



Alberta **Regional** Consortia

Effective Reading Intervention Strategies

with Cara Shores, Ed.S.

Wesley Educational Services, Inc.

www.carashores.com

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Alberta Education to support implementation



Calgary Regional Consortium



Central Alberta
Regional Consortium



EDMONTON
Regional Learning
CONSORTIUM

Partners in adult learning for students' sake

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"A partnership to nurture continuing educational excellence"



Essential components

- Research-based interventions
- Data-based decision making
- Implementation fidelity

What Should We Teach?

Reading for **early childhood**—

- **explicit instruction** in
 - Phonemic awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension

National Reading Panel, 2002

Reading for **older learners**—

- **explicit instruction** in
 - Word study
 - Fluency
 - Vocabulary
 - Comprehension
 - Motivation

Boardman et. al., 2008

Most Effective Methods for Teaching Struggling Learners

- **Explicit explanations, elaborations**, and/or **plans** to direct task performance.
- **Verbal modeling, questioning**, and **demonstration** by teachers.
- Students cued, reminded, and/or taught to **use strategies, or procedures**.
- **Step-by-step prompts** or multi-process instructions.
- Teacher-student **dialogue**.
- **Questioning** by the teacher.
- **Assistance** provided only **when necessary**.

Reid & Ortiz-Lienemann (2006); Swanson, (1999); Swanson & Sachs-Lee (2000).

Essentials for Intervention

- Use appropriate **grouping** formats (3-5 students).
- Provide **targeted instruction** 3-5 times/week, 20-30 minute segments.
- Assure additional instruction **aligns with core** program.
- Provide **ongoing** and **systematic corrective feedback** to students.
- Provide extended practice in the critical components of instruction **based on students' needs**.
- Use systematic classroom-based instructional assessment to **document student growth and inform instruction**.

(Vaughn & Roberts, 2007, p. 44)

Selecting Interventions

- Must have valid **research base**
- Must relate directly to **student's identified area of need**
 - Reading comprehension
 - Math computation
 - Raising hand to be recognized
- Must be **implemented with fidelity**
- Must be assessed through **progress monitoring**

