Current Reading Research and Practical Treatment Ideas for Monday Morning

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Agenda

- Background
- Review of Reading Research
- Exploration of Resources & References
- Practical Treatment Ideas for Monday Morning
- Conclusions and Questions
Background
Why should SLPs be involved in reading?

- Children with a history of oral language impairment are 4-5 times more likely to present with reading difficulties than the general population (their peers).

(Catts et al., 2001)
Why reading is important…

“It matters little what else they learn in elementary school if they do not learn to read at grade level.” (Fielding et al., 2007, p.49)
Knowledge and Skills for Reading and Writing Roles

- **The nature of literacy**, including spoken-written language relationships, and reading and writing as acts of communication and tools of learning.
- **Normal development** of reading and writing in the context of the general education curriculum.
- **Disorders of language and literacy** and their relationships to each other and to other communication disorders.
- **Clinical tools and methods** for targeting reciprocal spoken and written language growth.
- **Collaboration, leadership, and research principles** for working with others, serving as advocates, and advancing knowledge about evidence-based practices.

Taken from:
Roles and Responsibilities

- Prevention
- Identification
- Assessment
- Intervention
- Other roles

SLP Intervention Skills including abilities to:

- Apply current research practice and knowledge when making decisions
- Use assessment data to make instructional decisions
- Using all components of language system to assist in reading and writing skills
- Teach reading and writing strategies

SLP Intervention Skills including abilities to:

- Make decisions about working on skills in isolation versus in context
- Plan individualized instruction for students with varied needs
- Collaborate with classroom teachers to include students with disabilities
- Use innovative technologies
- Document intervention outcomes

Review of Reading Research
In 1997, Congress asked the Director of the National Institute of Child Health and Human Development (NICHD) in consultation with the Secretary of Education, to convene a national panel to assess the effectiveness of different approaches used to teach children to read.

For over two years, the NRP reviewed research-based knowledge on reading instruction and held open panel meetings in Washington, DC, and regional meetings across the United States. On April 13, 2000, the NRP concluded its work and submitted this report.
NRP reviewed over 100,000 studies that met this criteria:

- One or more skills in reading used as outcome measure
- Results generalizable to larger population of students
- Effectiveness of an approach was examined
- Research was high quality (peer review)

Armbruster, Lehr, & Osborn (2003)
This is what the NRP found…
5 Key Components of Reading Instruction as identified by the NRP

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Other areas investigated: Technology, Teacher Education and Teacher Preparation
“The Panel’s silence on other topics should not be interpreted as indicating that other topics have no importance or that improvement in those areas would not lead to greater reading achievement. It was simply the sheer number of studies identified by Panel staff relevant to reading...that precluded an exhaustive analysis of the research in all areas of potential interest.”

(NRP, 2000, p.1-3)
Phonemic Awareness (PA)

- Key component, but not the only one
- More doesn’t always = better (<20 hours)
- Different children will require different amounts of PA instruction
Phonics

- Systematic phonics instruction has a bigger impact than unsystematic or no phonics instruction regardless of SES.
- Phonics instruction produces greatest growth when taught early (K and 1st).
- Phonics instruction should be integrated with the other identified reading components.
Fluency

- Guided repeated oral reading procedures are effective in improving fluency
  - Corrective feedback is important for good and poor readers
- Silent Sustained Reading does not have a strong research base to support its use, further research using this approach is necessary
Vocabulary

Themes or general categories of effective vocabulary instruction

- direct and indirect instruction
- multiple exposures to the words
- learning opportunities in different contexts
- tasks restructured for better comprehension when necessary
- active engagement of the students
- computer programs can be used as an alternative to teacher instruction in vocabulary lessons
- vocabulary is also learned through incidental learning

The NRP concluded that using only one method of instruction in vocabulary is not as effective as a combination approach.
Comprehension

- 7 Strategies were found to be effective:
  - Comprehension monitoring
  - Cooperative learning
  - Graphic organizers
  - Question answering
  - Question generating
  - Story structure
  - Summarizing

- Multiple Strategy Instruction (combination of 2 or more strategies)
This is what research, post NRP, is saying...
PA & Phonics - Post NRP

Foorman et al. (2003)

- 4,872 Kindergarten students
  - 114 classrooms in 32 schools in Houston & DC
- To what extent does curricular choice and PA instruction in K affect K literacy skills and 1st grade reading and spelling outcomes?
  - Curricular choice = more or less teacher choice
  - More or less PA
- Lots of ongoing PD for teachers
Phonemic awareness activities (not syllable and word level) were keys to reading instruction in Kindergarten.

- Helping students grasp sound/symbol relationship

Instruction that combined PA and Phonics was more effective than instruction of PA alone.

However, effective instruction in PA and Phonics appeared to be as much of a consequence of ongoing professional development as it was a function of the prescribed activities.
PA & Phonics - Post NRP
Foorman et al. (2003)

Take home message:

“What seems to matter are activities where phonemes are blended and segmented in speech, then connected explicitly and systematically to graphemes in print, through phonics instruction.”

p. 317
Fluency - Post NRP
Hiebert (2005)

- Schools in mid-sized, suburban district in southeastern American state
- 3 groups in 3 separate schools
- Intervention = 20 weeks long (Oct-mid March)
- The same basal textbook program was used in a whole class format for all three groups.
- The control group did not do repeated readings and the other two groups differed on what texts they used for repeated readings.
Fluency - Post NRP
Hiebert (2005)

- Literature RR
  - Four 2nd grade classrooms, n=43
  - repeated readings of text from literature-based basals

- Content RR
  - Three 2nd grade classrooms, n= 45
  - repeated readings of set of science/SS texts designed to have few, rare, multisyllabic, single appearing words

- Control Condition
  - Six classrooms, n = 27
  - No repeated readings
Fluency - Post NRP
Hiebert (2005)

- Content RR students made greater gains in reading rate than literature RR students.

- Content RR and literature RR groups outperformed the control on the comprehension measure, but did not perform significantly different from each other.

- Gains made by content classrooms were made in approx. ½ amount of time allocated to reading instruction as by literature classrooms.
Fluency - Post NRP
Hiebert (2005)

- Take home message:

  “The features of texts made a difference over and above the application of the repeated readings techniques that were advocated by the NRP (2000).”

  p. 203
Vocabulary - Post NRP
Beck & McKeown (2007)

Study 1 -

- 4 kindergarten and 4 first grade classrooms
- Two K and 1st were treatment and two were comparison
- Compared “rich instruction” to no instruction
- N=98 (52 in treatment, 46 in comparison rooms)
- All children were African-American
- 82% qualified for free or reduced lunch
- Small urban district with lower-SES
Vocabulary - Post NRP
Beck & McKeown (2007)

- **Study 2** -
  - 3 kindergarten and 3 first grade classrooms
  - Compared “rich instruction” from study one when used over 3 days vs. 6 days
  - N=36 kindergarten students, 40 1st graders
  - All children were African-American
  - 81% qualified for free or reduced lunch
  - Same small urban district as Study 1, different school
Vocabulary - Post NRP
Beck & McKeown (2007)

- Tier 2 words and storybook “rich instruction”
  - Tier 2 words are frequently used words that will be helpful across several contexts such as obvious, anxious, etc.

