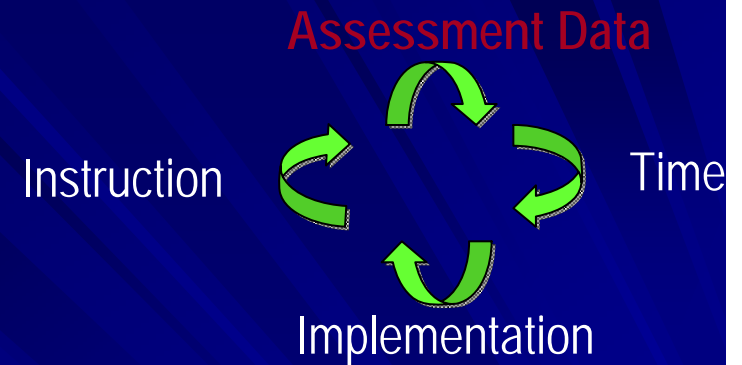
- Set Purpose
- State Objective
- Connect To And Review Previous Learning
- Teach New Concept/Skill (I Do)
- Guide Practice (We Do)
- Assess Student Application (You Do)
- Return To Purpose
- Provide Opportunity For Further Practice

Effective Instructional Techniques



- Unison oral response
- Signaling
- Pacing
- Monitoring
- Correcting errors and teaching to mastery

Reading Assessments



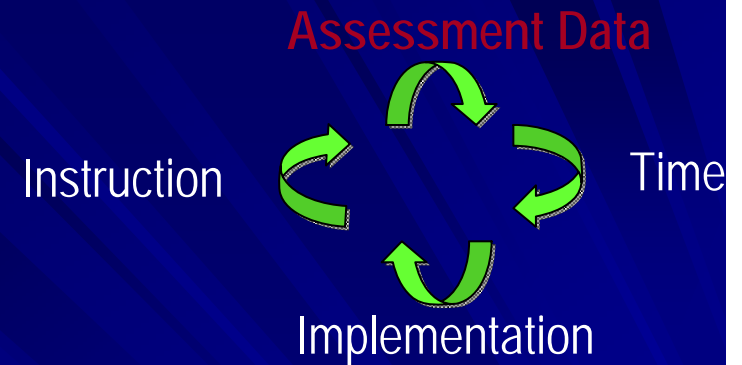
■ Formal Assessment

- Standardized procedures for administration
- Norm referenced or criterion reference tests can predict later achievement based on the current score

■ Informal Assessment

- May have recommended procedures for administration
- Scoring is subjective
- Can be used to measure instructional outcomes

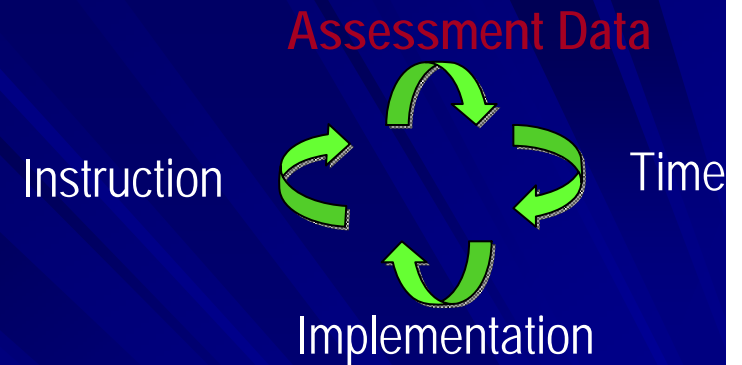
4 Purposes of Assessment



- **Outcome:** provides a bottom-line evaluation of the effectiveness of the reading program in relation to established performance levels.
- **Screening:** designed as a first step in identifying children who may be at risk for academic failure or *needing* additional reading instruction
- **Progress monitoring:** determines through frequent measurement if students are making adequate progress or need more intervention to achieve grade level reading outcomes
- **Diagnosis:** provides more in-depth information about student's skill and instructional needs

(Reading First Assessment Committee, 2002)