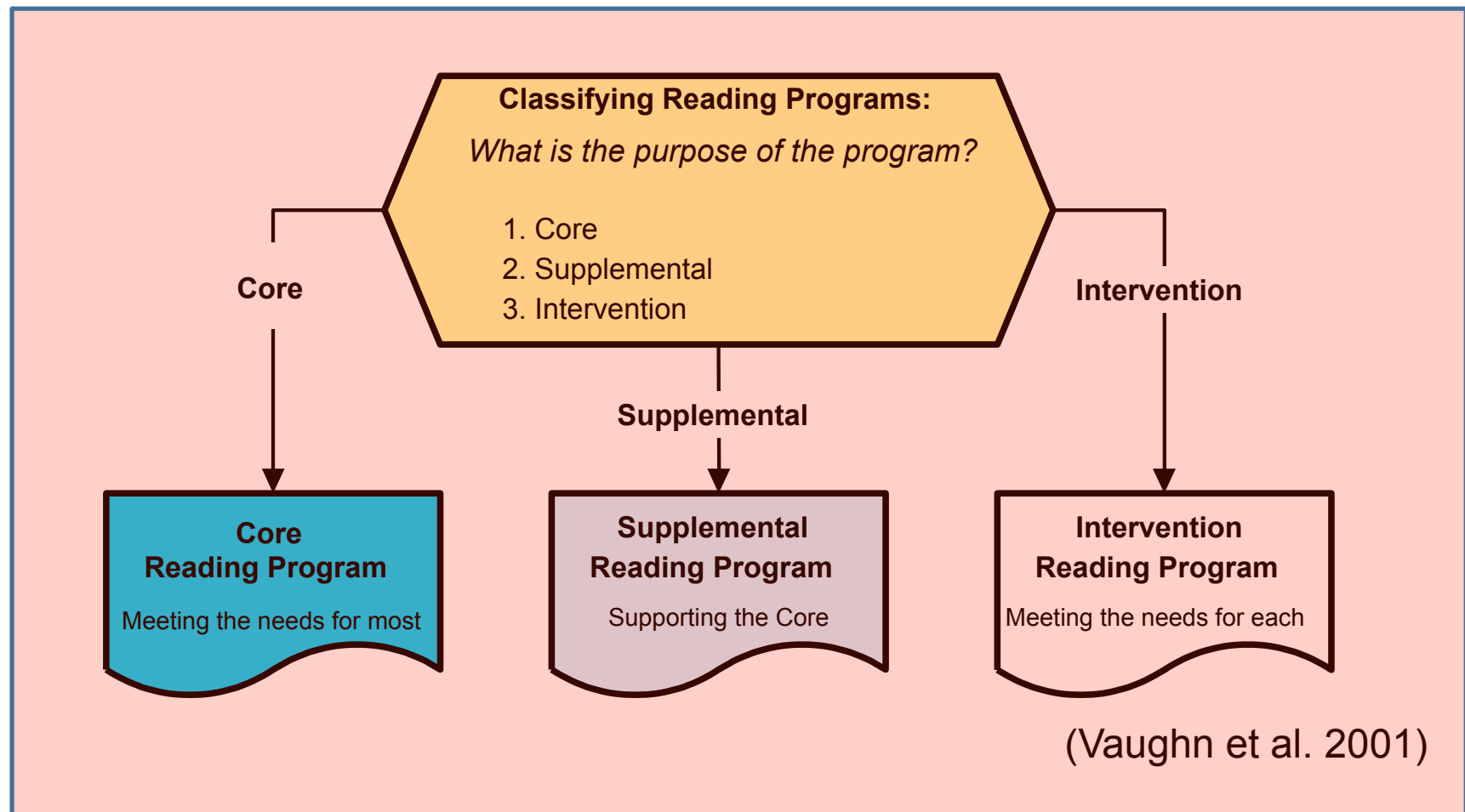
Types of Academic Interventions

- Supplemental materials
- Research-based learning strategies
 - Multiple grade levels
 - Multiple content areas



Reading Programs

Programs are tools that are implemented by teachers.
They must work together to support each other
and student learning.



Examples of Research-based Programs

- tinyurl.com/RTIChart

Focus Literacy/Math/ Behaviour	Program:	Universal	Targeted (Group)	Intensive (Individual)	Price	Grade level
Reading	<i>First Steps in Literacy</i> http://www.pearsonprofessionallearning.ca/firststeps/index.html	☒				
Reading	<i>Leveled Literacy Intervention (LLI)</i> www.pearsoncanadaschool.com		☒			
Reading	<i>Early Literacy Skill Builders</i> http://www.attainmentcompany.com/featured/elsb/			☒		
Reading	<i>Literacy Place (Scholastic)</i> <i>Moving Up</i> <i>Stepping Up</i> <i>Stepping Stones</i>	☒				

Please add your own comments and/or feedback to this document.



RESEARCH-BASED LEARNING STRATEGIES

Resources for Interventions

- <http://www.readingeducator.com/strategies/index.htm>
- <http://reading.uoregon.edu>
- <http://ies.ed.gov>
- www.bestevidence.org
- www.centeroninstruction.org
- www.interventioncentral.org
- <http://cehs.unl.edu/csi/reading.shtml>
- <http://illuminations.nctm.org/ActivitySearch.aspx>
- www.netc.org/focus
- www.promisingpractices.net
- www.fcrr.org



- Appropriate **across grade levels**
- Appropriate **across content areas**
- Must be **linked to core curriculum**
- Must be **explicitly taught** to struggling learners

Stages of Strategy Instruction for Struggling Learners

- Develop and activate **background knowledge**
 - Define skills
 - Assess knowledge
- **Discuss** the strategy
- **Model** the strategy
- **Memorize** the strategy
- **Support** the strategy
 - Content scaffolding
 - Task scaffolding
 - Material scaffolding
- **Independent performance**

