Reading Assessment and Instruction for Students with Special Needs

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Objectives For Today

• What research tells us about teaching students with moderate disabilities

• What research tells us about the Reading Process

• Selecting appropriate instructional materials

• Florida’s Reading First Assessment and Instructional Plan

• Strategies for parents
What research tells us about teaching reading to students with moderate disabilities
Teaching Students with Moderate Disabilities to Read: Insights from Research

Current information about teaching reading to students with moderate disabilities.

Moderate disability: individuals with ability levels that are expected to require ongoing support for adult living. This typically includes students with disabilities such as trainable mental handicaps, autism, autism-spectrum disorders, and significant language impairments.
Reading and Students with Moderate Disabilities

◆ What we know:

- Can learn to read, although more commonly at a lower rate or proficiency level compared to typically developing peers.
- Evidence of using phonic skills to sound out words and comprehend stories about events or topics that are familiar.
- Evidence of learning how to read words in the environment that help to function more independently.
- Evidence of becoming proficient enough to be able to read simple books, magazines, and newspapers.
Simple View of Reading

- Students use word recognition skills to identify written words while at the same time they are using their general verbal knowledge and language comprehension ability to construct the meaning of what they are reading.
  - Decoding X Comprehension = Reading
- Decoding = accurately and fluently
- Comprehension = general verbal or language comprehension skill (i.e., vocabulary)
- Recognizing words on the page and understanding those words once you recognize them.

Stages of Reading Development

- Pre-Reading
- Learning to Read Words
- Reading to Learn
  - Not discrete, self-contained entities
  - Transition between stages is often gradual
  - A student may be at one stage for certain types of material while functioning at another stage for material at different levels of difficulty.
Pre-Reading Stage

- Language development is the primary focus
- Aware that print represents spoken words
- Acquire some initial familiarity with letters
- Learn to recite alphabet
- Acquire some initial awareness of the phonological structure of words
- Use memorization as the method to learn to recognize words
- Not yet actively using the regular relationships between letters and sounds
- Begin to pretend to read and develop basic concepts of print
Learning to Read

- Using the relationship between letters and sounds in words as the main clue to reading the word
- Mastering the alphabetic principle
- Becoming accurate readers
- Using alphabetic principle to determine novel words and then checking by using context.
- Forming memory representations of words after identifying them correctly in print multiple times
- Acquire powerful phonemic decoding skills while at the same time building a large vocabulary of words that can be recognized by sight.
- Acquire good alphabetic reading skills and then practice using those skills with lots of reading.
Reading to Learn

- Continue to expand background knowledge and vocabulary while increasing the capacity to quickly identify words.
- Developing reading comprehension strategies
- Analyzing text and reading critically
- Vocabulary and background knowledge become continually more sophisticated
- Continue to use decoding skills from previous stage when needed.
- Never ends
Strong Evidence-Learning to Read Stage

◆ **Direct, or explicit, instruction**: This method is systematic, step-by-step, provides varied amounts of practice based on assessment data, and focuses on mastery of concepts and skills. It is effective for teaching decoding and building comprehension skills.

◆ **Sight Word Instruction**: If students have severely limited general ability and do not respond to comprehensive reading instruction, it may be efficient to teach them a limited sight vocabulary of functional words to help them navigate their environment.
Promising Evidence-Learning to Read

Word recognition instruction: instruction in phonics and fluency
There is only ‘beginning evidence’ for strategies in the Pre-Reading and Reading to learn Stage. No conclusions can be drawn from one or more studies that did not use treatment and control groups.
Evidence about the Impact of Reading Instruction for Students with Moderate Disabilities

- Instructional emphasis on vocabulary and verbal comprehension skills can support reading achievement.
- Students require intensive instruction designed to match individual learning progression and rate to master most skills and concepts.
- Students ultimate ability to comprehend written material will be determined by their general language comprehension skills.
- In addition to working to build word-level skills, we must do all we can to stimulate growth of vocabulary and verbal comprehension skills.
We do not yet know exactly which variations in the development process or instructional techniques will lead to stronger reading skills for students with moderate disabilities.

Teachers of students with moderate disabilities should match their students’ ability to the corresponding reading development phase and proceed with reading instruction appropriate for that stage.
Evidence about the Impact of Reading Instruction for Students with Moderate Disabilities

Emerging body of research and information:

- Need extended time, practice, and applications in context to master skills
- Assistive technology may be beneficial
- Experience significant delays in oral language and comprehension development
Autism and Literacy Learning Needs

- A teacher approaching reading instruction of an autistic child needs to be aware of unique characteristics and the complexity of special needs associated with the disorder.

- To identify effective ways to support literacy learning for children with autism, consideration must be given to the reading process and to teaching methods that are flexible enough to accommodate individual characteristics. Because autism is a spectrum disorder it is difficult to develop a particular set of learning characteristics and a specific method that will meet instructional needs.

- Teaching methods in literacy learning that can be readily modified to meet the individual needs of children and give wide discretion to teacher decision-making are more likely to be successful.
Autism and Literacy Learning Needs

- Growth in reading is closely tied to levels of oral language. This frequent deficit in children with autism requires increased attention to background knowledge and oral language levels.

- Assessment of progress needs to be frequent and should measure specific skill development in addition to overall reading level. These data can inform teaching to ensure that it is specific to the needs of the child.

- Children with autism seem to function well when given a systematic set of guidelines to apply. Applied behavior analysis has been successfully employed to help children with autism improve social skills and behaviors (Assessment and Treatment of Children with Autism, 1999).
Current Scientific Research

- There is limited research on how to best teach students with moderate disabilities to read.

- Current research focuses on typical and struggling readers.

- It is not clear if this knowledge translates directly to students with moderate disabilities.

- In the absence of clear direction about the exact sequence and methods for teaching these students, teachers must base their practices on the research related to teaching reading to all students.
What research tells us about the reading process
In 1995, the U.S. Department of Education and the National Institutes of Health

National Academy of Sciences

Report from the National Research Council

1998
In 1997, United States Congress

National Institute of Child Health and Human Development & U.S. Department of Education

Report of the National Reading Panel
Available from:
National Institute for Literacy
1-800-228-8813
EdPubOrders@aspensys.com
www.nifl.gov
Effective early reading instruction must build reading skills in five important areas by providing instruction that is both engaging and motivating.

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension strategies

Taught by methods that are...

- Identifying words accurately and fluently
- Constructing meaning once words are identified

Engaging & motivating
Phonemic Awareness

The ability to notice, think about, and work with the individual sounds of spoken words.
A Few Simple Questions?