- Study 1-
  - Children who were taught directly learned more words than children who received no instruction

- Study 2
  - Gain in word knowledge - 2x as large for 6 days
Take home message:

“A key aspect of the argument for teaching young children sophisticated words is that the earlier word meanings are learned, the more readily they are accessed later in life.” (promoting comprehension)

“…more instruction brings about better results.”
Comprehension - Post NRP
Guthrie et al. (2004)

Study 1
- 3rd grade students, 4 schools randomly assigned to CORI (8 classes) or SI (11 classes)
- Instruction occurred 90 minutes per day for 12 weeks in both conditions

Study 2
- Same as study 1 except addition of control group (TI) and included a standardized measure of reading comprehension
Comprehension - Post NRP
Guthrie et al. (2004)

- Concept-Oriented Reading Instruction (CORI) Motivational practices
  - Using content goals for reading instruction
  - Affording choices and control to students
  - Providing hands-on activities
  - Using interesting texts for instruction
  - Organizing collaboration for learning from texts

- Strategy Instruction (SI)
  - Activating background knowledge
  - Questioning
  - Searching for information
  - Summarizing
  - Organizing graphically
  - Identifying story structure

- Traditional instruction (TI)
  - No strategy instruction
Comprehension - Post NRP
Guthrie et al. (2004)

Findings indicated:

- **Study 1**
  - CORI students scored higher than SI on measures of reading comprehension, reading motivation, and reading strategy use.

- **Study 2**
  - CORI outperformed SI and TI groups on standardized reading comprehension measure
  - SI and TI did not significantly differ from each other
Comprehension - Post NRP
Guthrie et al. (2004)

- Take home message:
  - Effective reading comprehension instruction depends on *how* it is taught as well as *what* is taught
  - Motivation and engagement matter!
Connor et al. (2007)

- 10 schools, 47 teachers, 616 1st grade students
- Schools were matched and paired on key indicators and then each was randomly assigned to the treatment (n=22 teachers) or control group (n=25 teachers)
- Students were assessed August 2005, and in January and May 2006
Connor et al. (2007)

- Child by instruction interactions
  - Code-focused (CF) vs. Meaning-focused (MF)
  - Teacher-Managed (TM) vs. Child-Managed (CM)
    - Who is focusing the student’s attention on the learning activity?

- Assessment to Instruction Software (A2i)
Connor et al. (2007)

- A2i recommended greater amounts of TM-CF instruction for students who had weaker word reading skills and less for students with stronger skills.

- A2i recommended greater amounts of CM-MF instruction all year long for children with stronger vocabulary; however, for children with weaker vocabulary, A2i recommended less CM-MF in the fall - gradually increasing over the course of the year.

- Total amount of instruction did not predict reading outcomes, but the precision of recommended amounts (type) of instruction did predict word reading and reading comprehension outcomes.
Additional focus points since the NRP

- The weight of each of the components shift across development
- Fluency is much more complex than we thought
  - It is a cause and a consequence of comprehension
- Text Difficulty
- Engagement (comprehension)
- Writing takes on a larger role (starting around mid second grade) because about 50% of our standardized tests involve constructed responses
Writing Resources

Writing Next: Effective Strategies to Improve Writing of Adolescences in Middle and High Schools, 2006

Handbook of Writing Research, 2005
Research to Practice
Why must we all work together to provide effective interventions?

- Children enter school with very diverse instructional needs
- Some children may require instruction that is 4 or 5 times more powerful than the rest of the students
- The classroom teacher, alone, may not be able to provide sufficiently powerful instruction to meet the needs of all students
Children have **diverse** needs in 3 main areas:

- Accurate and fluent word reading skills
- Oral Language skills (vocabulary, linguistic comprehension)
  - Extent of conceptual and factual knowledge
  - Knowledge and skill in use of cognitive strategies to improve comprehension or repair it when it breaks down
  - Reasoning and inferential skills
- Motivation to understand and interest in task and materials
Ways that instruction must be made more powerful for students “at-risk” for reading difficulties.

More powerful instruction involves:

- More instructional time
- Smaller instructional groups
- More precisely targeted at right level
- Clearer and more detailed explanations
- More systematic instructional sequences
- More extensive opportunities for guided practice
- More opportunities for error correction and feedback

Foorman & Torgesen (2001)
Three F’s and One S to increase intensity and reach of instruction

- **Frequency** and duration of meeting in small groups – every day, three times a week, etc.
- **Focus** of instruction – work in phonemic awareness, phonics, comprehension, etc.
- **Format** of lesson – guided reading vs. skills focused lesson
- **Size** of instructional group – 3 students, 6 students, 8 students, etc.
Powerful Instruction

- Frequency - Resources
- Focus – Skill (the WHAT)
- Format – Skill (the HOW)
- Size – Resources

- Use data to help determine these characteristics
This document will help with ideas to increase FREQUENCY of groups and decrease SIZE of group.

Obtain copy at: http://www.fcrr.org/Interventions/pdf/teachingAllStudentsToReadComplete.pdf or under the Interventions section on www.fcrr.org
FOCUS: Four good books for instructional ideas

Making Sense of Phonics: The Hows and Whys
Isabel Beck: Guilford (2006)

 Bringing Words to Life: Robust Vocabulary Instruction
Beck, McKeown, & Kucan: Guilford (2002)

Vocabulary Handbook
Consortium on Reading Excellence (2006)

Comprehension Process Instruction: Creating Success in Grades K-3
Block, Rogers, & Johnson (2004)
For Guidance on the **FORMAT** of the lesson

Download at:

Exploration of References & Resources
One resource on Differentiated Instruction

- Differentiated Instruction: Grouping for Success
Guidance on essential procedures for implementing effective interventions with young children

Download at www.fcrr.org. Go to the section for administrators, and then to the section on Interventions for struggling readers.
Great Resource for understanding SBRR and why it matters

Published by Brookes in 2004
The Kennewick Success Story

Kennewick, WA
1995-2006

To Order:

Visit The National Children’s Foundation website: http://www.readingfoundation.org/

Click on Publications and it is listed as one of the books there.

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The Kennewick Success Story

- In Spring, 1995, the Kennewick, WA school board set goal that 90% of third graders would read at or above grade level in 3 yrs. In 2006 they made it!

- It took ELEVEN years – this book shares some of the lessons learned, quotes from principals, and ideas of how to increase both the quantity and quality of instructional time.
Florida Center for Reading Research (FCRR)

- www.fcrr.org
  - Curriculum and Instruction
  - Presentations and Publications
  - Interventions for Struggling Readers
  - Empowering Teachers
FCRR Reports

Important Note
FCRR Reports are prepared in response to requests from Florida school districts for review of specific reading programs. The reports are intended to be a source of information about programs that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction. In addition to describing programs and their use, these reports provide information on the extent to which their content, organization, and instructional strategies are consistent with scientifically based research in reading. Whether or not a program has been reviewed does not constitute endorsement or lack of endorsement by FCRR. The programs for which reports are available do not constitute an "approved" or "required" list, since many potentially useful programs have not yet been reviewed.

Student Center Activities
During 2004-2007, a team of teachers at FCRR collected ideas and created Student Center Activities for use in kindergarten through fifth grade classrooms. Accompanying these Student Center Activities is a Teacher Resource Guide and Professional Development DVD that offers important insights on differentiated instruction and how to use the student center materials.

Frequently Asked Questions about Student Center Activities
Grades K-1 Student Center Activities
Grades 2-3 Student Center Activities
Grades 4-5 Student Center Activities

Empowering Teachers
This website provides grade specific guidance to kindergarten through third grade teachers on how to implement differentiated instruction based on student data.
FCRR Reports
The Florida Center for Reading Research (FCRR) has established a review process for analyzing reading curricula and materials available for use in Florida. Please read the reports carefully. We have organized them such that a single report may be located under more than one category. You may also view an Alphabetized Index of FCRR Reports.