READING

- Reading instruction should not be reserved for the “reading” class. EVERY content area requires reading; thus **strategies should be included in EVERY content class.**

PHONEMIC AWARENESS, PHONICS AND WORD STUDY

Recommendations of the National Reading Panel

- **Phonemic Awareness** – hear, identify, and manipulate sounds of spoken words
 - Isolation – recognizes individual sounds in words
 - Identity – recognizes same sounds in different words
 - Categorization – recognizes word with odd sound in a set of words
 - Blending – combines sequence of sounds into a single word
 - Segmentation – Breaks a word into separate sounds

Eileen Pracek, www.nifl.gov

Phonemic Awareness Strategies

- **Identify** phonemes
- **Categorize** phonemes
- **Blend** phonemes to form words
 - I'll say sounds, you guess word /ffuuunnn/
- **Segment** words into phonemes
 - Tell me sounds you hear /m/ /a/ /n/
- **Delete or add phonemes** to form new words
 - Say “sat”. Say again, but don't say /s/
- **Substitute phonemes** to make new words
 - Say “plane” but change /pl/ to /tr/

Phonics

- Phonics instruction helps children learn the relationships between the letters of written language and the sounds of spoken language.
- Instruction must be:
 - **Systematic**: Carefully selected set of letter-sound relationships that are organized into a logical sequence
 - High utility: m, a, t, s, p, and h
 - Continuous sounds: f, m, n, r, and s
 - **Explicit**: Direct explanation, modeling (think alouds), guided practice, application

Continuum of Phonics Instruction

- Letter-Sound Knowledge
 - /a/; /t/; /s/; /m/; /b/
- Letter-Sound Blending
 - /a/ /t/
- Onset-Rime/Word-Family Instruction
 - /s/ /a/ /t/; /m/ /a/ /n/

Continuum of Phonics Instruction

- Introduce **most common sound** for a new letter (/k/ for “c”)
- **Separate instruction** of potentially **confusing letters** due to visual or auditory similarity (h/n, e/l, b/d)
- May introduce **lower case letters first** (more functional)
- Start with **high-utility letters** (s, t, m, and vowels)
- Select words that start with **continuous sounds** when beginning to sound out words – or for blending and segmenting practice (use “mat” before “bat”)

Potential Sequence for Introducing Letters

- a, m, t, s, S, i, f, d, r, o, O, g, l, h, u, U, c, C, b, n,
k, K, v, V, e, w, W, j, p, P, y, Y, T, L, M, F, D, I, N,
A, R, E, H, G, B, x, X, q, z, Z, J, Q

Lembke, E. (2009)

- **Rapid and accurate decoding** is the foundation of proficient reading (Rathvon, 2008)
- Comprehension is impaired when too much cognitive energy is allocated to the decoding process (Share, 1995; National Reading Panel, 2000; Rathvon, 2008)
- Goals of Word Recognition Instruction (Rathvon, 2008)
 - Teach strategies for decoding novel words
 - Develop automaticity in word recognition
 - Comprehension

Featured Strategies

- Word Building – p. 5
- PALS/Class wide Peer Tutoring – p.12
 - www.kc.vanderbilt.edu/pals



FLUENCY

Fluency

- Fluency is the ability to read text accurately and smoothly.
- Fluency depends on higher word recognition skills
 - leading students from decoding to sight reading
- Fluency develops from reading practice at the “success” level
 - **Repeated Oral Readings**
 - Re-reading familiar text
 - Listening to models of fluent reading
 - Choral or unison reading

The National Reading Panel, 2002

Recommendations of the National Reading Panel

- Provide models of fluent reading
- Provide **repeated and monitored oral reading**
- Provide a variety of short text passages at student's independent reading level