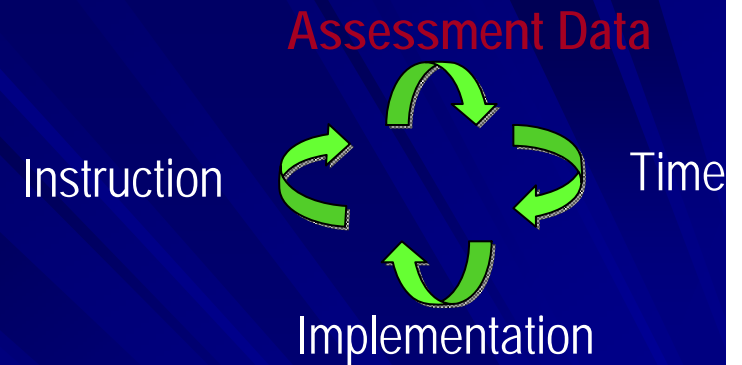
Outcome Assessment



- **Purpose:** To determine level of proficiency in relation to norm or criterion.
- **When:** Typically administered at end of year. Can be administered pre/post to assess overall growth.
- **Who:** All students
- **Relation to instruction:** Provides index of overall efficacy but limited timely instructional information.

(Reading First Assessment Committee, 2002)

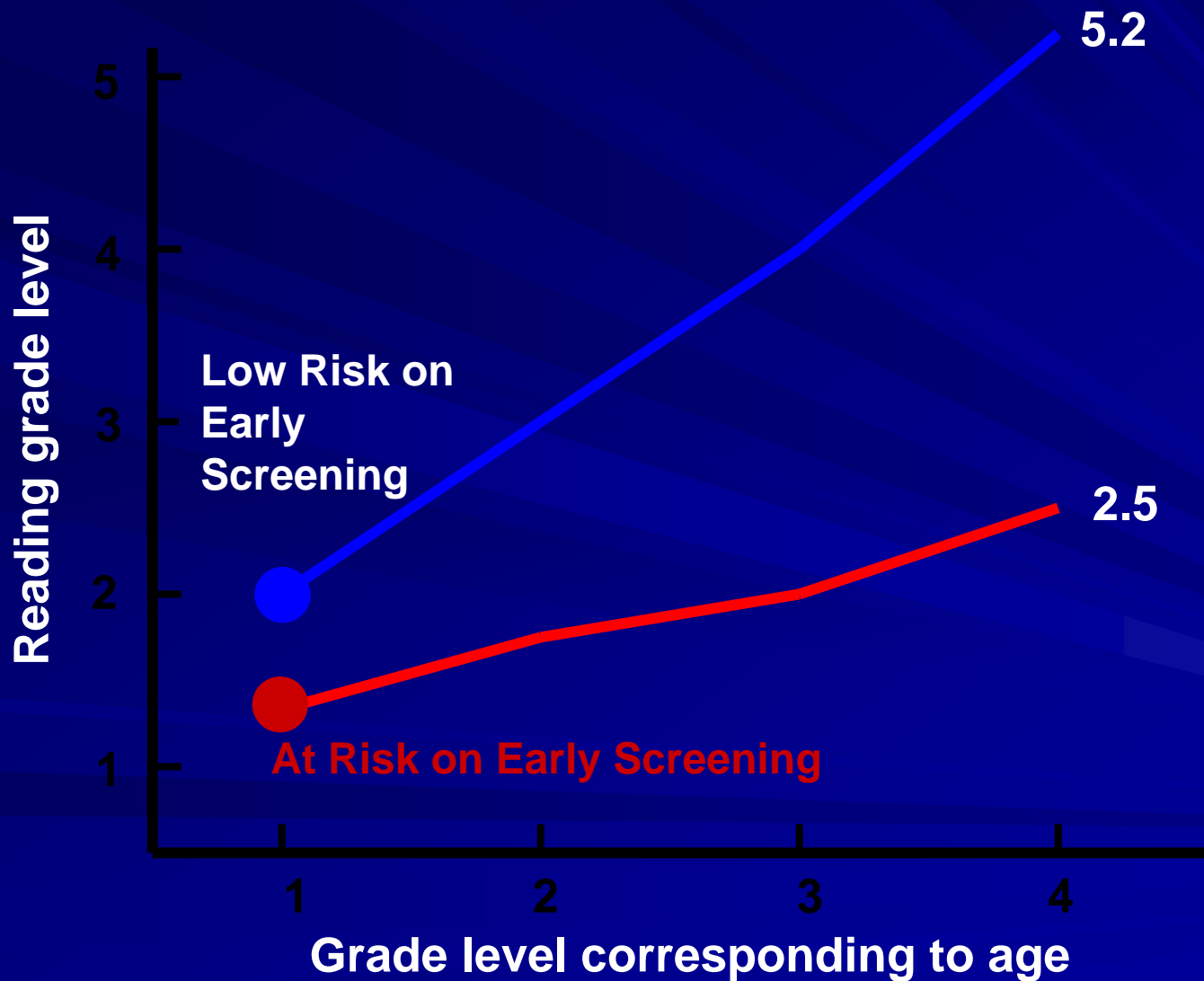
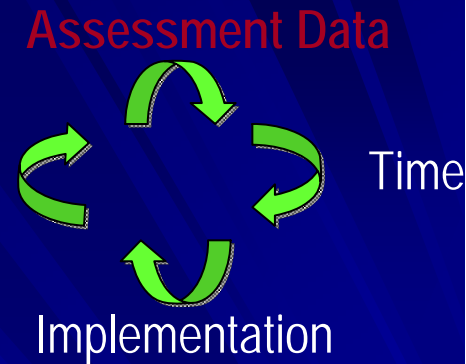
Screening Assessment