New Reports
KidBiz3000 and TeenBiz3000
Tune in to Reading
Teaching Reading Essentials
REWARDS Intermediate and REWARDS Secondary
Six Minute Solution

Frequently Asked Questions About FCRR Reports
This section contains a list of frequently asked questions and answers concerning FCRR Reports.

Guidelines for Reviewing Reading and Professional Development Programs
This section contains important information for school districts to consider when making decisions about instructional and professional development programs. School districts are encouraged to conduct their own reviews to determine whether or not reading programs are aligned with current reading research. Here you will find FCRR Guidelines for reviewing Core Reading Programs, Intervention Programs, Grades 4-12 Programs, and Professional Development Programs.

Tier 3 Intervention Programs
Florida students who have been retained two times in third grade (Tier 3) are in need of instruction that is more intensive, more explicit, more systematic, and more motivating than instruction they have previously received. This section provides lists of programs that have been reviewed by FCRR and may be appropriate to be implemented with these students. There are other programs that may be
**FCRR Reports**

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**Comprehensive Core Reading Programs**
A Comprehensive Core Reading Program (CCRP) is intended to be the initial instructional tool used to guide high quality instruction in K-5 classrooms. The CCRP correlates to all Reading and Language Arts Sunshine State Standards and includes instructional content based on the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The CCRP contains instructional design components including explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials.

**Supplemental Intervention Reading Programs or Comprehensive Intervention Reading Programs**
Supplemental Intervention Reading Programs (SIRP) are intended for flexible use as part of differentiated instruction or as interventions that meet student learning needs in one or more specific areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Most students can benefit from the additional instruction and practice provided by Supplemental Intervention Reading Programs.

Comprehensive Intervention Reading Programs (CIRP) guide more intensive instruction in all five of the essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These programs are designed to be used as a supplement to core reading instruction.
FCRR Reports

Important Note
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During 2004-2007, a team of teachers at FCRR collected ideas and created Student Center Activities for use in kindergarten through fifth grade classrooms. Accompanying these Student Center Activities is a Teacher Resource Guide and Professional Development DVD that offers important insights on differentiated instruction and how to use the student center materials.

Frequently Asked Questions about Student Center Activities
- Grades K-1 Student Center Activities
- Grades 2-3 Student Center Activities
- Grades 4-5 Student Center Activities

Empowering Teachers
This website provides grade specific guidance to kindergarten through third grade teachers on how to implement differentiated instruction based on student data.
Student Center Activities, Grades 4-5

Frequently Asked Questions about the K-5 Student Center Activities.

Introduction
During the spring 2004 Florida Reading First school site visits, staff from the Florida Center for Reading Research (FCRR) determined that teachers might benefit from classroom materials that would be immediately useful in implementing independent Student Center Activities.

In 2004-2005, a team of teachers at FCRR reviewed current research, collected ideas, and created materials for use in kindergarten and first grade classrooms. These Student Center Activities (K-1 Project), Teacher Resource Guide, and accompanying Professional Development DVD can be accessed at: http://www.fcrr.org/activities/.

In 2005-2006, a team of teachers at FCRR reviewed current research, collected ideas, and created materials for use in second and third grade classrooms. These Student Center Activities (2-3 Project), Teacher Resource Guide and accompanying Professional Development DVD can be accessed at: http://www.fcrr.org/Curriculum/studentCenterActivities23.htm.

As the K-1 and 2-3 Projects were implemented in Reading First schools and many other schools across Florida, requests came for Student Center Activities for grades four and five. In 2006-2007, FCRR developed Student Center Activities for fourth and fifth grades (4-5 Project). The 4-5 Project includes a DVD containing Professional Development and three books:

1. Advanced Phonics and Fluency Student Center Activities
2. Vocabulary and Comprehension Student Center Activities
3. Teacher Resource Guide (accompanied by a DVD)

The first two books contain Activity Plans and Activity Masters ready for immediate use in classrooms. The third book is an informative guide offering important insights on differentiated instruction and how to use the Student Center materials.
Fourth and Fifth Grade Student Center Activities

Teacher Resource Guide

Part One
- Five Components of Reading Instruction
- Frequently Asked Questions
- Implementing and Managing Student Centers in the Classroom: System One
  - Implementing and Managing Student Centers in the Classroom: System Two
  - Interpretation of Activity Plans
  - Implementation of Activity Plans

Part Two
- Crosswalk
- 2-3 Glossary of Reading Terms

** It is recommended that you download this part onto your computer and open it there. Right click on the link and choose Save As.

Book One - Advanced Phonics and Fluency

Introduction & Contents

Advanced Phonics

Part One
- Variant Correspondences

Part Two
- Syllable Patterns

Part Three
- Morpheme Structures

Fluency

Part One
- Word Parts
- Words

Part Two
- Phrases
- Chunked Text
- Connected Text
The Florida Center for Reading Research

New

Dr. Carol Connor receives 2006 Presidential Early Career Award for Scientists and Engineers

Presentation by Dr. Joseph Torgesen at the FCRR Research Symposium Series, November, 2007

Teaching All Students to Read in Elementary School: A Guide for Principals (PDF)

Improving Literacy Instruction in Middle and High Schools: A Guide for Principals (PDF)

Presentation by Dr. Barbara Foorman at the biennial conference of the European Association for Research on Learning and Instruction (EARLI) in Budapest, Hungary, Sept. 1, 2007
Presentations and Publications

About
Mission
Center Research
Presentations and Publications
Curriculum and Instruction
Assessment Programs
Progress Monitoring and Reporting Network
Training/Technical Assistance Projects
Professional Development
Interventions for Struggling Readers

Presentations by FCRR Faculty and Staff
This section highlights PowerPoints from recent professional presentations made by faculty and staff at FCRR.

Publications by FCRR Faculty and Staff
This section contains downloadable .PDF files containing recent publications from FCRR faculty and staff.

FCRR Technical Reports
These technical reports briefly describe findings from very recent research in progress at FCRR.

Recommendations for Reading about Reading
This section lists the bibliographic citations for articles we have found useful in building our understanding of current research on reading. These are "favorite" articles that we have found particularly meaningful. It is not an exhaustive list, nor is it to be considered a "best" list. Rather, these are well written, interesting articles that discuss reading from a scientific point of view. We commend them to you for study.
New

August Newsletter: Intervention News Information and Ideas for the Support of Struggling Readers

Report on Implementation of the RTI Model in Reading First Schools in Florida (PDF)

Presentation by Dr. Barbara Foorman at the Just Read, Florida! Leadership Conference in Orlando, FL August 7, 2007

Fourth and Fifth Grade Student Center Activities
During 2006-2007, FCRR developed Student Center Activities for fourth and fifth grades (4-5 Project). The 4-5 Project includes a DVD containing Professional Development (coming soon) and three books:

1. Advanced Phonics and Fluency Student Center Activities
2. Vocabulary and Comprehension Student Center Activities
3. Teacher Resource Guide (accompanied by a DVD which will be posted soon)

Every school in Florida that has grade 4 and 5 will receive 3 sets of this project and one DVD in late summer/early fall, 2007.

K-3 Student Center Activities
Florida Non-Reading First Schools will receive sets of the
Intervention News
Information and Ideas for the Support of Struggling Readers

- Current Issue
- Previous Issues

Supplemental and Intervention Programs
These materials are intended for flexible use as part of differentiated instruction or as interventions that meet student learning needs in specific areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Most students can benefit from the extra practice provided by Supplemental Programs. Other students will need an Intervention Program that guides more intensive instruction.