How Fluency Impacts Comprehension

- Comprehension is **significantly impaired** for students who **misread more than 5%** of the text **or read less than 100 words per minute** (2nd grade and above)

(Grossen & Carnine, 1991)

Strategies that Improve Fluency

- **Repeated reading** of the same passage allows students to improve and “automate” their sight word vocabulary;
 - repeated practice reading the same text, with opportunities for modeling and feedback from a more proficient reader
 - <http://www.youtube.com/watch?v=rrrLJR7Zbq0>
- **Non-repetitive wide reading** is appropriate when the text has a preponderance of “known” words or when a teacher can provide instructional support.
 - exposes students to new and different content, vocabulary, and text types

(Boardman et. al., 2008)

Featured Strategies

- Repeated Readings – p. 8
- Partner Reading – p. 10
- Classwide Peer Tutoring – p. 12

See Strategy
Instruction
Webinar
Handouts

Handouts available from: <http://erlc.wikispaces.com/rti>

VOCABULARY

Vocabulary Instruction

- Understanding text is significantly influenced by **vocabulary development** (Baumman & Kame'enui, 1991; Graves, Brunetti, & Slater, 1982; Graves, 1989; Klingner, Vaughn, & Boardman, 2007)
- Use focused word-learning instruction that is coordinated with the passages used for fluency practice (Boardman et al., 2007)

Recommendations of the National Reading Panel

- Indirect instruction – students engage in oral language, listen to adults read to them, and read extensively on their own
- Direct instruction – teach individual words and word learning strategies

Suggestions for Vocabulary Instruction

1. **Keyword**: Create mental or visual images associated with a technical vocabulary word so as to facilitate recall of its meaning.
2. **Link new vocabulary with background knowledge**: have students brainstorm and describe what they already know about the topic being studied.
3. Focus on the **semantic relationships** of new and familiar words and concepts through activities such as semantic mapping, semantic feature analysis, and categorization.
4. **Restate dictionary definitions** of new words in their own words and make up sentences using the new words.
5. **Use synonyms, antonyms, and dictionary definitions** to understand the meaning of specialized and technical vocabulary.

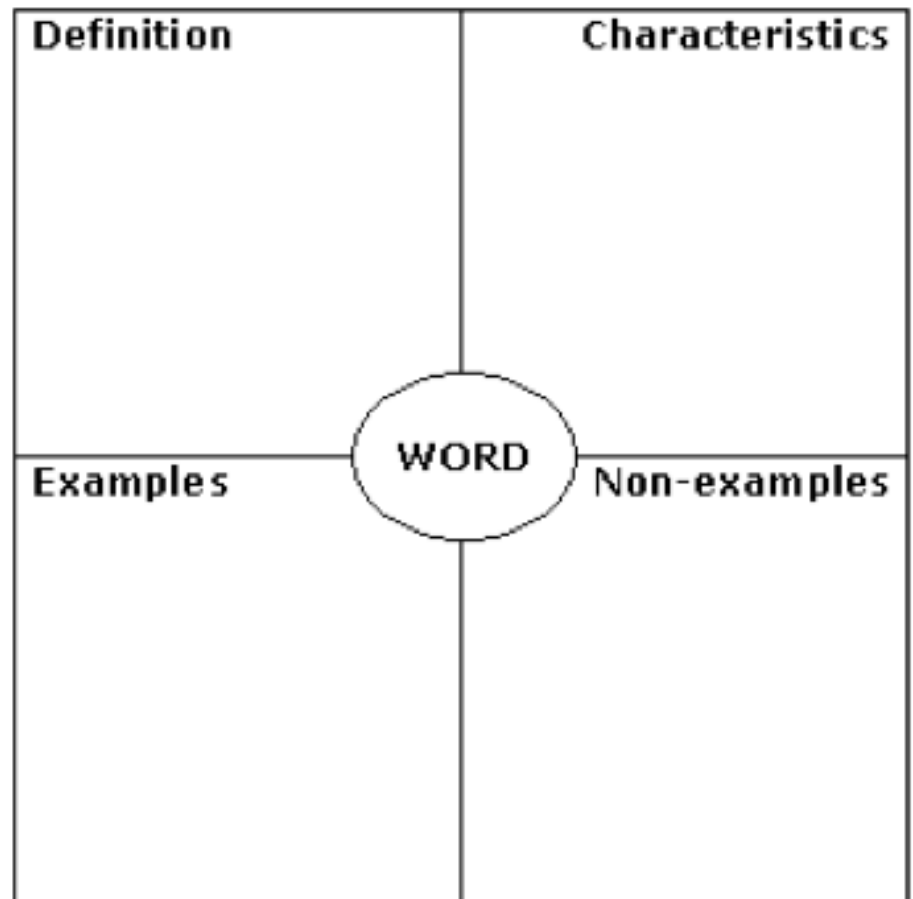
6. **Analyze the structure** of new words (affixes, inflections, compound words, and contractions) to determine their meanings
7. **Use contextual analysis activities** that require students to use semantic and syntactic features of sentences to determine the meaning of new words. Such activities include a cloze procedure, rereading sentences without using the new word, and reading sentences that appear before and after the sentence with the new word.
8. **Use a combination of strategies**, such as dictionary definitions and contextual analysis.
9. **Maintain personal content-related word lists or word banks**
10. **Work cooperatively** to figure out meaning of new words through contextual analysis.