1. A single speech sound
2. 2
3. 4
4. 4
5. Sigh
6. Yes
7. No
8. Brown
9. tab
Phonological Awareness

- The ability to examine language independent of meaning
- To think about the linguistic characteristics of a word rather than focusing on the meaning of a word
Phonemic Awareness

- Phonemic awareness is important when learning to read because letters represent phonemes.
- In order to understand the way print represents words, students must understand that words are made up of phonemes.
- Many students acquire phonemic awareness from only a small amount of exposure to letters and word games. However, many other students require careful and explicit instruction in order to become aware of individual phonemes in words.
Some useful references:

Phonics

Understanding the relationship between letters and sounds.
Knowing the Language

- To teach reading, a teacher must understand the language.
- Lower levels of language
  - Units smaller than the word: sounds, letters, syllables, morphemes
- Higher levels of language
  - Units larger than the word: phrases, sentences, paragraphs
- Help students to learn that the written symbols of our language represent the sounds of speech — *the alphabetic principle*. 
Skilled Readers

- Read a word letter by letter
- Process words automatically and rapidly
- Look for known word parts in unfamiliar words
- Use context to confirm pronunciation and meaning
Less skilled Readers

- Rely heavily on context and guessing
- Read slowly and with great effort
- Focus on decoding rather than comprehending
- Skip challenging words and sections of text
- Do not monitor their reading to make sure it makes sense

- TEA & CARS
Decoding - Learning to read words

- When students learn to read, they identify words in text using at least three different strategies.

- Sound them out using phonemic decoding skills (letter-sound and combination-sound relationships, variant vowel spellings, multisyllabic words, syllable types, morphographs)

- Use the context of the passage (phonic and structural analysis)

- Recognize words “by sight”
Autism and Literacy Learning Needs

According to Richman (2001) several studies have revealed that structured repetition and practice have helped improve both behaviors and cognitive functioning. Trevarthen et al. (1996) have also documented studies suggesting that behavior modification approaches have been used successfully to teach language skills. Using a structured approach to teach the basics of reading might also have success. A structured phonics approach provides the student with autism a chance to develop a template or schema with which to examine written text.
A method of teaching phonics that would be great for children with autism is described by Moats (1999). Moats suggest a moving away “from a sound-symbol connection and toward a rote visual cue orientation” (1999, p. 45). She describes this visual cue orientation as teaching a sound and then linking that sound with a symbol or group of symbols. The sound and symbols can then be linked to a “keyword mnemonic” (Moats, 1999, p. 45).
Autism and Literacy Learning Needs

So if a teacher were introducing the sound of /s/, it would be anchored to the letter /s/, and then to a word like sand. A teacher could go even farther by using a multi-sensory approach and introduce sandpaper to strengthen the association. This is a method that would provide both visual and tactile support to the concept of /s/. There are many approaches to phonics and this is only one, but it is important to give the child a concrete concept to build on.
Fluency

The ability to read text
  -quickly,
  -accurately,
  -and with proper expression.
Emphasis should be placed on the meaning of what is being read from the very beginning of reading instruction.

There is a positive correlation between fluency and comprehension.
The reading process requires the reader to identify the words on the page and to build the meaning of the sentence or passage.

Research indicates that fluent reading of text allows more attention to be given to the higher mental processes required.
Why is Fluency Important?

- It is the cornerstone of the more advanced stages of literacy
- It is a good measure of overall reading health.

(TEA & CARS, 2002)
Rawoha felf worze. Zhe ifcheb wore ahb zcraftchreb harber. Zhe zwalloweb offeh fo zee how her zore fhroaf waz cowihq alohq. Zhe peekeb bowh fhe heck of her blouze fo zee if zhe wiqhf have a razh ahb waz zurprizeb fhaf zhe bib hof. Zhe zhiffeb frow fiwe fo fiwe fo zee if zhe hab a ruhhy hoze. (TEA & CARS, 2002)
Who Felt Like This?
Ramona felt worse. She itched more and scratched harder. She swallowed often to see how her sore throat was coming along. She peeked down the neck of her blouse to see if she might have a rash and was surprised that she did not. She sniffed from time to time to see if she had a runny nose. (Ramona Forever, Harcourt, Inc., 2000, p. 343)
2 Components of Fluent Reading

(TEA & CARS, 2002; NRP, 2000)

Fluency

Automaticity
- Accuracy & Speed

Prosody
- Expression, Intonation, & Phrasing
True or False?
(adapted from TEA & CARS, 2000)

- The teacher reads one paragraph at a time and the students read that same paragraph before moving on to the next paragraph.

  - TRUE!

- Echo Reading-provides students modeling & read aloud practice
True or False?
(adapted from TEA & CARS, 2000)

◆ The Teacher and students read chorally. Students must keep up with the teacher.
  
  ■ TRUE!
  
  ■ Choral Reading-provides students modeling & read aloud practice
True or False?
(Adapted from TEA & CARS, 2000)

- Students read books or content area texts in pairs. This can be in a whole group setting or during group work time.

  ![TRUE!]

  - Partner Reading provides students read aloud practice and ensures that they are reading assigned material.
In a whole group format, the teacher calls on one student to read a section of a text at a time and then calls on another student to read the next section.

- FALSE!

- Round Robin Reading-provides students very little practice reading
True or False?
(adapted from TEA & CARS, 2000)

Each student chooses something to read and sits at his/her desk to read silently and independently.

- FALSE!

- Sustained Silent Reading—has not been supported by research to increase fluency or aid in comprehension.
True or False?
(adapted from TEA & CARS, 2000)

During independent work time, a student reads along to a book she is listening to on tape and then records herself reading the same selection.

TRUE!

Tape Recorded Reading provides students practice in reading aloud and listen to how they sound while reading.
True or False?
(adapted from TEA & CARS, 2000)

The teacher reads aloud from a book as students sit and listen attentively.

FALSE!

Teacher Read Aloud—provides a model of fluent reading but does not allow students to practice reading.
A student has instructional level reading material, a stop watch, and a chart. He times himself reading the same passage 3 times.

- TRUE!

- Timed Repeated Reading-provides a repetition of text & read aloud practice
Reading Levels

- Independent
- Instructional
- Frustration
Passage Reading In Small Groups
Teacher Behaviors

- Call on students to read in an unpredictable order
- Consistently monitor to ensure all students are following along while one student is reading
- Call on the next student to read as the last student is finishing the last sentence. Keep teacher talk to a minimum.
Guided repeated oral reading procedures have a significant and positive impact on word recognition, fluency, and comprehension (National Reading Panel, 2000).


Vocabulary

The knowledge of the meanings and pronunciation of words that are used in oral and written language.
Big ideas from “Bringing Words to Life”

First-grade children from higher SES groups know about twice as many words as lower SES children.

Poor children, who enter school with vocabulary deficiencies have a particularly difficult time learning words from “context.”

Research has discovered much more powerful ways of teaching vocabulary than are typically used in classrooms – generalization to reading comprehension.

A “robust” approach to vocabulary instruction involves directly explaining the meanings of words along with thought-provoking, playful, interactive follow-up.
Four Critical Elements for More Robust Vocabulary Instruction

Select the right words to teach – Tier 2 words

Develop child-friendly definitions for these words

Engage children in interesting, challenging, playful activities in which they learn to access the meanings of words in multiple contexts

Find a way to devote more time during the day to vocabulary instruction
Vocabulary: Importance

Comprehension Depends on Knowing Word Meanings

- Vocabulary knowledge is strongly related to overall reading comprehension.
  (National Reading Panel, 2000; RAND Reading Study Group, 2002)

- If a word is decoded and pronounced but the meaning is not recognized, comprehension will be impaired.