Tier 3 Intervention Programs
Florida students who have been retained two times in third grade (Tier 3) are in need of instruction that is more intensive, more explicit, more systematic, and more motivating than instruction they have previously received. This section provides lists of programs that have been reviewed by FCRR and may be appropriate to be implemented with these students. There are other programs that may be appropriate for these students but not yet reviewed by FCRR.

Presentations and Publications by FCRR Faculty and Staff about Reading Interventions
This section highlights PowerPoints from recent professional presentations and downloadable .PDF files containing recent publications made by faculty and staff at FCRR.

- Report on Implementation of the RTI Model in Reading First Schools in Florida (PDF)
- Principal’s Action Plan Outline for Building a Successful School-Wide Intervention Program (PDF)
- Intensive Reading Interventions For Struggling Readers In Early Elementary School: A Principal's Guide (PDF)
- Teaching All Students to Read: Practices from Reading First Schools With Strong Intervention Outcomes. Summary Document (PDF)
- Teaching All Students to Read: Practices from Reading First Schools With Strong...
In this Issue:
Welcome • Research Corner • “Narrowing the Gap” in Vocabulary Skills • School Profile • Instructional Tips • What’s New?

Welcome
Welcome to the April issue of Intervention News with the theme of vocabulary instruction. In this issue you will find information regarding one method of vocabulary instruction, encouraging news regarding the vocabulary skills of children in our Reading First schools, a profile of a school focusing their efforts on improving the vocabulary skills of their students, and two instructional tips for working with words with multiple meanings.

Research Corner
Vocabulary is one of the five components of reading that have been identified by the National Reading Panel (2000; NRP) as being an important part of instruction for children learning to read. The NRP did not identify one specific method for teaching vocabulary in the primary grades, but rather described themes or general categories of instruction that are important components of effective instruction. Several implications for vocabulary and reading instruction were learned by a group of children who were explicitly taught these words compared to a group of children who received no explicit instruction. As was anticipated, the children who received the instruction demonstrated greater gains in their knowledge of the mature vocabulary. In the second study, Beck and McKeown investigated the within-group difference between one group of students receiving three days of instruction on a set of vocabulary words versus receiving six days of rich instruction. “Rich instruction includes explaining word meanings in student-friendly language, providing multiple examples and multiple contexts, and requiring students to process words deeply by identifying and explaining appropriate and inappropriate uses and situations and creating multiple contexts” (Beck & McKeown, 2007, p.254). A specific step by step example of rich instruction is included in the article on page 256 and will be summarized here. First, the word was
Discussion Questions

• Does your school’s core reading program select “Tier 2” words for vocabulary instruction? If not, establish a working team at each grade level and work to review the books read with each unit and select six Tier 2 words per story.

• Does your core reading program address all of the components of rich vocabulary instruction?
  
  explaining word meanings in student-friendly language

  providing multiple examples and multiple contexts

  requiring students to process words deeply by identifying and explaining appropriate and inappropriate uses and instances

  If not, what are some activities you could include to increase the richness of your vocabulary instruction?

• How can you increase the amount of vocabulary instruction you provide each day?

“Narrowing the Gap” in Vocabulary Skills

Data obtained from administration of the Peabody Picture Vocabulary Test-Third Edition at the end of each year indicate that the vocabulary of students in Reading First schools is growing at a rate substantially faster than in the general population of students in the country. This means that some “narrowing of the gap” in vocabulary was probably going on in Reading First schools even before Reading First began. Now, notice the second interesting thing – at the end of the third
Assessment Programs

New!
- ESE Reading Academy Brochure (PDF)
- DIBELS® Online

Assessment Quick Links
- DIBELS®
  - Risk Levels Charts
  - DIBELS® Approved Accommodations (PDF)
- OPM
- FORF/Mazes
  - A Comprehensive K-3 Assessment Plan: Guidance for School Leaders
  - Report on Implementation of the RTI Model in Reading First Schools in Florida (PDF)

Empowering Teachers
This website provides grade specific guidance to kindergarten and first grade teachers on how to implement differentiated instruction based on student data.

Reading Assessment at the Elementary Level
In order to implement an effective reading program, schools should have a coordinated plan for using screening, progress monitoring, diagnostics and outcome measures to guide instruction and to conduct program evaluation.

- Screening and Progress Monitoring
- Diagnostic Measures
- Outcome Measures
- Using Assessment to Inform Instruction
- Indicators of Effectiveness
em•pow•er•ment

to equip or supply with an ability; enable

This website is a resource for kindergarten and first grade teachers.

You will find –
- Information on the building blocks of reading
- What reading skills should be taught and mastered in kindergarten and first grade
- How to measure reading skills
- How to use reading assessment results to guide your reading instruction
- How to determine the effectiveness of your reading instruction

We “empower” you to use this information in making sound instructional decisions to improve reading outcomes.
How to Differentiate Instruction

What is Differentiated Instruction?
Differentiated instruction is matching instruction to meet the needs of individual learners. The teacher forms small, flexible teacher-led instructional groups based on student data and observations. The teacher groups students with similar instructional needs, limiting the size of the group based on the intensity of instruction needed. The focus and format of reading skills instruction varies with the skill level of the students. How often and how long the teacher meets with each small group varies depending on student needs. Students who are more at risk will need to meet more frequently and for longer periods. This small group targeted skill instruction supplements and reinforces high quality and consistent initial reading instruction.

When is Differentiated Instruction Implemented?

How is Differentiated Instruction Implemented in the Classroom?

Select a grade level to view information on forming groups.

K 1
## Instructional Routines

<table>
<thead>
<tr>
<th>Previous</th>
<th>Kindergarten</th>
<th>First Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter-Sound Correspondence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blending Sounds in Short Words</td>
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<tr>
<td>Segmenting Sounds in Short Words</td>
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<tr>
<td>Writing Simple Words</td>
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<tr>
<td>Decode Words in Connected Text</td>
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<tr>
<td>Decode and Write Words</td>
<td></td>
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<tr>
<td>Decode and Write Words with Blends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decode and Write Words with the &quot;silent e&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decode and Write Words with More than One Syllable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note this section of the Empowering Teachers website contains PDF files which require Adobe Reader to view.
Assessment

Commonly Used Assessments
Assessment is a process used to gather information about students. Assessment may be a screening, progress monitoring, diagnostic, or outcome measure. The results of assessment should be used to plan classroom instruction. In this section you will find brief descriptions of commonly used assessments in Florida schools.

Progress Monitoring and Reporting Network (PMRN)
The Progress Monitoring and Reporting Network (PMRN) is a free web-based data management system available to schools only in the State of Florida. Student data is a critical component in determining the type and amount of instruction a student should receive. Many Florida schools use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a screening and progress monitoring tool. In Florida, these scores can be entered into the PMRN. The PMRN provides reports that assist teachers in determining the instructional needs of their students based on the DIBELS data. Reading First schools can also access reports in the PMRN that include scores from the required Outcome Measure assessments (PPVT-III, SAT-10, and FCAT). In this section you will find information on how to interpret and use selected PMRN reports.