Featured Strategy

- Frayer Model – p. 15

See Strategy
Instruction
Webinar
Handouts

Frayer Model



NAME _____

DATE: _____

Definition in your own words

A period at the
end of a statement

Picture Model



declarative

Examples

I like dogs.

I like pizza.

I like peanut butter.

Zack is my friend.

Hayden is my friend.

Edie is dating Noah.

Brett is our friend

Non-examples

Is Zack dating Leah?

I want my pizza!

peanut butter money

monkey

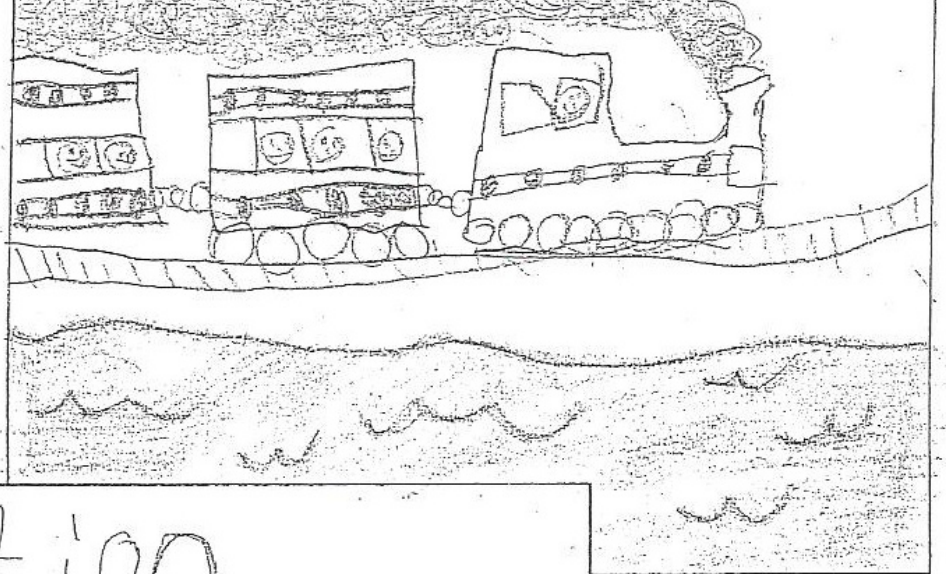
Am I a millionaire?

Are we good at basketball?