- If a word is not recognized automatically and efficiently (fluently), comprehension, may also be affected.

- Knowledge of a word’s meaning also facilitates accurate word recognition.
Vocabulary: Importance

Relationship between vocabulary Score (PPVT) measures in Kindergarten and later reading comprehension:

- End of Grade One - .45
- End of Grade Four - .62
- End of Grade Seven - .69

The relationship of vocabulary to reading comprehension gets stronger as reading material becomes more complex and the vocabulary becomes more extensive (Snow, 2002).
Importance

Vocabulary Gap

• Children enter school with different levels of vocabulary. (Hart & Risley, 1995)
• Linguistically ‘poor’ first graders knew 5,000 words; linguistically ‘rich’ first graders knew 20,000 words. (Moats, 2001)
• Gap in word knowledge persists through the elementary years.
• The vocabulary gap between struggling readers and proficient readers grows each year. (Stanovich, 1986)
• Average students add approximately 2,000 to 3,000 words per year to reading vocabulary
THE GOOD NEWS

Isabel Beck says:

“Vocabulary instruction has not been emphasized in schools. **IF** we begin to provide effective vocabulary instruction and make this instruction a high priority we have a chance to overcome this gap.”
Explicit Vocabulary Instruction

Components of Effective Vocabulary Instruction

Teaching and Modeling Independent Word Learning Strategies

Wide Independent Reading

High-Quality Classroom Language

Reading Aloud to Students

(Buikima & Graves, 1993; White, Sowell, & Yanagihara, 1989)

(Anderson & Nagy, 1992)

(Baumann, Kame‘enui, & Ash, 2003; Beck & McKeown, 1991)

(Dickinson, Cole, & Smith, 1993)

(Elley, 1989; Senechal, 1997)
Components

High Quality Classroom Language

Add more interesting words in daily use:

“The door is ajar, would you close it?”

“The plant is dehydrated, would you water it?”

“Do you want to participate in that group?”
Components

Reading aloud to students

A widely used method to introduce students to words that they would not encounter in everyday oral language.

The advantage of read alouds is likely to lie in the teacher/student talk about the unusual, or uncommon words in the text.
Once students are reading independently, the amount of time they spend reading is one of the best predictors of their vocabulary size.

If a student reads for one hour each day, five days a week, at a fairly conservative rate of 150 WPM, she will encounter 2,250,000 words over a school year.

If 2 to 5 percent of the words she encounters are unknown to her, she will encounter from 45,000 to 112,500 unknown words,

If, as research has shown, students can learn between 5 and 10 percent of previously unknown words from a single reading, she will learn, at a minimum, 2,250 new words each year from her reading.
Components

**Limitations of wide and deep reading as a source of vocabulary growth**

It will not be effective in teaching all the specific words students may need to know in order to comprehend a specific text.

Wide reading alone will not insure that students acquire the most productive word learning strategies.
Components

**Indirect Learning**

• Just listening to storybooks or narrative text helped teach meanings of unfamiliar words
  Higher effects for students with higher vocab
• Characteristics of words impact recall & understanding more than the text features
  Nouns harder than (verbs, adv. & adj)
  Abstract harder than concrete or easy to image words
• *Active* participation (Readers’ theatre, dialogic reading, reciprocal teaching) creates better vocab gains than *passive* listening to a narrative.
Explicit Vocabulary Instruction

Sources of words for vocabulary instruction

Words from
• read aloud stories
• core reading programs
• reading intervention programs
• content area instruction
Select a **limited number** of words for robust, explicit vocabulary instruction.

Three to ten words per story or section in a chapter would be appropriate.

Briefly **tell students the meanings of other words** that are needed for comprehension.
Explicit Vocabulary Instruction

◆ Select words that are unknown
◆ Select words that are critical to passage understanding.
◆ Select words that students are likely to encounter in the future. (Stahl, 1986)
  ■ Focus on **Tier Two** words (Beck & McKeown, 2003)
  ■ Academic Vocabulary
Explicit Vocabulary Instruction

◆ **Tier One**
  - Happy, baby, chair, house

◆ **Tier Two** – words in general use, but not common
  - allude, transpire, fervor, observation, dignity, recite

◆ **Tier Three** – Rare words limited to a specific domain
Explicit Vocabulary Instruction

*Touching Spirit Bear* by Ben Mikaelsen

1. gunwales
2. banishment
3. irk
4. aluminum
5. timber
6. commitment
7. potential
8. devour
9. melody
10. flair
Dictionary Definition:
\textit{irk}(1) to make weary, irritated, or bored (2) the fact of being annoying, a source of annoyance

Student-Friendly Definition
- Uses known words
- Is easy to understand
- If something \textit{irks} you, it irritates or annoys you.
- It \textit{irks} them that some people have more of a chance than others for their voices to be heard.
Dictionary Definition

devour 1: to eat up greedily or ravenously 2: to use up or destroy as if by eating 3: to prey upon 4: to enjoy avidly

Student-Friendly Definition

- Uses Known Words
- Is easy to understand

If a person or animal devours something, they eat it quickly and eagerly. She devoured half of an apple pie.
Explicit Vocabulary Instruction

Instructional Routine for Vocabulary

Step 1: Introduce the word

- Write the word on the board or overhead
- Read the word and have the students repeat the word.
- If the word is difficult to pronounce or unfamiliar have the students repeat the word a number of times.
Explicit Vocabulary Instruction

Instructional Routine for Vocabulary

❖ Step 2: Present a student-friendly explanation.
  - Tell the students the explanation
  - Have them read the explanation with you.
Explicit Vocabulary Instruction

Instructional Routine for Vocabulary

Step 3: **Illustrate the word with examples.**
- Verbal examples
- Concrete examples
- Visual representations
Explicit Vocabulary Instruction

Instructional Routine for Vocabulary

Step 4: Check students’ understanding.
Ask deep processing questions
Word Learning Strategies

Practice Activities should:
- Be engaging
- Provide multiple exposures
- Encourage deep processing
- Connect the word’s meaning to prior knowledge
- Provide practice over time
Word Learning Strategies

What is a Rich Verbal Environment?

- Words in play nearly all the time
- Frequent use of words that have been taught
- Taking any and all opportunities to add words to students’ surroundings
- Students will become generally alert to words and word use, to become interested in words
Prefixes

• Which ones should I teach?
• 20/3,000
• Most frequent 3 prefixes:
  • Un, re, in (‘not’) account for 51%
The Twenty Most Frequent Prefixes
(first nine make up 76% of words with prefixes)

Modified from White, Sowell, and Yanagihara (1989).

