

Extending SBRR to Grades 4 & 5

Reading First Nashville

August 28-30

Drew Braun

TWO PRONG APPROACH

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graph TD; A[TWO PRONG APPROACH] --> B[READING INSTRUCTION]; A --> C[CONTENT LITERACY]
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READING
INSTRUCTION

CONTENT
LITERACY

Big Ideas of Early Reading

National Reading Panel, 2000

- ***Phonemic Awareness***: the ability to hear and identify sounds in spoken words.
- ***Phonics***: the relationship between the letters of written language and the sounds of spoken language.
- ***Fluency***: the capacity to read text accurately and quickly.
- ***Vocabulary***: the words students must know to communicate effectively.
- ***Comprehension***: the ability to understand and gain meaning from what has been read.

Bethel School District

K-5 Delivery Model for Students at Grade Level

<u>Grouping</u>	<u>Design</u>	<u>Design</u>	<u>Time</u>
0-3.0 grade level	<u><i>Learning to Read</i></u>	Select SBRR Programs to meet the big ideas of reading at the appropriate grade level	90 mins
4.0-5.0 grade level	<u><i>Reading to Learn & Continuing Learning to Read</i></u>	Select SBRR Programs to meet the big ideas of reading at the appropriate grade level	90 mins
		Novels at differentiation time for students at or above grade level and which are consistent with core program strategies	

“Adolescent literacy refers to the set of skills and abilities that students need in grades four through 12 to read, write, and think about the text materials they encounter.” (Reading to Achieve, 2005, p. 6)

Reading Next: 15 Key Elements

- **Instructional Improvements**

- Direct, explicit comprehension instruction
- Effective instructional principles embedded in content
- Motivation and self-directed learning
- Text-based collaborative learning
- Strategic Tutoring
- Intensive Writing
- A technology component
- Ongoing formative assessment of students
- Diverse Texts

- **Infrastructure Improvements**

- Extended time for literacy
- Professional Development
- Ongoing summative assessment
- Teacher Teams
- Leadership
- A comprehensive and coordinated literacy program

Reading Next

Reading Next is a good summary of best thinking on helping kids stay average but does not focus on struggling readers.

Torgesen, 2006

What is the Optimal Mix?

Reading Next, 2004

$$15 - 3 = 0$$

Without

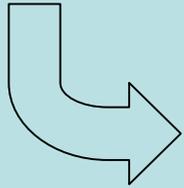
- professional development
- ongoing formative assessment of students, and
- ongoing summative assessments of students and programs

as the foundation of any middle or high school literacy program, we cannot hope to effect major change in adolescent literacy achievement, no matter what instructional innovations are introduced.

OUTCOMES

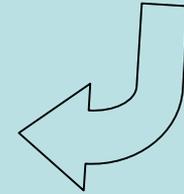
Supports for
Effective Implementation

Data for
Decision
Making



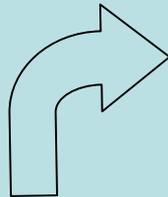
SUPPORTS

DATA



PRACTICES

Practices for
Student Success



(Three colored ovals intersecting with each other and overlapping saying supports with an arrow pointing in saying supports for effective implementation, Data with an arrow pointing in saying data for decision making, Practices with an arrow pointing in saying practices for student success.)

Three-tier Model

- Assumption – identification and intervention will result in all students being effective readers
- Primary Interventions – regular classroom instruction or program
- Secondary Interventions – short term intervention for students starting to fall behind on skills or content
- Tertiary Interventions – students not learning at an adequate rate or are not responding to interventions need an alternative program