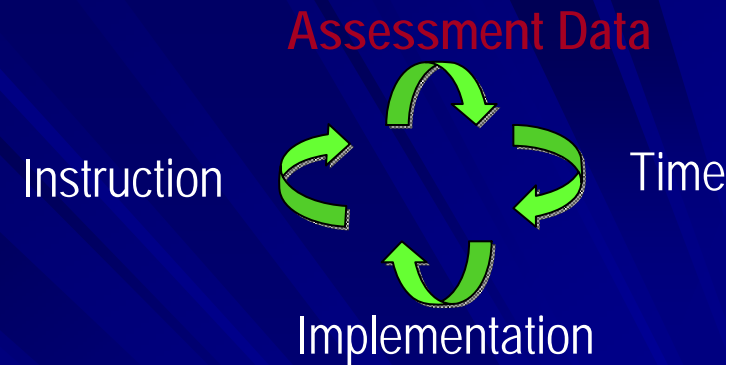
- **Purpose**: To determine children who are likely to require additional instructional support (predictive validity).
- **When**: Early in the academic year or when new students enter school.
- **Who**: All students
- **Relation to instruction**: Most valuable when used to identify children who may need further assessment or additional instructional *support*.

(Reading First Assessment Committee, 2002)

Early Screening Identifies Children At Risk of Reading Difficulty



Progress Monitoring Assessment

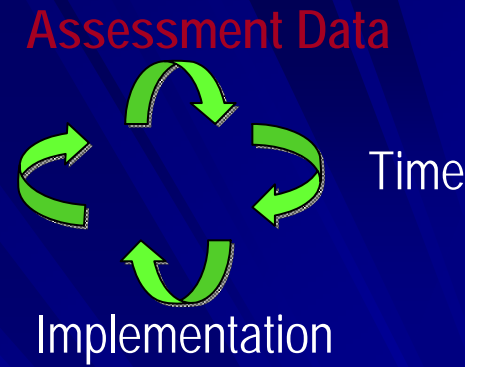


- **Purpose:** Frequent, timely measures to determine whether students are learning enough of critical skills.
- **When:** At minimum 3 times per year at critical decision making points. More often for intensive and strategic students.
- **Who:** All students
- **Relation to Instruction:** Indicates students who require additional assessment and *intervention*.

