Using the Teaching Reading Sourcebook (2nd Ed.) as a Resource for Implementation of Best Practices

Idaho Reading First
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Consultant
Objectives

Use the *Sourcebook* as a resource for:

- Implementation of best practices in reading instruction
- Increasing systematic and explicit instruction in your core program
- Enriching and enhancing the core curriculum
- Providing increased scaffolding in a skill area
- Providing targeted instruction aligned with assessed skill gaps
Objectives (cont.)

- Selecting and incorporating appropriate supplemental materials for targeted instruction
- Improving the implementation of instruction in selected classrooms
- Identifying gaps in your core curriculum
- Differentiating instruction
- Providing site-based professional development
What’s the Big Idea?

The Sourcebook provides the **R A T I O N A L E** for why we do what we do!
Critical Contexts

Bessellieu, 2008
“The teacher’s influence on student achievement scores is twenty times greater than any other variable, including class size and student poverty.”

--Fallon, 2003
Effective Instructional Program Taught with Fidelity

Management
- Routines, Expectations

Mastery
- Explicit Instruction (I do, We do, You do), Error Correction, Monitoring, Accurate Practice

Motivation
- Student engagement, Positive reinforcement

School or District provides program

The teacher provides the rest!

Bessellieu and Cole, 2008
High Student Achievement!
Essential Components of Reading Instruction

1. **The Big Picture**

2. **Word Structure:** Structure of English, Structure of Spanish

3. **Early Literacy:** Print Awareness, Letter Knowledge, Phonemic Awareness

4. **Decoding and Word Study:** Phonics, Irregular Word Reading, Multisyllabic Word Reading

5. **Fluency:** Fluency Assessment, Fluency Instruction

6. **Vocabulary:** Specific Word Instruction, Word-Learning Strategies, Word Consciousness

7. **Comprehension:** Narrative Reading, Informational Reading

8. **Comprehensive Reading Model**

9. **Resources**
Sourcebook Format

what? why? when? how?
Effective Instructional Techniques

- Explicit teaching - Model, Practice, Check
- Clear signaling
- Appropriate pacing
- Wait time
- Practice opportunities
- Monitoring: Group and individual responses
- Error correction
- Positive reinforcement
Scaffolding

Teacher Responsibility

Explain
Model
Guide
Assess

Student Responsibility

Attend
Observe
Practice
Apply

Diagram:

- Teacher Responsibility:
  - Explain
  - Model
  - Guide
  - Assess

- Student Responsibility:
  - Attend
  - Observe
  - Practice
  - Apply
The Big Picture

what?
why?
when?
how?
Word Structure

what? why? when? how?
Letter Knowledge

what?

why?

when?

how?
Taking a Closer Look at the Lesson Models
Effective Instructional Techniques

- Explicit teaching - Model, Practice, Check
- Clear signaling
- Appropriate pacing
- Wait time
- Practice opportunities
- Monitoring: Group and individual responses
- Error correction
- Positive reinforcement
Targeted review must follow initial instruction to ensure retention and extended understanding

(1) The review must be sufficient to enable a student to perform the task without hesitation.

(2) It must be distributed over time.

(3) It must be cumulative with information integrated into more complex tasks.

(4) It must be varied, so as to illustrate the wide application of a student’s understanding of the information.

Judicious Review

Slide from Marybeth Flachbart, based on work of Kame’enui, 1999
Massed Practice vs. Distributed Practice

Minutes of Instruction Per Day on New Skills

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Slide from Marybeth Flachbart, based on work of Kame‘enui, 1999
Phonemic Awareness

what? why? when? how?
Phonemic Awareness Tips

- Instruction should be explicit
- Instruction should be systematic
- Activities should focus on phonemes first, and then eventually connect to graphemes as students are ready.
- Manipulatives should be used to make phonemes more concrete. Teacher should model left to right (from students’ perspective) with all visuals or manipulatives.
- Articulate sounds correctly and clearly.
- Have a signal with wait time so all the children have a moment to think and answer together.
- Focus on the sounds--not the meaning of words.
- Keep activities fast-paced.
Taking a Closer Look at the Lesson Models
Effective Instructional Techniques