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Words with the prefix</th>
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<tbody>
<tr>
<td>un-</td>
<td>782</td>
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<tr>
<td>re-</td>
<td>401</td>
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<tr>
<td>in-, im-, ir-, il- (not)</td>
<td>313</td>
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<tr>
<td>dis-</td>
<td>216</td>
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<td>en-, em-</td>
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<td>non-</td>
<td>126</td>
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<tr>
<td>in-, im-, (in or into)</td>
<td>105</td>
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<td>over- (too much)</td>
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<td>mis-</td>
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<td>25</td>
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<td>TOTAL</td>
<td>2,959</td>
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Prefixes

Which order?
- Teach in order of frequency
- Teach by occurrence in class reading material

When?
- Prefixed words are increasingly frequent in grades 4, 5, and 6
Word Learning Strategies

Further deepen understanding of meaning of word and how it relates to other words

Antonyms and Scaling (Activity #8, Moats)
◆ Gradable antonyms: tiny----enormous
◆ Complementary antonyms: dead----alive
◆ Gradable antonyms lend themselves to scaling of terms to show degrees of an attribute.

putrid foul stinky unpleasant scented fragrant intoxicating
References


Comprehension

The ability to make sense of text and to monitor for understanding.
We want to help students acquire all the skills and knowledge they need to proficiently comprehend the meaning of text.
Student’s reading comprehension depends on:

- How well they read the words on the page
- How much they know, and how well they think
- How motivated they are to do “the work” of comprehension
Characteristics of the Reader

- Metacognition
- Word Recognition & Decoding Skills
- Language Processing Ability
- Background Knowledge
- Vocabulary
Research Supported Strategies

- Comprehension Monitoring
- Graphic and Semantic Organizers
- Prediction
- Question-Answering
- Question Generating
- Visual Imagery
- Story Structure
- Summarization
Principles of Teaching

- Be explicit
- Model, think aloud.
- Provide guided practice.
- Release responsibility
- Differentiate.

I do it.
We do it.
You do it.

- Scaffolding
- Across content areas
# Comprehension Strategies

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<thead>
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<th>Before Reading</th>
<th>During Reading</th>
<th>After Reading</th>
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Think Alouds

Teacher models thinking process while reading a text by…

- Verbalizing thoughts
- Attempting to construct meaning of unfamiliar vocabulary
- Using a fix-up strategy to solve a problem
- Asking questions
Graphic Organizers

- www.inspiration.com/home/cfm
- www.graphic.org
- www.sdcoe.k12.ca.us/score/actbank/torganiz.htm

An internet search for ‘graphic organizers’ yields many free downloads for use in your classroom.
Main Idea

Main Idea
- Name the Who or what.
- Tell the most important thing about the who or what
- Say the Main Idea in 10 words or less.
Main Idea

Detail

Detail

Detail
In the movies, the life of a pirate seems adventurous and exciting. In reality, however, it was difficult and dangerous. The pirates did not eat well because fresh food rotted quickly. They ate mostly hardtack (a dry, plain biscuit) and dried meat, which didn’t give them much nutrition. Water often went bad, forcing pirates to drink beer and rum instead. Many pirates got food poisoning or seasickness. The ships had not toilets and smelled terribly.

Topic (general)-life of a pirate.
Main Idea-Pirate life was difficult and dangerous.
Goldilocks Technique
- Too general
- Too specific
- Just right!
Story Map

Setting

Characters

Problem

Important Events

Outcome

Theme
<table>
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<th><strong>K</strong></th>
<th><strong>W</strong></th>
<th><strong>L</strong></th>
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<tbody>
<tr>
<td>What I Know</td>
<td>What I want to find out</td>
<td>What I Learned</td>
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Informational Text Patterns

- Chronological Sequence
- Comparison & Contrast
- Concept Definition
FCRR Reports:
A Resource to Assist in Choosing Effective Reading Programs
Goals for Today

1. Learn important factors to consider when selecting instructional programs that are aligned with current research:
   - Instructional Content
   - Instructional Design
   - Empirical Research

2. Learn about the purpose, content, and process for reviews of instructional materials conducted at FCRR.

3. Learn how to access FCRR Reports and related resources.
Why be concerned with selecting programs?

We have evidence that curriculum matters. That is, instruction that’s guided by a systematic and explicit curriculum is more effective, particularly with at-risk learners, than instruction that does not have these features.
Characteristics of Scientifically Based Programs

★ Instructional Content

★ Instructional Design

★ Empirical Evidence
Instructional Content = Ingredients
Core elements of scientifically based reading programs include explicit and systematic instruction in the following:

- phonemic awareness
- phonics
- fluency
- vocabulary
- comprehension strategies
Phonemic awareness is the ability to hear, identify, and manipulate individual sounds in spoken words (Torgesen, 1998).
PA Research & Instruction

- PA improves word reading, spelling, and comprehension
- Poor readers who enter first grade with weak PA are most likely to be the poor readers in fourth grade
- Auditory Activities
- Needs to follow the developmental hierarchy of phonological awareness
Five Levels of Phonological Awareness

Phonological Awareness

Phonemic Awareness

Phoneme Blending & Segmenting

Onset-Rime Blending & Segmenting

Syllable Blending & Segmenting

Rhyming & Alliteration

Sentence Segmenting
Phonics

An understanding of the alphabetic principle—the relationship between phonemes and graphemes.
Phonics Research

“Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction”
(Put Reading First, p. 13).

“Systematic and explicit phonics instruction significantly improves children’s reading comprehension”
(Put Reading First, p. 14).
Phonics Instruction

◆ **Systematic**
  - pre-specified sequence of letter–sound correspondences taught in a logical order (e.g., most common sounds taught first; progresses from simple to more complex; once a few letter sounds are learned, students are taught a decoding strategy; students apply recently learned phonics to reading connected text)

◆ **Explicit**
  - taught directly (teacher modeling, providing guided practice, and independent practice)
Fluency

The ability to read text
- quickly,
- accurately,
- and with proper expression

(NRP 2000)
Fluency Research & Instruction

“Repeated and monitored oral reading improves reading fluency and overall reading achievement”

(Put Reading First, p. 24).

Articulate the importance & provide modeling

Reading Levels

Monitor fluency progress

Oral reading with feedback

Variety of research based strategies

- Repeated Readings, Timed, Partner
Vocabulary

- The knowledge of the meanings and pronunciation of words that are used in oral and written language.
Vocabulary Research & Instruction

- Can be developed
  - directly (teach important, difficult, and useful words)
  - indirectly
- Teach word learning strategies
  - How to use word parts to determine meaning of words
- Provide multiple exposures to words
- Encourage independent wide reading
Comprehension

◆ The ability to make sense of text and to monitor for understanding.
“Text comprehension can be improved by instruction that helps readers use specific comprehension strategies.”

“Effective comprehension strategy instruction is explicit, or direct.”