Effectiveness of Core Instruction (ECI)
Effectiveness of Interventions (EI)
Effectiveness of Instruction calculations enable a teacher to determine the progress of students throughout the year. The Effectiveness of Core Reading Instruction (ECI) can be verified by the percentage of students who begin and complete a school year on grade level. Effectiveness of Instruction (EI) calculations may also be used by a teacher to determine the effectiveness of interventions in the classroom. For this calculation, the growth of students who began the school year with some level of risk is calculated. In this section you will find explanations of the indices.
ASHA’s Website

- www.asha.org
  - Journal Study Clubs
  - Online courses
  - Booktalks
Navigating ASHA’s Website for PD

- Journal Study Groups

- Online courses
  - [http://www.asha.org/about/continuing-ed/asha-courses/home.htm](http://www.asha.org/about/continuing-ed/asha-courses/home.htm)

- Booktalk
Learn & Earn ASHA CEUs through Journal Study Groups

Stay up-to-date on developments in focused areas of professional practices: ASHA’s Learn & Earn Journal Study!

Journal Study Group Learning Experiences...

- aid in fulfilling professional development and ACE Award requirements
- enhance reading retention and comprehension through dynamic group discussion and interaction
- allows participants to choose topics most relevant to the group's needs
- offer a fun, flexible, affordable way to earn ASHA CEUs anytime, anywhere

How to Form & Register a Journal Study Group (JSG)

1. Find 4-10 interested speech-language pathologists and audiologist in your workplace or community.
2. Print the Learn & Earn ASHA CEUs through JSG materials found below. Instructions are on each form.
3. Review the Coordinator's Instructional Guide for instructions on forming your group and completing the registration materials.
4. Hold an organizational meeting to decide on a focused journal study topic and select journal articles from professional peer-reviewed journals.
5. Select a coordinator to set up the meeting schedule and register the journal study group with ASHA.
6. Select moderators from within the group to lead meeting discussions.
7. Meet throughout a 3-6 month period, holding at least one (1 hour) meeting per month.
JOURNALS APPROVED FOR USE IN ASHA JOURNAL STUDY GROUPS

The following is a partial list of peer reviewed journals that may be used for journal study groups. In addition, articles may be selected from other peer reviewed professional journals. If articles are selected from other peer reviewed professional journals, please submit a copy of the Information for Authors page, the masthead page or any other editorial information that indicates the journal is peer reviewed, with your registration materials.

Label as "Peer Review Verification".

ASHA Journals
American Journal of Audiology
American Journal of Speech-Language Pathology
Journal of Speech, Language and Hearing Research
Language, Speech and Hearing Services in Schools
Special Interest Division Newsletters

Non-ASHA Journals
Acta Otolaryngolica
Journal of International Neuropsychological Society
American Journal of Mental Retardation
Journal of Learning Disabilities
American Journal of Otalaryngology
Journal of Medical and Speech Pathology
American Journal of Otology
Journal of Rehabilitation Research and Development

Clinical Linguistics and Phonetics
Mental Retardation
Cognitive Neuropsychology
Mental Retardation and Developmental Disabilities
Research Review
Contemporary Issues in Communication
Neurocase
Cortex
Neuropsychologica
Current Directions in Psychological Sciences
Pediatrics
Developmental Neuropsychology
Perception and Psychophysics
Developmental Psychology
Phonoscope
Ear and Hearing
Remedial and Special Education
eLearning Course Catalog

Click on topics in the menu below to browse our offerings. Within a topic, click course titles to view full course descriptions. If you have already registered and paid for a course, use the "login" link next to the course title to access the material.

To register for an eLearning course, click on the shopping cart icon above, or call ASHA Product Sales at 888-498-6699.

Audiology

- Assessment
- Amplification and Audiologic Rehabilitation
- Hearing, Hearing Loss and Balance

Audiology and Speech-Language Pathology

- Cochlear Implants, Auditory Processing, and Other Clinical Issues
- Multicultural Issues
- Service Delivery and Practice Issues

Speech-Language Pathology

- Autism and Developmental Disorders
- Swallowing Disorders
- Fluency
- Language and Literacy
- Neurogenic Speech and Language
- Speech and Voice Disorders
- Augmentative and Alternative Communication (AAC)
eLearning Exclusive
Clinician-Child Interactions: Adjustments in Linguistic Complexity (Paid registrants log in)

Complexity in Language Learning and Treatment (paid registrants log in)

eLearning Exclusive
Contributions of Mother-Child Storybook Telling and Joint Writing to Literacy Development in Kindergartners with Hearing Loss (paid registrants log in)

eLearning Exclusive
Correlates of Phonological Awareness in Preschoolers With Speech Sound Disorders (paid registrants log in)

Emergent Literacy Environments of Young Children At-Risk for Literacy Learning Difficulties (paid registrants log in)

eLearning Exclusive
Factors That Influence Lexical and Semantic Fast-Mapping of Young Children With Specific Language Impairment (paid registrants log in)

eLearning Exclusive
Increasing Print Awareness in Preschoolers with Language Impairment Using Non-Evocative Print Referencing (paid registrants log in)
Continuing Education

Earning ASHA CEUs

- **ASHA Professional Development**
  Learn, grow, & excel - CEU programs and products developed by ASHA.

- **ASHA eLearning**
  Learn in our online classroom of live and self-study Web Workshops, as well as over 40 Journal self-study products.

- **ASHA BookTalk**
  Read a professional text, discuss with your colleagues and earn ASHA CEUs.

- **Learning Your Way**
  Earn ASHA CEUs through ASHA's Learn and Earn Program or Independent Study.

- **Find a course**
  Search the database for courses offered by all ASHA Approved CE Providers.

Tracking ASHA CEUs

- How the ASHA CE registry works
- Get a copy of your transcript

Using ASHA CEUs

- Award for Continuing Education (ACE)
- Florida's CE Broker
- Maintenance of Certification
- State Licensure Information
- ASHA's IACET Licensed Standards User Status

Providing ASHA CEUs
ASHA BookTalk

ASHA proudly announces its newest program committed to providing a fun and convenient way for you to earn ASHA Continuing Education Units (CEUs) while staying up-to-date with current developments in your field: ASHA BookTalk!

ASHA BookTalk is a series of fully customizable regular meeting – designed by you.

It's simple!

Pick a book relevant to your field and get together with four to ten speech-language pathologists or audiologists and talk about what you’ve read.

Chances are, you'll read many of these books anyway – so why not get credit for them?

Read about how ASHA BookTalk works.

Top 5 Reasons to Start ASHA BookTalk

- It's a chance to network with colleagues
- You can choose where – and when! – you want to hold sessions
- It's affordable
- You can pick the books that you want to read
- It's a fun, flexible way to earn ASHA CEUs
About ASHA BookTalk

Here's How ASHA BookTalk Works

1. Invite four to ten interested speech-language pathologists or audiologists in your area.
2. Hold a meeting to complete your registration forms, select your book, determine your reading schedule, and select your meeting times/places.
3. Submit your materials and await official approval of your group from ASHA (this only takes about one week).
4. Read your group's scheduled chapters during a 3- to 6-month period.
5. Conduct regular meetings to discuss what you've read.
6. Submit your final forms to ASHA right after you've held your last meeting.
7. Allow four weeks for your ASHA CEUs to post to your ASHA CE Registry transcripts.

Getting Credit for ASHA BookTalk

Each meeting your ASHA BookTalk group holds should run a minimum of 60 minutes and a maximum of 120 minutes.

60-minute sessions earn .1 ASHA CEUs and 120-minute sessions earn .2 ASHA CEUs.

The maximum credit per book you can earn is 1.2 ASHA CEUs.

Therefore, the amount of ASHA CEUs you earn is entirely up to you and your group!

"We enjoyed the flexibility of being able to schedule our own hours, the sharing of ideas and the low cost."

