Alternate Views of Idaho RF Data

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How are YOU doing?

Idaho Reading First
% K-3 Students at Benchmark in Spring 04-05, 05-06 by School

State Spring 2005 - 71.5
State Spring 2006 - 73%
What can this information be used for?

- To make comparisons with other RF schools with similar levels of challenge.
- Assist with goal setting.
- Helps Idaho RF plan for technical assistance.
Correlation of IRI Fluency Subtest and ISAT Reading 2006

\[ C = .69 \]

90.3%

112
• Values of range from +1 (perfect correlation), through 0 (no correlation), to -1 (perfect negative correlation). In general terms, correlation coefficients:

- up to 0.33 are considered to indicate weak relationships
- between 0.34 and 0.66 indicate medium strength relationships
- over 0.67 indicate strong relationships (i.e. likely to be regarded as significant)
90% of the students who read 112 wpm on the 3rd Grade IRI also were proficient on the ISAT.

Since the ISAT is not a progress monitoring tool, we can use fluency measures to gauge or predict how well students may do on the ISAT.
So What?

\[ C = .7 (.69) \]

- Shows the large contribution of reading **accuracy and fluency** to reading proficiency at K-3.
- **But** also shows the important contribution of vocabulary and comprehension, especially at 3rd grade level and higher.
Fluency-Building Options

- Teacher/Peer Modeling of fluent expressive reading
- Guided Oral Repeated Reading
  - with teacher or adult
  - with peers
  - with technology
- Reader’s Theater (probably need more intensity for intensive students)
- Phrase Cued Text Reading
- Comprehension Checks should be a routine part of any work on fluency.
Research Summary on Vocabulary Instruction

1. Wide Reading
2. Explicit Teaching of Carefully-Selected Vocabulary
3. Teach Word-Learning Strategies
4. Foster Word Consciousness
• Durken found that upper-elementary teachers spent less than 1% of their overall reading instruction focused on vocabulary.

• Scott and Nagy looked at the vocabulary instruction in 23 ethnically diverse elementary classrooms and reported that only 6% of school time was devoted to vocabulary with only 1.4% allotted to content area vocabulary.
1. Wide Reading

• Cautions:
  - Struggling readers do not read well enough to make wide reading an option. Wide reading requires:
    • Decoding Skills
    • Ability to recognize that a word is unknown
    • Ability to extract meaningful information about the word from word learning strategies
  - In grades 1 to 3, vocabulary growth cannot result mainly from reading experiences because most children are not reading content that is as advanced as their oral language.
The National Reading Panel reports that explicit instruction has proven to be an effective way for students to acquire vocabulary knowledge.
2. Direct Instruction of Carefully-Selected Vocabulary Words

• Via:
  – Read Alouds
  – Text Talk
  – Words students will encounter within their comprehensive reading program
**Careful Selection of Vocabulary Words to Directly Teach**  
(Shell, 2002)

<table>
<thead>
<tr>
<th>Description</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
</table>
| **Description** | • The most basic words  
• Words on Dale-Chall list | High frequency for mature language users and found across a variety of domains | Frequency of use is low, often limited to specific domains. |
| **Examples** | clock, baby, happy, work | absurd, maintain, fortunate | peninsula, isotope, isthmus |
| **Instruction** | Rarely require instruction at school | Instruction geared toward these words can be most productive | Best learned when a specific need arises |
Criteria to Consider
Selection of Tier 2 Vocabulary Words

• Importance and Utility
  – Words that are characteristic of mature language users and appear frequently across a variety of domains.

• Instructional Potential
  – Words that can be worked with in a variety of ways so that students can build deep knowledge of them and of their connections to other words and concepts

• Conceptual Understanding
  – Words for which students understand the general concept but provide
Direct Instruction of Carefully-Selected Vocabulary Words

Relying on publishers to designate the words that warrant instruction in core reading programs can, at times, be somewhat misguided. Consider the guidelines previously discussed.
2005 ABC Program/Second Grade Lesson

### Words Chosen to Introduce:
- crayons
- smock
- chalk
- practice
- powders
- ruin
- copy

### Other Words Found in the Story:
- unfinished
- fair
- awful
- property
- “wear down”

Using Beck’s criteria, which 5-6 words would you select to directly teach?
Vocabulary
Procedures for Specific Word Instruction

1. Multiple Exposures
2. Use Synonyms and Antonyms
3. Make Up a Novel Sentence
4. Classify With Other Words
5. Direct Definitions
6. Relate the Definition to One’s Own Experiences
Direct Instruction of Carefully-Selected Vocabulary Words

• Examples and Nonexamples
  – If any of the things I say are examples of reluctant, say reluctant. If not don’t say anything:

• Generate Examples
  – Tell about something you would be reluctant to do. Try to use reluctant when you tell about it. You could start by saying something like, “I would be reluctant to _________.

• Answering Questions and Giving Reasons
  – Why would you be reluctant to eat a new food?
  – Why might a kindergarten student be reluctant to come to school the first day?
  – Would you be reluctant to sing in front of the whole school? Why or why not?
There are more words to learn than can be directly taught.