- Explicit teaching - Model, Practice, Check
- Clear signaling
- Appropriate pacing
- Wait time
- Practice opportunities
- Monitoring: Group and individual responses
- Error correction
- Positive reinforcement
Elkonin Boxes
**Extension on Elkonin Boxes:**

**Phonemic Awareness with Letters**

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Explicit Phonics Lesson Sequence

1. Develop Phonemic Awareness
2. Introduce Sound/Spelling
3. Blend Words
4. Build Automatic Word Recognition
5. Apply to Decodable Text
6. Word Work
Scaffolded Blending Instruction

- Continuous Blending
- Sound-by-Sound Blending
- Whole Word Blending
- Spelling-Focused Blending
- Reading Whole Words
- Reading Whole Words in Connected Text
Taking a Closer Look at the Lesson Models
Scaffolding: Decodable Text

- Is an integral part of systematic and explicit phonics instruction
- Provides beginning readers with opportunities to apply what they are learning to build automaticity, confidence, and fluency
- Provides an intervening step between students’ acquisition of phonics knowledge and their ability to read authentic literature
- Is proven to help students get off to a stronger start in reading development
Word Work

- Word Sorting
- Elkonin Boxes with Letters
- Word Building
- Dictation
Irregular Word Reading

what? why? when? how?
Irregular Words

Beginning readers do not learn irregular words as quickly or accurately as regular words; they tend to read these words more slowly and inaccurately.

--Nation & Snowling, 1998
Word Walls

Words walls are just *wallpaper* unless they are deliberately used by the teacher for distributed practice and as a resource for spelling.
Taking a Closer Look at the Lesson Models
Multisyllabic Word Reading

what? why? when? how?
Syllabication

- Syllable Types and Division Principles
- Flexible Syllabication
- Affixes as Syllables
Taking a Closer Look at the Lesson Models
Fluency Assessment

what? why? when? how?
Building a Bridge

- Fluency provides a bridge between word recognition and comprehension.

National Institute for Literacy, 2001; Pikulski & Chard, 2005
WCPM Score

WCPM can tell us if there is a fever, but... it doesn’t necessarily tell us the **cause** of the fever.
Fluency Instruction

what?
why?
when?
how?
Grade Level Fluency Practice for Repeated Reading

Grade level fluency practice involves reading text that is appropriate for the students’ current academic grade. Grade level fluency instruction usually involves the “I do it, We do it, You do it” method of reading text. This method uses:

- Core program anthology
- Decodable text
- Leveled readers
Fluency Practice

Fluency develops as a result of many opportunities to practice reading with a high degree of success.

--Armbruster et al., 2001
Individual Fluency Practice for Repeated Reading

- Selecting Text
  - Accuracy
    - 95% of the text must be at the student’s independent reading level.

“Practice doesn’t make perfect. **Perfect** practice makes perfect.”

-Vince Lombardi
Taking a Closer Look at the Lesson Models
Vocabulary

what? why? when? how?
Components of Effective Vocabulary Instruction

- **Intentional Vocabulary Teaching of Specific Words**: Teaches students the meanings of unfamiliar words and concepts.

- **Word Learning Strategies**: Provides students the skills and opportunities to learn vocabulary independently.

- **Fostering Word Consciousness**: Nurtures an appreciation and consciousness of words and their use.
Types of Vocabulary Instruction

- Specific word instruction
- Fostering word consciousness
- Word-learning strategy instruction
Selecting Vocabulary Words

- **Tier-One** - Basic, everyday words that students learn on their own.

- **Tier-Two** - Are common enough that most mature readers are familiar with them. They can be found across various contexts and topics and understanding the meaning of these words promotes everyday reading and listening comprehension.

- **Tier-Three** - Low-frequency words; many of which are domain specific.

  (Beck, et. al, 2002)
Taking a Closer Look at the Lesson Models
Text Talk

- Contextualize the Word
- Say the Word
- Give a Student-Friendly Explanation
- Provide a Different Context
- Engage Actively with the Word
  - Finish the Idea, Choices, Questions
- Say the Word Again
“Student Friendly” Explanations

Teachers should present meanings of target words through instruction that is direct and unambiguous. Meanings should be presented using clear, consistent, and understandable wording.