Marcia H, SLP, WI
Practical Treatment
Ideas for Monday Morning
A source for high quality independent student learning activities

- To download over 400 independent student learning activities for grades K-5, go to www.fcrr.org and they are listed on the home page.
  - After a few months, they may not be listed on the home page but can always be accessed through the Curriculum and Instruction section of the website.
- There is also a teacher resource manual providing directions for classroom management during small group instruction and approximately 70 minutes of video training.
Organization of a classroom during small group instruction

- Classroom teacher and group of 4
- SLP and group of 3
- Independent Learning Activity (4)
- Independent Learning Activity (3)
- Independent Learning Activity (4)

Are these students working productively on appropriate practice activities?

Something that might be helpful: FCRR has developed over 400 Independent Student Activities for K-5 students.
Book One

Second and Third Grade
Student Center Activities

Phonemic Awareness
and
Phonics

Florida Center for Reading Research

Just Read, Florida!
Book One

Fourth and Fifth Grade Student Center Activities

Advanced Phonics and Fluency

FCRR
Florida Center for Reading Research

Just Read, Florida!
Overview
Throughout this section, a sample Activity Plan will be used as a reference. It is called What's the Purpose.

Objective
The student will identify the author’s purpose.

Materials
- Flash cards (Activity Master C020.AM1)
- Range cards (Activity Master C021.AM1; C026.AM1)

If used in this activity is not appropriate for your students, use text that is more applicable.

Activity
Students determine author’s purpose by sorting phrases:
1. Place the cards in a stack. Place the cards face down in a stack.
2. Taking turns, students select the top card from the stack and read it aloud.
3. Determine the author’s purpose.
4. Place the appropriate cards in the stack.
5. Continue until the cards are sorted.
6. Peer evaluation.

Extensions and Adaptations
- Read passages and write author’s purpose (Activity Master C023.AM1).
- Write other range cards to sort (C026.AM1).
- Bring in examples of magazine, newspaper, and other articles to discuss and analyze the author’s purpose (i.e., persuade, inform, entertain, or explain).

Activity Name
Comprehension

Activity Number
C.030

Component

Subcomponent

Student Icon

Activity Statement

Activity Steps

Demonstration Area

Extensions and Adaptations
Phonemic Awareness
Phonemic Awareness

Phoneme Manipulating

Phoneme Position Sort

Objective
The student will manipulate phonemes in words.

Materials
- Header picture cards (Activity Master PA.022.AM1)
  Note: The head of the shark denotes the beginning sound, the body of the shark with fin denotes the middle sound, and the tail denotes the final sound.
- Set of picture cards (Activity Master PA.022.AM2a - PA.022.AM2d)

Activity
- Students will sort pictures by location of phoneme substitution.
  1. Place header picture cards face up on flat surface. Shuffle the picture cards and place face down in a stack.
  2. Taking turns, students select a card from the stack, name the two pictures ("cap" and "cup").
  3. Determine the phoneme that has changed between the two pictures (e.g., ". . . the middle sound has changed from /a/ to /u/.").
  4. Place picture card under the header that matches the position of the changed phoneme (e.g., under the body of the shark to indicate the medial phoneme).
  5. Continue until all cards have been sorted.
  6. Peer evaluation

Extensions and Adaptations
- Make more phoneme substitution picture cards.
Phonemic Awareness
Phoneme Position Sort

INITIAL: lap - cap, pan - fan, rug - bug, bed - head, pen - ten, bell - shell, pin - tin, hat - cat
Phonological Awareness

Objective
The student will match initial sounds in words.

Materials
- Set of matching initial sound picture cards (Activity Master PA.032.AM1a - PA.032.AM1e)
- Cut all cards apart.
- $\$ card (Activity Master PA.032.AM2)
- Make two copies.
- Pocket chart
- Paper
- Crayons

Activity
Students place the $\$ card over the picture that does not share the same initial sound.
1. Display the set of picture cards on the pocket chart in groups of three. (Each row will have two pictures with matching initial sounds and one odd.)
2. The student states the names of the pictures in a given row and determines each initial sound.
3. Places the $\$ card over the picture that does not have the same initial sound as the other two cards.
4. Illustrates five pairs of the matching initial sound pictures.
5. Teacher evaluation

Extensions and Adaptations
- Use medial or final sounds (Activity Masters PLSC-M.1 - PLSC-M.13 and PLSC-R1 - PLSC-R16).

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Phonological Awareness

One Card Out

house, zebra, helicopter, lion, lizard, goat
Phonics
Objective
The student will segment syllables in words.

Materials
- Syllable Snake game board (Activity Master P031.AM1a - P031.AM1b)
- Word cards (Activity Master P031.AM2a - P031.AM2c)
  Write the number of syllables on the back of the word cards.
- Game pieces (e.g., counters)

Activity
Students count syllables in words by playing a game.
1. Place game board and stack of word cards face up on a flat surface.
2. Students place game pieces at START on the game board.
3. Taking turns, students pick the top card and read the word.
4. Say the word again segmenting it by syllables. Count and state the number of syllables.
5. Check the back of the card for the number of syllables. If correct, move game piece the same number of spaces on game board as the number of syllables in the word. If incorrect, leave game piece where it is and next student takes turn.
   Word cards are placed at the bottom of the stack to be used again.
6. Game continues until all students reach the end of the game board.
7. Peer evaluation

"Microwave, mi-cro-wave. That's three syllables."

Extensions and Adaptations
- Make other word cards to use in game.
Phonics
Syllable Snake

START
<table>
<thead>
<tr>
<th>straight</th>
<th>watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>game</td>
<td>plus</td>
</tr>
<tr>
<td>pave</td>
<td>thought</td>
</tr>
<tr>
<td>extend</td>
<td>mistake</td>
</tr>
</tbody>
</table>
Objective

The student will identify variant correspondences in words.

Materials

- R-controlled vowel spelling patterns tent card (Activity Master AP.005, AM1)
  - Copy on card stock, cut out, and fold in half
- Word cards (Activity Master AP.005, AM2a - AP.005, AM2b)
- Whiteboards
- Vis-à-Vis’ markers

Activity

Students write words with r-controlled vowel sounds using the correct spelling pattern.

1. Place the word cards face down in a stack. Place the tent card so each student can see it. Provide each student with a whiteboard and Vis-à-Vis’ marker.
2. Taking turns, student one selects top card (without revealing it) and reads the word to student two (e.g., pearl).
3. Student two repeats the word and identifies the r-controlled vowel sound (i.e., /ər/).
4. Uses the whiteboard to try various r-controlled patterns, if necessary. Spells the word orally to student one.
5. Student one checks the spelling. If incorrect, student one prompts student two to try again.
6. Reverse roles until all word cards are used.
7. Peer evaluation

Extensions and Adaptations

- Record words or write other words with same spelling patterns (Activity Master AP.005, SS1)
- Use multisyllabic word cards (Activity Master AP.005, AM3a - AP.005, AM3b). Record using student sheet (Activity Master AP.005, SS1).
- Write various words with r-controlled vowels (e.g., leg, moth) (Activity Master AP.005, SS2).
- Make other word cards and identify r-controlled vowel sounds (Activity Master AP.003, AM3).
Advanced Phonics