*Put Reading First*, pp. 49, 53
Comprehension Instruction

- Monitoring comprehension (promoting metacognition)
- Using graphic and semantic organizers
  - e.g., teaching the use of a Venn diagram to compare and contrast 2 characters from a story
- Main Idea
- Summarizing
- Text Structure
Instructional Content = Ingredients
Goals for Today

1. Learn important factors to consider when selecting instructional programs that are aligned with current research:
   - Instructional Content
   - Instructional Design
   - Empirical Research

2. Learn about the purpose, content, and process for reviews of instructional materials conducted at FCRR.

3. Learn how to access FCRR Reports and related resources.
Instructional Design = Recipe
Instructional Design

Features of well-designed programs include:
- explicit instructional strategies
- coordinated instructional sequences
- ample practice opportunities
- aligned student materials
Explicit Instruction

1. Teacher **Models** and **Explains**
2. Teacher provides **Guided Practice**
   - Students practice what the teacher modeled and the teacher provides prompts and feedback
3. Teacher provides **Supported Application**
   - Students apply the skill as the teacher scaffolds instruction
4. **Independent Practice**
Coordinated Instructional Sequences

Phonological → Phonemic Awareness

Phonics

Fluency

Vocabulary

Comprehension Strategies
Coordinated Instructional Sequences

◆ Phonemic Awareness:
  - Students practice orally segmenting and blending words with /m/

◆ Phonics:
  - Students learn to connect /m/ with the letter m

◆ Fluency & Comprehension:
  - reading word lists that include words that have /m/ and other previously learned letter sounds
  - reading decodable passages (using repeated readings) that include many words with /m/

◆ Spelling
  - spelling words that include /m/ and other letter sounds previously learned
Ample Practice Opportunities

- Practice should follow in a logical relationship with what has just been taught in the program.

- Once skills are internalized, students are provided with opportunities, for example at student learning centers, to independently apply previously learned information.
Aligned Student Materials

◆ The content of student materials (texts, activities, homework, manipulatives, etc.) work coherently with classroom instruction to reinforce the acquisition of specific skills in reading.

◆ Student aligned materials include a rich selection of coordinated student materials at various readability levels to help build skills through practice.
Examples of Aligned Student Materials

- If students are taught specific vocabulary words, they should have the opportunity to read materials containing those words, or engage in writing activities that apply those words in sentences or paragraphs.
Scientifically Based Reading Programs

◆ Instructional Content
  ■ Phonemic Awareness
  ■ Phonics
  ■ Fluency
  ■ Vocabulary
  ■ Comprehension

◆ Instructional Design
  ■ Explicit Instructional Strategies
  ■ Coordinated Instructional Sequences
  ■ Ample Practice Opportunities
  ■ Aligned Student Materials

Ingredients

Recipe
Programs PLUS

Programs can make a valuable contribution to raising the reading achievement of at-risk students, however...
Reading Programs PLUS

LEADERSHIP

EFFECTIVE INSTRUCTION

ASSESSMENT

PROFESSIONAL DEVELOPMENT

SCIENTIFICALLY BASED INSTRUCTIONAL PROGRAMS
Delicious Chocolate Cake!
Happy, independent, fluent readers!
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“Research-Based”
what does it mean?

There is a substantial difference between saying something is:

- Research-derived: CONTENT and METHODS are supported by previous empirical work, theory, and general knowledge

  vs.

- Research-supported: THIS VERSION has empirical support via appropriate studies
Factors to Consider when Reviewing Articles

- Reporting of Results:
  - Peer-reviewed journals
    - Reviews, empirical, special issues
    - Not all journals created equal
  - Third Party Investigator
  - Publisher Materials
Research?

- Experimental Design
  - Random Assignment
  - Control Group
- Quasi-Experimental Design
  - Control Group (participants not randomly assigned)
  - Participants should be matched on variables such as SES.
- Pre-Post, Single Group Design (this is NOT research)
Method

- Described in detail in order for other researchers to replicate

- Described so readers are not left with relevant questions
Assessment

- Reliable
- Valid
- Match the questions being asked.
Factors to Consider when Reviewing Articles

- Was the sample appropriate
  - Population
  - Sample size
- Fidelity
Factors to Consider when Reviewing Articles

What does it mean if No Significant Effects were found?

- Doesn’t mean there could never be effect - means didn’t find it for this sample
- May be an effect for a subgroup
- May be that treatment not powerful enough
- May be that was infidelity to implementation
Goals for Today

1. Learn important factors to consider when selecting instructional programs that are aligned with current research:
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3. Learn how to access FCRR Reports and related resources.
Purpose of FCRR Reports

- To be a reliable resource for school districts as they make decisions about instructional materials.
- To report the alignment of instructional materials to current reading research.
Types of FCRR Reports

- Reading Programs
  - Core
  - Supplemental/Intervention
  - Middle and High School
  - Pre-K
  - Professional Development
Content of FCRR Reports

1. Description
2. Alignment with Current Research
3. Review of Empirical Research
4. Strengths and Weaknesses
5. Florida districts that implement the program
6. Program’s website link
7. References
Content of FCRR Reports

1. Description
   - Type of program: who, what, where, why
   - Materials
   - Instructional Design
   - Lesson Format
   - Assessment
Content of FCRR Reports

2. Alignment with Current Research
   - How each component is addressed
   - Explicit and Systematic
   - Ample practice opportunities
   - Professional development
   - Use this as a “teaching tool” for our readers
   - Describe specific weaknesses or concerns
Content of FCRR Reports

3. Review of Research
   Empirical Research Summaries
4. Strengths and Weaknesses
5. Florida districts that implement the program
6. Program’s website link
7. References
Content of FCRR Reports

◆ **Is**
  - Informational
  - Factual

◆ **Should not be construed as an**
  - Advertisement
  - Endorsement
  - “Approved” product
Process for FCRR Reports

- Florida School districts request a review.
- A comprehensive review of teacher and student materials is conducted.
- A thorough literature review is conducted and all available research is gathered. This research is analyzed and succinctly summarized.
Process for FCRR Reports

More information is gathered through:
- observations of the program in classrooms.
- conference calls with principals and teachers who use the program.
- meetings with the author/publisher.
- the program’s website.
Process for FCRR Reports

- Collaborative effort by a review team with one team member taking the lead for each program:
  - Report is written
  - Team feedback
  - Dr. Torgesen’s feedback
  - Author/Publisher feedback
  - Revisions
  - Posted
Curriculum Review Team Members

- Former classroom teachers with Doctoral or Master’s Degree in Education.

- Experience teaching struggling readers, teaching reading methods courses at the university level, and developing reading curriculum.
Goals for Today

1. Learn important factors to consider when selecting instructional programs that are aligned with current research:
   - Instructional Content
   - Instructional Design
   - Empirical Research

2. Learn about the purpose, content, and process for reviews of instructional materials conducted at FCRR.

3. Learn how to access FCRR Reports and related resources.
Florida Center for Reading Research

The Science of Reading Reporting Network

FCRR Reports
Assessment
About FCRR
For Parents
Resources

A Florida State University Center

www.fcrr.org
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 alphabetical listing or a summary table of FCRR Reports.

A Reader's Guide to FCRR Reports

This important one page document describes the purpose, content, and process of FCRR Reports.

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 considered appropriate to be implemented with these students.

Frequently Asked Questions About FCRR Reports

This section contains a list of frequently asked questions and answers concerning FCRR Reports.

Information About Methods for Reviewing Materials and Programs

This section contains important information for school districts to consider when making decisions about instructional materials and programs.
Summary Table for FCRR Reports

Please note that FCRR Reports are prepared in response to requests from teachers and other school personnel for review of specific materials. The reports are intended to be informational and factual. We hope that these reports will be helpful to teachers, principals, and district personnel in their choice of materials for use in the classroom. Whether or not a product has been reviewed does not constitute endorsement or lack of endorsement by the FCRR.