**Examples:**

- **sturdy:** soundly constructed or constituted
- **cottage:** smallish frame dwelling
- **sturdy:** strong
- **cottage:** a little house

Coyne, 2006
Clear and Understandable Dictionary Definitions

It has excellent sentences and doesn't use a lot of big words to define other words, nor does it give circular definitions (defining cat as an animal and an animal as a cat)....

**Publisher:** Harpercollins Canada; 3rd edition (2005)
**ISBN:** 978-0007744688
Types of Vocabulary Instruction

- Specific word instruction
- Word-learning strategy instruction
- Fostering word consciousness
Word-Learning Strategies

If students have the task of learning tens of thousands of words and we can only teach them a few hundred words a year, then they have to do a lot of word learning on their own.

Graves, 2000

To do this they need … STRATEGIES!
Combined Morphemic and Contextual Analysis

When morphemic and contextual analysis instruction is provided in combination, the effects appear to be just as powerful as when it is provided in isolation.

-Baumann et al., 2002
Taking a Closer Look at the Lesson Models
Dragon sat in the parking lot and started to eat. He crunched up the cheese curls. He **downed** the doughnuts. He packed away the pork rinds.

*Downed*: *eat a lot of something quickly*

*Downed (verb)*: To swallow something quickly
Types of Vocabulary Instruction

- Specific word instruction
- Word-learning strategy instruction
- Fostering word consciousness
Taking a Closer Look at the Lesson Models
Comprehension

what? why? when? how?
Comprehension Strategies

1. Monitoring Comprehension
2. Connecting to World Knowledge
3. Predicting
4. Recognizing Text Structure
5. Asking Questions
6. Answering Questions
7. Constructing Mental Images
8. Summarizing
Multiple Strategy Instruction

The National Reading Panel (2000) regards the need for multiple comprehension strategies instruction as its most important finding.

CORE Sourcebook, p. 623
Almasi’s “Cognitive Toolbox”

- Connecting to World Knowledge
- Answering Questions
- Monitoring
- Predicting
- Recognizing Text Structure
- Constructing Mental Images
- Asking Questions
- Summarizing
Scaffolding

TEACHER RESPONSIBILITY

Explain
Model
Guide
Assess

STUDENT RESPONSIBILITY

Attend
Observe
Practice
Apply

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Practice
Observer
Attend
Explain

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Scaffolding Tools

- Graphic Organizers
- Prompts
- Cooperative Learning
- Read Alouds
Taking a Closer Look at the Lesson Models
Multiple Measures (2nd Ed.)

- Phonological Awareness
- Decoding and Word Attack
- Spelling
- Fluency
- Vocabulary
- Comprehension
Importance of Data

“Without data, you are just another person with an opinion.”

-Andreas Schleicher, 2008
Review: Types of Assessment

- Screening/Benchmark
- Diagnostic
- Progress Monitoring
- Outcome
Outcomes Driven Model

Screening/Benchmark
- Identify need for support

Diagnosis
- Validate need for instructional support
- Plan and implement instructional support

Progress Monitoring
- Evaluate and modify instructional support

Outcome
- Review outcomes for individuals and systems

Source: WRRFTAC
When to Administer Diagnostic Assessment

Diagnostic tests should be administered “only when specific questions arise about instruction for individual students that cannot be answered from teacher observations, student work, and other forms of assessment....They should only be given when there is a clear expectation that they will provide information useful in planning more powerful instruction.”

--Torgesen, 2006
Need for Diagnostic Assessment

“If schools are implementing screening, external progress monitoring, and outcome assessments in a reliable and valid way, the need for additional testing using formal diagnostic instruments should be reduced.”

--Torgesen, 2006
Critical Order Role of Teachers and Support Staff

1. Analyze data and build instructional groups based on needs
2. Take inventory and recommend materials needed for instruction
3. Investigate and problem solve scheduling/spacing issues
4. Investigate personnel resources with grade-level teams

Source: WRRFTAC
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