Definition in your own words

A place that
has been trashed
with manmade
things

Characteristics or pictorial representation



Pollution

Examples

Smoke litter
oil in a stream

Gasses

Non-examples

trash in trashcans
food on a picnic
Basket

Name Cassidy C-16 2-29-11

Definition in your own words

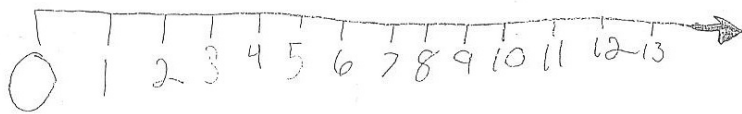
A number that you can count.

Facts/characteristics

Counting number
can be 0 (zero)

Whole
Number

Pictures

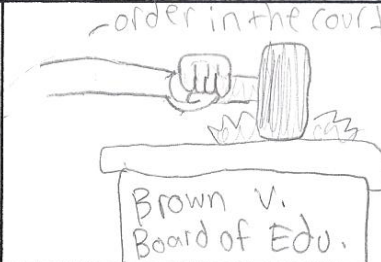


Examples

12 32 100 6,000 42
28 15 200 1,000,000,0
14 16 17 300,000
100,000 50 200,000
20,000,000,0
52

Non-Examples

~~.28
-9 5
-15 8
-68 -3
105 28
-8 2 8
7 1 10~~

Definition	In your own words	Picture	In a sentence
<u>Brown v. Board of Edu.</u> A 1954 case in which the Supreme Court ruled separate but equal education was unconstitutional.	A case in 1954 when separate but equal was made illegal.		The Brown v. Board of Education banned separate but equal facilities.
<u>Sibley Commission</u> recommended that each local district decide the desegregation matter for itself.	told everyone to figure out the desegregation issue for themselves.		The Sibley Commission told local districts to decide desegregation for themselves.
<u>Herman Talmage</u> Lost to Melvin Thompson in the 3 governor controversy. Won 1954 election.	Lost in the 3 governor controversy. Became governor in 1954.		Herman Talmage lost to Melvin Thompson in the 1948 election.
<u>SNCC</u> Student Non-Violent Coordinating Committee. helped young African Americans in Atlanta join the Civil Rights Movement.	helped young blacks join the C.R. movement.		SNCC helped young African Americans join the civil rights movement.

COMPREHENSION

What is the biggest problem facing adolescent struggling readers?



*“Some 70% of older readers require some form of remediation... their **most common problem** is that they are **not able to comprehend what they read.**”*

Reading Next Report, 2006

- Most teachers expect students to use comprehension strategies during reading but do not explicitly teach the skills to use these strategies successfully.

(Pressley, 2006, Boardman et.al., 2008)

Best Instructional Strategies for Reading Comprehension

- Promote interactive dialogue between teachers/students and students/students
- Control task difficulty and scaffold instruction
- Activate prior knowledge
- Use graphic organizers
- Teach comprehension monitoring strategies
- Teach summarization skills
- Teach students to ask and answer questions
- Teach multi-component comprehension strategies

(Boardman et.al., 2008)