Specific information can be found at the bottom of the table or by rolling the mouse over each category within the table.

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### Key: Summary Table for FCRR Reports

#### Type of Program
1 = Core Reading Program  
2 = Supplemental or Intervention Program  
3 = Technology-Based Program  
4 = Program that may be implemented by a tutor or mentor  
5 = Intervention or Remedial Program for students above third grade

#### Reading Component (PA = Phonemic Awareness, P = Phonics, F = Fluency, V = Vocabulary, C = Comprehension)

- + = some aspects of this component taught and/or practiced  
- ++ = most aspects of this component taught and/or practiced  
- +++ = all aspects of this component taught and/or practiced  
- n/a = Not Addressed in this program. In other words, this element of reading is not a goal of this program.

#### Special Considerations

- a. explicit  
- b. systematic  
- c. student materials aligned  
- d. ample practice opportunities provided  
- e. practice only  
- f. oral language only  
- g. phonemic awareness and phonics program  
- h. phonics program  
- i. fluency program  
- j. vocabulary program  
- k. comprehension program  
- l. extensive professional development required  
- m. expertise required to make informed curriculum decisions  
- n. extensive organization of materials required  
- o. school-wide implementation required
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we hope that these reports will be helpful to teachers, principals, and district personnel in their choice of materials for use in the classroom. Whether or not a product has been reviewed does not constitute endorsement or lack of endorsement by the FCRR.

Core Reading Programs
A Comprehensive Reading Program is intended to be the initial instructional tool used to guide high quality instruction in K-3 classrooms.

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.

Technology-Based Programs
Programs that use technology to support instruction.

Programs that may be Implemented by Tutors or Mentors
These materials may be appropriate for Volunteers (Tutors or Mentors) to implement. It is important to note that training and supervision are critical components for successful student outcomes.

Intervention and Remedial Programs for Students Above Third Grade
These materials can be used to guide instruction for students who are lagging behind in reading.

Pre-Kindergarten Programs
These materials are intended to support literacy instruction for children in Pre-K classrooms.

Professional Development
These materials and procedures focus mainly on professional development to improve the knowledge and skills of teachers and other school personnel in the area of reading instruction. Ongoing professional development is essential to the long term success of any reading program.

Summary Tables of FCRR Reports
These tables provide summaries of our FCRR Reports. Educators are encouraged to read the full report to determine which programs best fit the needs of their students.
Goals for Today

Learn important factors to consider when selecting instructional programs that are aligned with current research:
- Instructional Content
- Instructional Design
- Empirical Research

Learn about the purpose, content, and process for reviews of instructional materials conducted at FCRR.

Learn how to access FCRR Reports and related resources.
Curriculum & Instructional Projects Team

Joe Torgesen, Ph.D.
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Mary VanSciver, M.S.
Georgia Jordan, M.S.
Lila Rissman, M.S.

Director of Professional Development: Jane Granger, M.S.
Research Consultant: Beth Phillips, Ph.D.
Pre-K Consultant: Chris Lonigan, Ph.D.
Using Assessment to Inform Instruction: Florida’s Reading First Plan
• Just Read, Florida! is Florida’s state-wide reading initiative with the unequivocal goal for all students in Florida to be reading on grade level or higher throughout their school years by 2012.

• Reading First is the K-3 federal component of Just Read, Florida! and a component of the No Child Left Behind Act (NCLB) of 2001.
Basic Premise of Just Read, Florida!

• Prevention of reading problems is far more cost effective and efficient than remediation.

• Reading failure can be prevented by relying on the extensive scientific research base in reading.
Four Main Elements of Just Read, Florida!

• Parents and Families
• Community and Business Involvement
• Readiness Community
• Educators

http://www.justreadflorida.com/
Reading First

• Goal: To translate recent reading research into permanently improved practices in K-3 classrooms across the United States.

• States receive their Reading First funds when they develop a six year plan to accomplish the goal.

• School Districts that develop the best plans to do this in Florida receive Reading First awards for eligible schools in their district.
Purpose of Reading First

• Reading First funds can be spent on
  - high quality professional development for teachers
  - new reading assessments that are reliable and valid
  - instructional/curriculum materials and books
Florida’s Formula for Reading Improvement

\[ 5 + 3 + ii + iii = NCLB \]

5  Five **skills** on which early reading instruction should focus

3  Three types of **assessment** to guide instruction
   - Screening
   - Progress monitoring
   - Diagnosis

ii  High quality **initial instruction** is critical

iii **Immediate intensive interventions** for children lagging behind in the growth of critical reading skills
\[ 5 + 3 + ii + iii = NCLB \]

**5 Instructional Components:**

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
Three types of assessment to guide instruction:

**Screening** to identify children who may need extra help

**Progress Monitoring** to determine if children are making adequate progress with current instruction

**Diagnosis** to determine specific instructional needs
5 + 3 + ii + iii + = NCLB

The goal of initial instruction (ii) is to implement high quality instruction in all classrooms when students are learning to read.

- Instructional tool used to implement ii is a comprehensive reading program that is aligned with Reading First guidelines

- Because of the huge diversity in children’s talent and preparation for learning to read, some children will require much, much more instruction and practice than others. These children will require immediate, intensive intervention (iii).
Immediate Intensive Intervention (iii)

- iii should be implemented with children as soon as we know, based on assessment data, they are falling behind in the development of critical reading skills.
- iii involves children in receiving instruction in reading that is more intensive than what they have been receiving.

This can be accomplished by:
- reducing the student/teacher ratio
- providing more instructional time

Both include providing more supports (instructional opportunity, time, resources, materials and/or personnel)
Resources to Implement iii

1. Intervention program that accompanies the core reading program

2. Research based program that
   - targets specific skills,
   - is implemented explicitly and systematically,
   - is coordinated and consistent with the work that is being done during initial instruction.

http://www.fcrr.org/FCRRReports/reportslist.htm
Responsibility of the Coach

An important responsibility of the Coach is to help teachers use assessment data to navigate, organize, and plan for ii and iii.
Teacher and School Administration Responsibilities

- Uninterrupted 90 minute block of reading instruction (this is a minimum)
- Implement high quality initial instruction
- Implement differentiated instruction
- Implement immediate intensive intervention
Every *Reading First* school has proposed a plan outlining the 90 minute block of reading instruction. Whole group instruction and small group instruction will be part of the 90 minute block.

As much of the reading instruction as possible needs to take place within the regular classroom.

Additional support may be provided through:
- Resource Teachers
- ESOL Teachers
- ESE Teachers
- Trained Paraprofessionals
Reading First Classroom Organization: Learning Centers

- Teacher-Led Center
  - Small group instruction

- Student Centers
  - Academically engaged
  - Accountability
  - Group, Pair, Cooperative, Individual
Flexible Groups

- Keep high risk group sizes small (5-7 as a maximum).

- For students not making adequate progress in a group of 5-7, it is critical to reduce the group size to 3-5.