R-controlled Vowel Spelling Patterns

<table>
<thead>
<tr>
<th>/ar/</th>
<th>/er/</th>
<th>/or/</th>
<th>/air/</th>
</tr>
</thead>
<tbody>
<tr>
<td>ar</td>
<td>ar</td>
<td>ar</td>
<td>air</td>
</tr>
<tr>
<td>ear</td>
<td>er</td>
<td>oar</td>
<td>are</td>
</tr>
<tr>
<td>er</td>
<td>ir</td>
<td>or</td>
<td>ear</td>
</tr>
<tr>
<td>ir</td>
<td>or</td>
<td>ore</td>
<td>err</td>
</tr>
<tr>
<td>or</td>
<td>ore</td>
<td>our</td>
<td></td>
</tr>
<tr>
<td>ur</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example: car
Example: her
Example: for
Example: chair
<table>
<thead>
<tr>
<th>march</th>
<th>cellar</th>
</tr>
</thead>
<tbody>
<tr>
<td>stern</td>
<td>pearl</td>
</tr>
<tr>
<td>third</td>
<td>work</td>
</tr>
<tr>
<td>churn</td>
<td>warm</td>
</tr>
</tbody>
</table>
Name ____________________________

AP.005.SS2 Star Search

__ar__ __er__ __er__

__ir__ __or__ __ur__

__or__ __ar__ __ore__

air__ __are__ ear__

__oar__ __err__ __our__
**Objective**

The student will read with proper phrasing, intonation, and expression in chunked text.

**Materials**

- Chunked passage (Activity Master F017-AM1)
  
  *Make two copies and laminate.*

- Original passage (Activity Master F017-AM2)
  
  *Make two copies and laminate.*

**Activity**

Students read text which has been divided into meaningful chunks, then reread it fluently without the slash marks.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked low-performing student with the top ranked high-performing student. Continue pairing in that order.
2. Provide each student with a copy of the passage.
3. Working together, student one (higher performing student) reads the entire passage with intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
4. Student two (lower performing student) then reads the passage with intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
5. Student one reads the passage without the slash marks using proper phrasing, intonation, and expression.
6. Student two reads the passage without the slash marks using proper phrasing, intonation, and expression.
7. Peer evaluation

**Extensions and Adaptations**

- Chunk and read other passages according to instructional-independent reading level range.
- Repeat using a timer.
A Day at the Zoo

One day at the zoo, / Pam and her mother / bought a red balloon. //
Pam held onto the balloon / by its string. // She enjoyed watching / it bounce /
in the wind. // As Pam's mom paid / for their holdogs, / Pam's balloon slipped /
out of her hand. //

Pam ran after the balloon. // The balloon kept floating / higher and
higher. // Finally, / Pam looked around / and her mother / was no where to be
found. // She yelled, // "Mom, Mom!" // But there was no answer. //

Pam saw a police officer / and told him / what had happened. // The
police officer / took Pam / to the hotdog stand. // She ran up / and hugged
her mom. // Her mom told her / never to run off / like that again. // Pam told her
mother / that she would tie / the string of the balloon / to her wrist next time. //
**Fluency**

**Connected Text**

Follow My Lead

**Objective**

The student will read with proper phrasing, intonation, and expression in connected text.

**Materials**

- Passage, book, or text
  - Choose stories within students' instructional-independent reading level range.
  - One copy for each student.
- Reader Leader tent card (Activity Master F.018.AM1)

**Activity**

Students read text chorally in unison.

1. Place Reader Leader tent card on a flat surface. Provide each student with a copy of the selected text.
2. A student is designated as the group leader. Reader Leader tent card is placed in front of that student.
3. Begins reading and the others choral read along.
4. Change roles allowing each student to lead the group and reread the text.
5. Peer evaluation

**Extensions and Adaptations**

- Copy text on overhead transparency or laminated chart paper. One student leads the choral reading by swooping with a marker or finger under the designated phrases.
- Select a reading method from the tent card and read with a partner.
Reader Leader

Ways I Can Practice Fluent Reading

Repeated Reading
Read the same text over and over again attempting to improve.
May use a timer and graph progress.

Buddy Read
Take turns reading the same text with a buddy or partner.

Choral Read
Read the same text together at the same time.

Drop Read
Take turns reading a portion of text, stopping in midsentence,
and having partner read on from that point.

Echo Read
Take turns reading a portion of text (e.g., phrase, sentence,
paragraph) that partner rereads.
Vocabulary
Objective
The student will produce the meaning of words.

Materials
- Four Square Vocabulary Map student sheet (Activity Master V.015.55)
- Extra large words
- Index card
  - Write the target word on the index card.
- Science or Social Studies text
- Child-friendly dictionaries
- Pencils

Activity
Students use a "four square map" to describe a target word.
1. Place picture dictionaries and target word at the center. Provide the student with a student sheet.
2. Student writes the target word (and draws an illustration) in the upper left-hand section of their maps.
3. Fill out a map by answering the questions in each box. Uses text or dictionary if necessary.
4. Teacher evaluation

Word | What is it?
--- | ---
Turtle | A freshwater reptile.
Snapping Turtle | It is like a lizard but it has a hard shell on its back.
Gopher Turtle | What is some example?

Extensions and Adaptations
- Use other word maps (Activity Master V.015.AM1)
| What is it? | Word |
| What is it like? | What are some examples? |
Objective
The student will identify words to complete analogies.

Materials
- Analogy Basketball hoops (Activity Master V.028.AM1)
  * Make two copies and laminate.
- Analogy Basketball cards (Activity Master V.028.AM2a - V.028.AM2b)
  * Answers are provided on the card with word underlined.

Activity
Students complete analogies by playing a basketball game.
1. Place two basketball hoops at the center. Place analogy basketball cards face down in a stack.
2. Taking turns, student one draws the top card from the stack and reads the phrase and answer choices to student two (e.g., dog is to mammal as eagle is to ______, bird or book).
3. Student two chooses one of the words to fill in the blank and repeats the phrase with the answer (i.e., dog is to mammal as eagle is to bird).
4. If correct, student one gives the card to student two who places it on his hoop. If incorrect, the card is placed at the bottom of the stack.
5. Reverse roles.
6. Continue until all basketball analogies are completed.
7. Peer evaluation

Extensions and Adaptations
- Make other analogy basketball cards (Activity Master V.028.AM3).
Vocabulary

Analogy Basketball
<table>
<thead>
<tr>
<th>night is to day</th>
<th>minute is to hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>as on is to ____</td>
<td>as penny is to ____</td>
</tr>
<tr>
<td>ride or off</td>
<td>dollar or month</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>dog is to mammal</th>
<th>mat is to mate</th>
</tr>
</thead>
<tbody>
<tr>
<td>as eagle is to ____</td>
<td>as rat is to ____</td>
</tr>
<tr>
<td>bird or book</td>
<td>mouse or rate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>refrigerator is to cold</th>
<th>tail is to cat</th>
</tr>
</thead>
<tbody>
<tr>
<td>as stove is to ____</td>
<td>as fin is to ____</td>
</tr>
<tr>
<td>hot or white</td>
<td>fish or dog</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>milk is to cow</th>
<th>December is to winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>as eggs are to ____</td>
<td>as July is to ____</td>
</tr>
<tr>
<td>horses or chicken</td>
<td>summer or rain</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Analogy Basketball</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>sandwich is to eat as milk is to ____ sleep or drink</td>
<td>up is to down as out is to ____ in or close</td>
</tr>
<tr>
<td>happy is to sad as light is to ____ dark or high</td>
<td>bee is to hive as bird is to ____ school or nest</td>
</tr>
<tr>
<td>pear is to fruit as poodle is to ____ dog or cat</td>
<td>shirt is to clothing as pizza is to ____ round or food</td>
</tr>
<tr>
<td>three is to four as seven is to ____ odd or eight</td>
<td>mother is to daughter as father is to ____ brother or son</td>
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<tr>
<td>is to</td>
<td>as</td>
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4th-5th grade classroom
Comprehension
Comprehension

Text Analysis

More Incredible Inferences

**Objective**

The student will identify inferences.