Comprehensive *skills* and *strategies* instruction

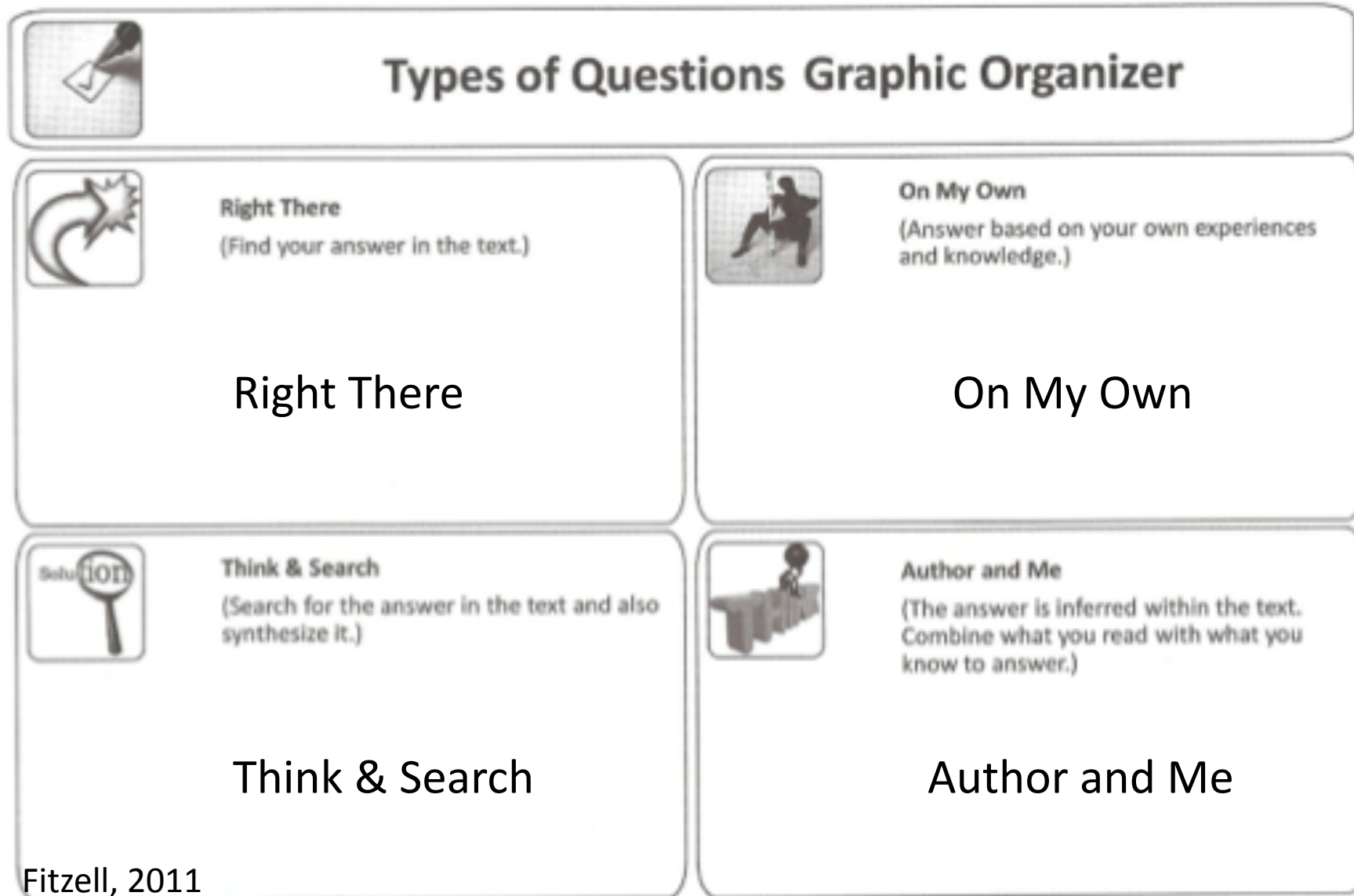
- ***Strategies*** are conscious sets of plans that good readers use to understand text
- ***Strategies*** are the vehicle through which students will develop comprehension ***skills***

Featured Strategies

- Question-Answer Relationship – p. 19
- Think Aloud – p. 23
- Somebody Wanted But So – p. 27

See Strategy
Instruction
Webinar
Handouts

QAR



SWBS

Somebody	Anne Frank
Wanted	To hide from the Nazis
But	Someone turned her in
So	She died in a concentration camp

Somebody	Cinderella
Wanted	To go to the ball
But	She had nothing to wear and no way to get there
So	Her fairy godmother created a gown and coach for her

Increasing Intensity for Tier 3

- **Increase intensity**

- Time
- Intervention
- Smaller groups

- **Increase support**

- Provide numerous opportunities for intervention through variety of means

Further Learning:



Effective Strategies for Math-RTI

Thursday, April 26th, 2012 4 – 5 pm.

<http://erlc.ca/programs>