- Monitor high risk student progress more frequently in order to make instructional changes, small group changes, and to accelerate learning.

- It is important to work with each small group differently based on instructional need.

- Consider attitudes, behaviors, and work ethics when forming and modifying groups.
Model for Student Success

- Continuous Assessment
- Instruction
- Data-Based Instructional Planning
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<td>Letter Naming, Nonsense Words</td>
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</tr>
<tr>
<td></td>
<td>Oral Reading</td>
<td>Reading Fluency</td>
</tr>
<tr>
<td>Second</td>
<td>Nonsense Words</td>
<td>Phonics</td>
</tr>
<tr>
<td></td>
<td>Oral Reading</td>
<td>Reading Fluency</td>
</tr>
<tr>
<td>Third</td>
<td>Oral Reading</td>
<td>Reading Fluency</td>
</tr>
</tbody>
</table>
What is the PMRN?

(Progress Monitoring and Reporting Network)

A Web-based data management system that provides:

- a convenient place for entering and organizing the results of student assessments,

- a secure, centralized, easily accessible location for the storage of student information,

- a tool for timely and helpful reports so that educators can effectively analyze data, plan instruction, and communicate student progress.
How will PMRN Help Guide Instruction?

Reports generated by the PMRN:

- School Level
- Classroom Level
- Student Level
Risk Level Key

High Risk (HR): The student is seriously below grade level and in need of intensive intervention

Moderate Risk (MR): The student is moderately below grade level and in need of additional instructional intervention

Low Risk (LR): The student is performing at grade level

Above Average (AA): The student is demonstrating above average proficiency
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Instructional Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Summary</td>
<td>51</td>
</tr>
<tr>
<td>Teacher A</td>
<td>10</td>
</tr>
<tr>
<td>Teacher B</td>
<td>16</td>
</tr>
<tr>
<td>Teacher C</td>
<td>14</td>
</tr>
<tr>
<td>Teacher D</td>
<td>11</td>
</tr>
</tbody>
</table>

School Report
KG – Letter Naming Fluency

Correct Letters Named in a Minute

Assessment 1: 26
Assessment 2: 39
Assessment 3: 52
Assessment 4: 65

# of Students: 65, 71, 74, 70

57% Red, 28% Green, 15% Yellow
62% Red, 14% Green, 24% Yellow
51% Red, 18% Green, 31% Yellow
20% Red, 20% Green, 37% Yellow

20% Red, 43% Green
How will PMRN Help Guide Instruction?

The Class Status Reports from the Progress Monitoring & Reporting Network (PMRN) will help answer three important questions:

1. Who needs extra support?

2. How should groups be formed?

3. Which skills need to be emphasized?
Class Status Report

page 1 of “colorful” handout

- Kindergarten Class
- Assessment Period 4

1. On your colorful handout, complete the activity on page 2 individually or with a partner.
Who Needs Extra Support?

High Risk: 7

Moderate Risk: 3

Low Risk: 9
How will small groups be formed?

- Group 1:
  Students 1, 3, 5, 7, 8

- Group 2:
  Students 2, 4, 6, 9, 10
  (12, possibly)

- Group 3:
  Students 11-19
Which skills need to be emphasized?

- **Group 1:**
  PA & Phonics

- **Group 2:**
  PA & Phonics

- **Group 3:**
  Phonics & Fluency
Classroom Organization for this Kindergarten Class

- Uninterrupted 90 minute block
- No other personnel to assist during Learning Center time
- Scott Foresman with Links to Reading First for ii
Classroom Organization for this Kindergarten Class: Teacher Led-Center

- 40 minutes will be devoted to whole class ii using Scott Foresman core curriculum
- 50 minutes will be devoted to small group instruction:

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G1HR</strong></td>
<td>25 minutes</td>
<td>25</td>
<td>25</td>
<td>25</td>
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<tr>
<td><strong>G2MR</strong></td>
<td>15</td>
<td>10</td>
<td>15</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td><strong>G3LR</strong></td>
<td>10</td>
<td>15</td>
<td>10</td>
<td>15</td>
<td>10</td>
</tr>
</tbody>
</table>
Classroom Organization for this Kindergarten Class: Teacher-Led Center

Small group instruction for 50 minutes:

- Group 1: Implement SF ERI --25 min. daily

- Group 2: Implement SF Links to RF (phonemic awareness and phonics activities will provide students extra practice with the content that was taught during ii)--10-15 min. daily

- Group 3: Use the decodable books from SF to practice the decoding process and fluency--10-15 min. daily
Student Centers

Composition of Student Centers:
- Individual
- Small Group
- Pairs
- Cooperative Groups

Activities at Student Centers:
- Individualized practice at computers
- Paired Reading
- Word Work
- Listening Center (building fluency w/tapes)
Class Status Report

Page 3

• Second Grade Class
• Assessment Period 4
• 6 students at high risk
• 4 students at moderate risk
• 5 students at low risk

Now, let’s take a closer look at the NWF progress of this second grade class...
Class PMT Report
Sunny County Schools, Sunshine Elementary
Grade 2, Teacher 1
All Assessments, 2002-2003
Nonsense Word Fluency
Class Progress Tracking Tool
Sunny County Schools, Sunshine Elementary
Grade 2, Teacher 1
All Assessments, 2002-2003
Nonsense Word Fluency

Correct Letters Sounds in a Minute

<table>
<thead>
<tr>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
<th>Student 6</th>
<th>Student 7</th>
<th>Student 8</th>
<th>Student 9</th>
<th>Student 10</th>
<th>Student 11</th>
<th>Student 12</th>
<th>Student 13</th>
<th>Student 14</th>
<th>Student 15</th>
<th>Student 16</th>
<th>Student 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.4</td>
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</tr>
</tbody>
</table>

Sort
Alpha
Raw Score
Latest Gain
Overall Gain

See page 5 of your handout
With a partner analyze the Class Reports and answer the questions on page 6 & 7 of your handout.
1. What do you notice about the trend for this class across all 4 assessments?

- The median for this third grade class was above the target on Assessments 1, 2, and 3 for ORF. Assessment 4 shows that the class median was slightly below the target. The range of scores is very large at Assessment 1. There seems to be an improvement after Assessment 1, but then the trend flattens out. The class is not progressing at the rate expected.

Class PMT Report
Sunny County Schools, Sunshine Elementary
Grade 3, Teacher 2
All Assessments, 2002-2003
Oral Reading Fluency

![Box Plots for different assessments showing the distribution of scores over time](image)

<table>
<thead>
<tr>
<th>Assessment</th>
<th># of Students</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
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<tr>
<td>3</td>
<td>16</td>
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<tr>
<td>4</td>
<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correct Words per Minute</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Assessment 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>73%</td>
<td>66%</td>
<td>62%</td>
<td>22%</td>
</tr>
<tr>
<td>17</td>
<td>13%</td>
<td>7%</td>
<td>25%</td>
<td>43%</td>
</tr>
<tr>
<td>34</td>
<td>13%</td>
<td>7%</td>
<td>25%</td>
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<tr>
<td>153</td>
<td>13%</td>
<td>7%</td>
<td>25%</td>
<td>43%</td>
</tr>
</tbody>
</table>
2. Pie Charts: What do we know about students who are at high risk of not achieving the year-end goal? After which assessment period should more intensive intervention been implemented?