(Reading First Assessment Committee, 2002)

Progress Monitoring ORF Example

Instruction

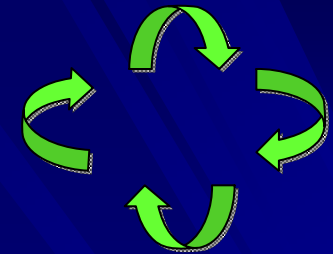


What Progress Monitoring Looks Like

Assessment Data

Instruction

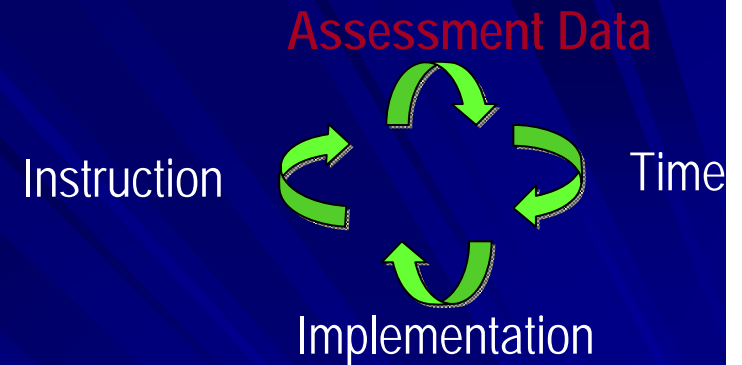
Time



Implementation



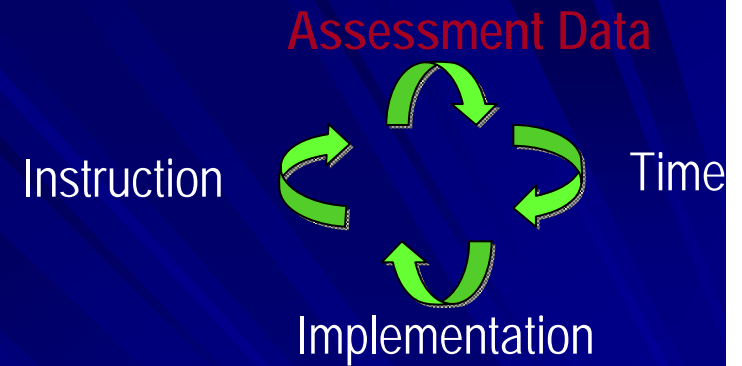
Diagnostic Assessment



- **Purpose**: To provide specific information on skills and strategy needs of individual students.
- **When**: Following screening or at points during the year when students are not making adequate progress.
- **Who**: Selected students as indicated by screening or progress monitoring measures or teacher judgment.
- **Relation to Instruction**: Provided specific information on *target skills*; highly relevant.

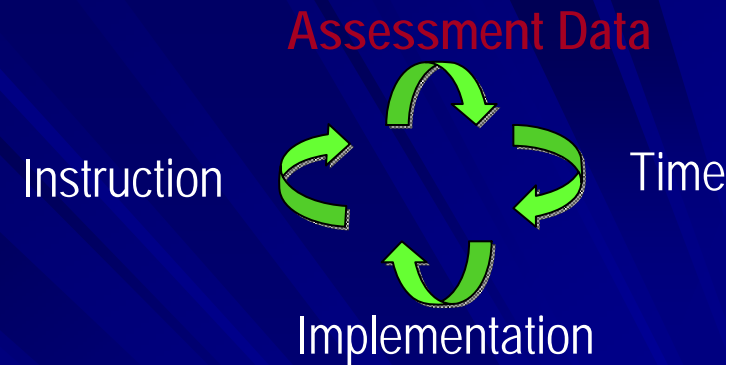
(Reading First Assessment Committee, 2002)

Rigorous Assessments



- Are valid, reliable, and grounded in SBRR.
- Measure progress in the 5 essential Reading First components.
- Identify students who are at risk or having difficulty.

What is Valid and Reliable?