Independent word-learning strategies can help students to determine the meanings of unfamiliar words that have not been explicitly taught to them.
3. Teach Word Learning Strategies

- Using **contextual analysis** to infer the meanings of words in text
- Using **morphemic** (word-part) **analysis** to derive the meanings of words in text
- **Using dictionaries** to confirm and deepen knowledge of word meanings.
4. Develop Word Consciousness

• “An interest in and awareness of words”
  – Awareness of words
  – Enjoyment of words
  – Playing with words
  – Interest in words
  – Appreciation of words
  – Satisfaction in using words well
Principles of Comprehension Instruction

A Few Tidbits

- **Strategic Processing**
  - Cognitive Strategy Instruction
  - Developing Metacognition
Some Major Causes of Reading Comprehension Failure

1. Language Delays and Difficulties
2. Early Reading Difficulties Leading to Fluency Problems
3. Lack of Knowledge About the World and About Words
4. Lack of Skill in Applying Comprehension Strategies Appropriately Before, During, and After Reading.
5. Difficulties Understanding Text Structures

Kame’enui & Simmons, 1990 (revised)
National Reading Panel: Strategies with Research Evidence

<table>
<thead>
<tr>
<th>Reader Strategies:</th>
<th>Teacher Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Comprehension Monitoring</td>
<td>– Graphic Organizers</td>
</tr>
<tr>
<td>– Story Structure</td>
<td>– Question Answering</td>
</tr>
<tr>
<td>– Question Generation</td>
<td>– Cooperative Learning</td>
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<tr>
<td>– Summarization</td>
<td></td>
</tr>
<tr>
<td>– Multiple Strategies</td>
<td></td>
</tr>
</tbody>
</table>
General Framework for Teaching Comprehension

Before Reading → During Reading → After Reading

• Metacognition •

Comprehension Monitoring

Generate Questions

Answer Questions

Story Structure

Graphic Organizers

Summarizing

Multiple Strategies
How Should Strategies Be Taught?

Comprehension Reading Instruction is most effective when:

1. Teachers **demonstrate explicit steps and strategies** to students explaining what the strategy is and what is its purpose.

2. Teachers **model multiple examples** of how to apply the strategy using a “thinking aloud” procedure while interacting with actual text.

3. Teachers provide students with **extensive opportunities to practice** strategies and offer high-quality feedback.

4. Teachers **structure ample review and opportunities for learning how and when** to use strategies, within the context of reading actual text.
Question Generation

- **Definition:** Asking students to/teaching students to generate questions during reading.

- **National Reading Panel:**
  - The strongest scientific evidence for reading comprehension strategies was found for the effectiveness of asking readers to generate questions during reading.

  (NRP Report 4-45)
Teach students to use signal words to ask themselves questions:

- Who
- What
- Where
- When
- How
- Why

(Order of Difficulty)

Remember: Don’t wait to work on strategies until the students can read. In early primary grades, question generation is taught through shared story-reading activities.
"Ask yourself questions as you read."

Sample Lesson: “When I question, I ask myself something about the story. I expect that I will find the answer to my question as I read. For this story, I might ask, “Why was the night scary.” (ABC Teacher’s Edition)
*Story Structure*

- **Definition:** Refers to the way the content of text is organized.
- **Can be Used:**
  - Before Reading
  - During Reading
  - After Reading
- **Why Teach Story Structure?**
  - Develops deeper understanding of stories and allows him or her to construct more coherent memory representations of the story.
**Story Structure**

- **Two Types of Texts:**
  - **Narrative**
    - Tells a story and usually follows a familiar structure.
    - Main purpose is to be entertained.
  - **Expository**
    - Provides an explanation of facts, concepts, and principles.
    - Main purposes are to inform, instruct, persuade or explain.
### *Story Structure*

**Narrative Story Text**
- Setting
- Initiating Events
- Internal Reactions
- Goals
- Attempts
- Outcomes

**Expository Text Example Structure Types** (Williams, 2005)
- Description
- Sequence of Events
- Explanation of Concepts
- Definition/Example
- Compare-Contrast
- Problem-Solution-Effect
Yesa

Story Retell

Who

Problem

Solution

End

The End
Example: **Descriptive Structure: List**

Ways to Make Climbers Safe

- harness
- belay
- ledge
- rappel
Example: **Descriptive Structure - Web**

(Dymock, 2005)
Example: **Descriptive Structure:** Compare and Contrast

<table>
<thead>
<tr>
<th>Animal</th>
<th>Does the animal like mud?</th>
<th>What animal does in the mud</th>
<th>What mud does for the animal</th>
<th>Size of animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pig</td>
<td>Yes</td>
<td>Rolls</td>
<td>Keeps it cool</td>
<td>Large</td>
</tr>
<tr>
<td>Frog</td>
<td>Yes</td>
<td>Sleeps</td>
<td>Helps it hide from enemies</td>
<td>Small</td>
</tr>
<tr>
<td>Water Buffalo</td>
<td>Yes</td>
<td>Stands</td>
<td>Keeps bugs away</td>
<td>Very Large</td>
</tr>
<tr>
<td>Rhino</td>
<td>Yes</td>
<td>Bathes</td>
<td>Protects it from the sun</td>
<td>Very Large</td>
</tr>
</tbody>
</table>

(Dymock, 2005)
Example: **Sequential Structure**

Female lines a burrow with grass and leaves.

Lays her eggs.

Curls around eggs to keep them warm.

Eggs hatch.

Mother teaches babies to swim, find food, and avoid enemies.

(Dymock, 2005)
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