- Assessment 1: 13%, Assessment 2: 7%, Assessment 3: 12%, Assessment 4: 21%. Intervention should have been implemented immediately. At each assessment point, the Reading Coach can help the teacher identify these students by looking at the Class Progress Tracking Tool (bar graph). Once these students are identified, strategies to improve Oral Reading Fluency can be suggested and implemented.
1. When should have more intensive instruction been implemented for:

Student 3? After Assessment 3
Student 8? After Assessment 1
Student 16? After Assessment 1
2. Which students made up the red piece of the pie charts on the previous page?

- Students 3, 8, and 13
- Student 16 was enrolled in this class for Assessments 1-3, but not Assessment 4.
3. What do you notice about Student 3?

- The student has not progressed in Oral Reading Fluency, but the target has increased. So, by Assessment 4, he was at high risk. Ongoing Progress Monitoring (OPM) at this point may be an option to collect more data.
4. After Assessment 3, which students should the teacher have targeted for extra instruction in Oral Reading Fluency?

- Students 3, 4, 8, 10, 14, and 16
Summary

- Use Class Status Reports to answer 3 important instructional questions:
  - Who needs extra support?
  - How should groups be formed?
  - Which skills should be emphasized?

- Use other Reports together to see progress at the class level as well as progress of individual students and how each student is doing relative to the whole class.
Objectives for Today

Participants will:

- understand how to use data from the following sources to make instructional decisions
  - Class Status Reports generated by the PMRN
  - Individual Student Reports generated by the PMRN
Class Status Report

Page 8

• Second Grade Class
• Assessment Period 4
• 6 students at high risk
• 4 students at moderate risk
• 5 students at low risk

Now, let’s take a closer look at an individual student (Student 6).
Student Grade Level PMT Summary Report
Sunny County Schools, Sunshine Elementary
Grade 2, Teacher 1
Assessment Period 4, 2002-2003
Student 6

Student 6 is in need of: Substantial In-Class Intervention

Nonsense Word Fluency

Oral Reading Fluency

See page 9 of your handout.
Work with a partner to analyze the reports and answer the questions on pages 10 and 11 of your handout.
1. After Assessment 2, what types of questions would you ask of a teacher?

- Are you explicitly teaching the decoding process using words made up of letter sounds the student knows? Check to make sure the student can do this independently.

- Are you making sure the student is receiving multiple opportunities to practice reading words made up of letter sounds already learned? Are new, useful letter sounds being taught? Is the student practicing reading connected text at his instructional level and receiving feedback from the teacher?

- Check the size of the flexible group. Does it need to be reduced to provide this student extra instructional time?
1. After Assessment 2, what types of questions would you ask of a teacher?

- Is the student practicing oral reading fluency with text at his independent level? Is the student receiving feedback from the teacher while reading orally? Is the student engaging in repeated readings?

- Check the size of the flexible group. Does it need to be reduced to provide this student extra instructional time?

- Partnering this student with a Low Risk peer in the class might be beneficial. The pair could engage in Partner Reading utilizing books provided by the teacher (the teacher would insure that the books were at the High Risk Student's Independent or Instructional Level).
Summary

Use Student PMT Reports to:

- Monitor progress
- Determine which students need more intensive instruction
- Offer instructional strategies to the teacher
- Determine types of professional development from which specific teachers could benefit
Summary of Recommended Uses of Student Data

- To conduct parent conferences

Report for Jane Doe
1st Grade, Assessment 2
Sunshine Elementary

Dear Parent,

Our school is continuing its very important testing program to measure each first grade student's progress in building important early reading skills. About eight weeks ago, we used the DIBELS assessment (Dynamic Indicators of Basic Early Literacy Skills) to screen each child. We just completed our second of four sets of progress monitoring tests. Each time that we test Jane, we will send you a report of her progress and suggestions for helping her at home.

Reading is a skill that grows rapidly during first grade. Our first grade program builds on the foundation laid during kindergarten. It is very important that we keep track of Jane's progress in reading this year so that we know if she is progressing as we expect. We want to know if she needs additional help in the classroom and at home to become a successful reader.

We recently tested Jane on skills that are important early building blocks for reading. These are skills that we work on daily in our classroom. Below are the results of Jane's testing.

- Phoneme Segmentation Fluency: This is a measure of phonemic awareness. Jane was told a word, like "cat," and asked to say all of the sounds she heard in the word. This test helps us know if Jane is aware of the different sounds in words. This skill is important building block for reading and helps the student understand the way that sounds in words are represented by letters. Jane's score of 42 correct phoneme(s) named in a minute is what we would expect at this time of year. We will continue to build on this skill so that she continues to do well.

- Nonsense Word Fluency: The ability to blend sounds together to make words is an...
Questions?

Please use the blue question/comment cards found on your table.
Teaching Every Child to Read: A Responsibility for Parents and Schools
How can Parents help?

- Schedule 15 minutes of special time everyday to listen to your child read.
- Let your children see you reading!
- Create a special workspace and schedule daily quiet time for your children to do his/her homework.
Parents, Kids, & Phonemic Awareness

- Play word games with your child in the car, on a walk, while making dinner, etc.
- Make up rhymes/Sing Nursery rhymes
- Identify individual sounds in words (first, last, middle)
- “Say it Fast Game” (Blending)
- “Say it Slow Game” (Segmenting)
Parents, Kids, & Phonics

- Ask your child’s teacher which letter sounds or letter sound combinations your child is struggling with. Write these letters on index cards and practice building words with other known letter sounds.

- Use magnetic letters to make words and read them.

- Highlight or underline words that you can sound out from the day’s “junk mail.” Ask your child to read these words.
Parents, Kids, & Fluency

- Have your child read and reread familiar books that are at his/her independent reading level.
- Have your child read a short passage multiple times. With each reading, you time and record how long it takes.
Parents, Kids, & Vocabulary

- Talk to your children often!
- Asks lots of questions and elicit longer and longer explanations.
- Use interesting words in your conversations.
- Provide a lot of explanations.
- The more you talk to your child, the faster their vocabulary will grow!
Parents, Kids, & Vocabulary (continued)

◆ Point to something and ask your child what it is and ask him/her to describe it to you.
◆ While reading, stop and explain the meaning of any words your child may not understand.
◆ Pick out a new vocabulary word from one of the books you are reading with your child. Talk about what it means. Then, make up a sentence with the new word. Try to use the word again and again that week.
Parents, Kids, & Comprehension

Plan to go to the school library, public library, or local bookstore once each week and read a new book together.

- Prediction
- Main Idea
- Retell
“If you add a little to a little, and then do it again, soon that little shall be much.”

--Hesiod
You are your child’s best advocate!
For additional information regarding Reading Curriculum & Instruction, please contact:

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mgrek@fcrr.org
http://www.fcrr.org/reports.htm