Evidence that the test measures what it is supposed to measure

Examples for Reading First:

- Phonemic Awareness
- Phonics
- Fluency
- Comprehension
- Vocabulary

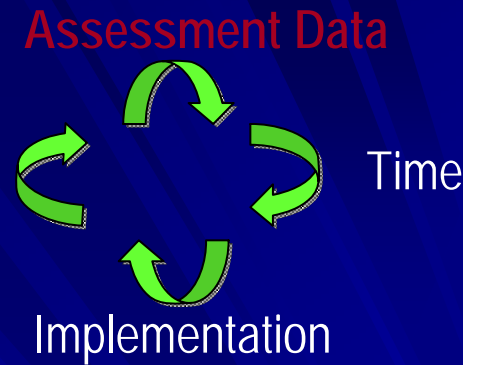
The stability or consistency of test scores

Confident assessments expect a similar score if students are tested:

- On a different day
- By a different tester
- On a minimally different set of items

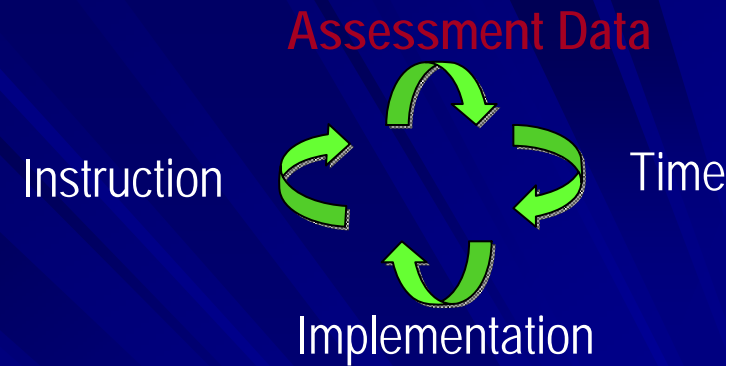
Grouping

Instruction



Group children based on data to make scheduling and curricular decisions.

Purpose of Assessment



“Teaching without assessment is like driving a car without headlights.”

Recap of An Effective Reading Program

Assessment Data

Benchmarking

Progress monitoring

Outcome assessments

Instruction

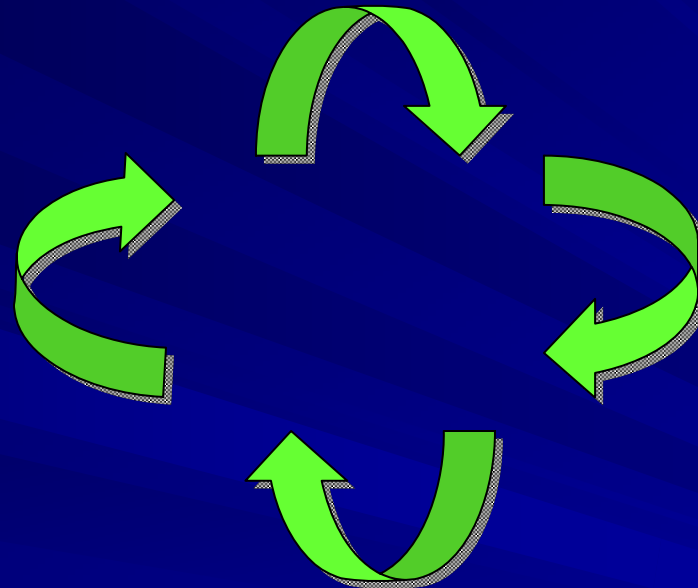
Explicit

Systematic

Differentiation

Grouping

Interventions



Time

90 minutes

Protected

Prioritized

Scheduling

Implementation

Leadership

Program: Core, Supplemental, Intervention

Support and Professional Development

Resources For Program Reviews

- Florida Center for Reading Research

- <http://www.fcrr.org/FCRRReports/reportslist.htm>

- Oregon Reading First

- http://oregonreadingfirst.uoregon.edu/curriculum_review.php

Questions?

Thank you!