**Materials**

- Inference triangles (Activity Master C.028.AM1a - C.028.AM1b)
- Inference cards (Activity Master C.028.AM2a - C.028.AM2c)
- Answer key (Activity Master C.028.AM3a - C.028.AM3b)
- Game pieces (e.g., counters)

**Activity**

Students identify inferences by reading clues.

1. Place inference cards face down in a stack. Provide each student with an inference triangle and game pieces.
2. Taking turns, students select a card from the stack and read it.
3. Look for phrase on triangle that answers the question. Read phrase and place game piece on that spot. Place inference card in a discard pile.
4. If no phrase is found which answers question, place trivia card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation

**Extensions and Adaptations**

- Make other inference triangles and cards (Activity Master C.027.AM4).
- Look at pictures from magazines, books, or other text and write inferences.
<table>
<thead>
<tr>
<th>Room</th>
<th>Young Woman</th>
</tr>
</thead>
<tbody>
<tr>
<td>The room was a mess! Pots and pans were piled in the sink. Drawers and cabinets were flung open. Chocolate chips dotted the floor and empty cartons were on a sticky counter, but the smell was delicious.</td>
<td>The young woman looked down at her long dress. She felt like a princess. She and the others stood in the hall. They listened to the music. Then she heard the cue. She walked down the aisle as she held her flowers.</td>
</tr>
</tbody>
</table>

**What happened?**

**What was this event?**

<table>
<thead>
<tr>
<th>Girl</th>
<th>Bear</th>
</tr>
</thead>
<tbody>
<tr>
<td>The girl saved all her money. It was exactly what she wanted. She imagined gliding down the road pedaling effortlessly. She finally had enough money to make her dream come true.</td>
<td>The bear ate lots of nuts and fish. Her fur got thick. She prepared her den. The leaves fell from the trees and the days turned colder.</td>
</tr>
</tbody>
</table>

**What was her dream?**

**What was the bear getting ready to do?**

<table>
<thead>
<tr>
<th>Mailboxes</th>
<th>Cat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailboxes are lined up outside the door. There is a long counter inside with scales. You can buy stamps, envelopes, and boxes. There are slots where you can mail a letter and long rows of boxes where some people go to pick up their mail.</td>
<td>The cat stretches and yawns. She stalks over to her favorite spot. The sun shines in and makes it very warm. She watches the birds and squirrels. Sometimes the fresh air blows in on her. She climbs up into her soft bed and looks at the animals for a while. Then she curls up and goes to sleep.</td>
</tr>
</tbody>
</table>

**What is this place?**

**Where is the cat's favorite spot?**

<table>
<thead>
<tr>
<th>Man</th>
<th>Boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>The man measures the wood and uses a saw to cut it. He puts the wood in place and hammers nails into it. He continues until the entire wall is built.</td>
<td>The boy found it in the middle of the road on his way home from school. It was very tiny so he picked it up. He fed it food for several weeks. Soon, it grew and got very long.</td>
</tr>
</tbody>
</table>

**What is this man's job?**

**What did the boy find?**
### Answer Key A

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened?</td>
<td>someone made cookies</td>
</tr>
<tr>
<td>What was this event?</td>
<td>wedding</td>
</tr>
<tr>
<td>What was her dream?</td>
<td>to buy a bike</td>
</tr>
<tr>
<td>What was the bear getting ready to do?</td>
<td>hibernate</td>
</tr>
<tr>
<td>What is this place?</td>
<td>post office</td>
</tr>
<tr>
<td>Where is the cat's favorite spot?</td>
<td>by the window</td>
</tr>
<tr>
<td>What is this man's job?</td>
<td>carpenter</td>
</tr>
<tr>
<td>What did the boy find?</td>
<td>a snake</td>
</tr>
<tr>
<td>What is the sport?</td>
<td>running</td>
</tr>
<tr>
<td>What is the place?</td>
<td>fair or carnival</td>
</tr>
</tbody>
</table>
Comprehension
C.027
Monitoring for Understanding
Read and Ask

Objective
The student will answer questions to comprehend text.

Materials
- Narrative or expository text
  Choose text within students' instructional-independent reading level range.
- Question cube (Activity Master C.027.AM1)

Activity
Students discuss text by using a question cube.
1. Place text and question cube at the center. Provide each student with a student sheet.
2. Taking turns, the students read entire text aloud.
3. Roll the question cube, read the question, and answer it based on the text.
4. Discuss answer with partner.
5. Continue the activity until all the questions are answered at least once.
6. Peer evaluation

Extensions and Adaptations
- Record answers (Activity Master C.027.SS).
- Make other cubes with different questions (Activity Master C.027.AM2).
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does your own life relate to?</td>
<td></td>
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<tr>
<td>Summarize just what you read.</td>
<td></td>
</tr>
<tr>
<td>Discuss any words that you may not have known.</td>
<td></td>
</tr>
<tr>
<td>What do you think is going to happen next?</td>
<td></td>
</tr>
<tr>
<td>Based on what you read, what are you curious or interested in knowing more about?</td>
<td></td>
</tr>
<tr>
<td>Did you understand what you just read?</td>
<td></td>
</tr>
<tr>
<td>Why or why not?</td>
<td></td>
</tr>
</tbody>
</table>
Conclusions and Questions

Reading
Special Education
ELL
Math
Science

Criteria for selection of studies

- Published between 1995 and 2005 in a peer-reviewed journal and printed in English
- Conducted with students in grades K-3
- Participants included students with learning disabilities or students identified as at risk for reading difficulties
- Interventions were provided for 100 sessions or more, and were not part of the general curriculum provided to all students
- Interventions were provided as part of the school programming (not home, clinic, or camp program)
- Results were reported on dependent measures addressing reading outcomes
- A treatment/comparison group design was used (or multiple treatments were compared)
- Report contained sufficient data to allow for computing an effect size.
Summary of Research

- Extensive interventions (100 sessions or more) can be effective when provided by relatively low-cost implementers (paraprofessionals) in small groups or one-on-one with appropriate training.

- While only a few studies measured long-term outcomes for students, the findings suggested that gains from early extensive interventions may be maintained over time at least into second grade.

- No single intervention program was identified as significantly more effective, but all of the effective interventions included training in phonological awareness, decoding, and word study; guided and independent reading of progressively more difficult texts; writing exercises; and engaging students in practicing comprehension strategies while reading text.

Summary of Research

- The large majority of the research studies provided daily intervention in grades K-1 in either small-groups or one-on-one. However, these elements of frequency, group size, and grade level and their relative effectiveness have not been directly examined in the research. Less information is available on extensive interventions provided in 2nd-3rd grade.

- More research is needed on students whose response to intervention is low. Only one of the research studies examined extensive intervention specifically for students with insufficient response to previous intervention.

The very best teachers of children who struggle in learning to read are Relentless in their pursuit of every child and they accept NO Excuses
References


References (con’t)


Remember…

“Improvement is a *process*, not an event.” (Elmore, 2004, p.254)
Questions???

Thank You!

This presentation can be found on www.fcrr.org under the Presentations and Publications section under Liz Crawford or Elissa Arndt.

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earndt@fcrr.org