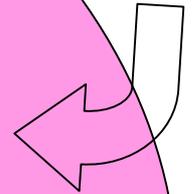
DATA

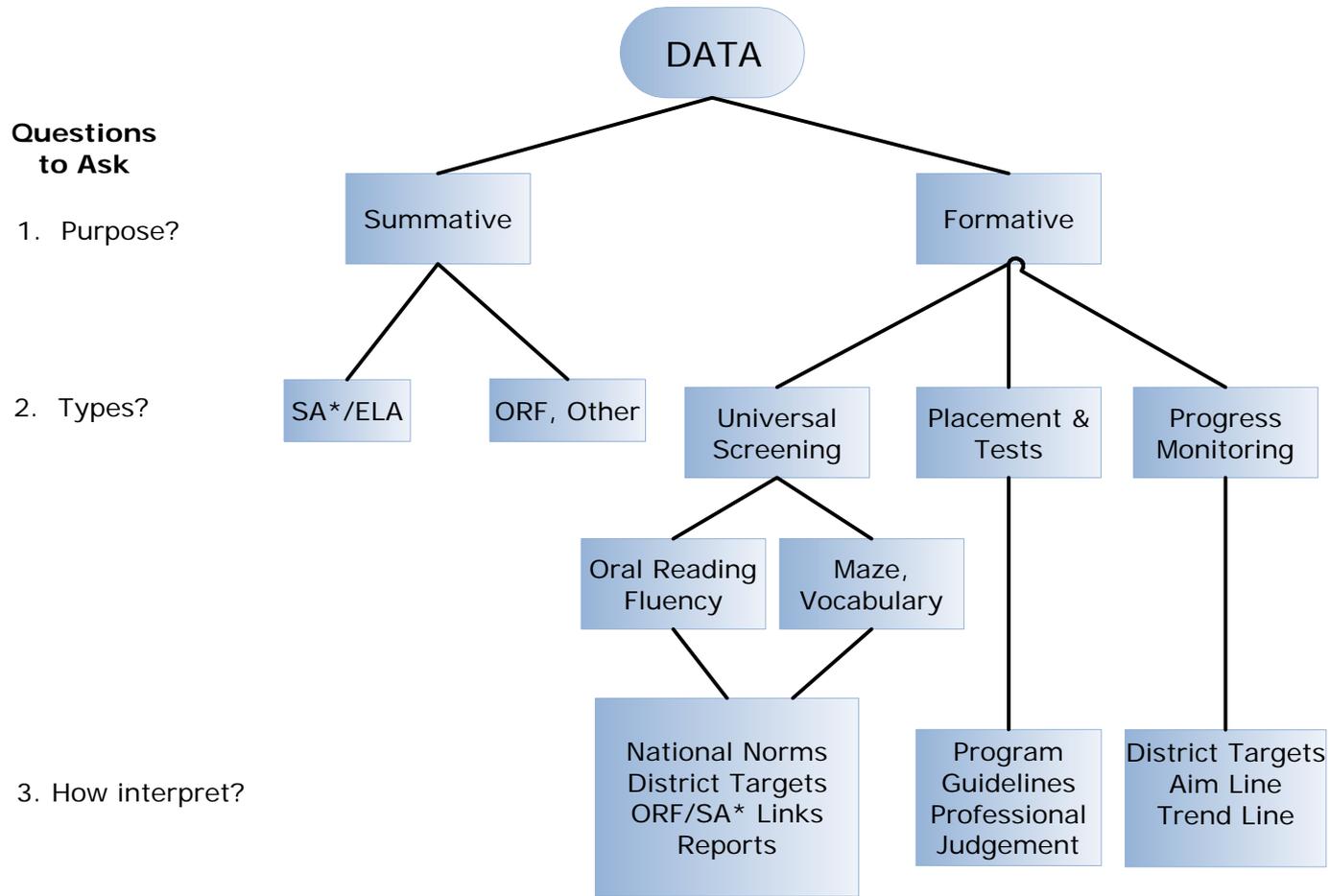
Data for
Decision
Making

Data is used to:

- evaluate student progress
- select and modify curriculum
- identify effects of interventions
- evaluate outcomes

(Bent arrow saying data for decision making.)





Questions to Ask

1. Purpose?

2. Types?

3. How interpret?

4. How use?

***SA - State/Territory Assessments**

3. How do we interpret the results?

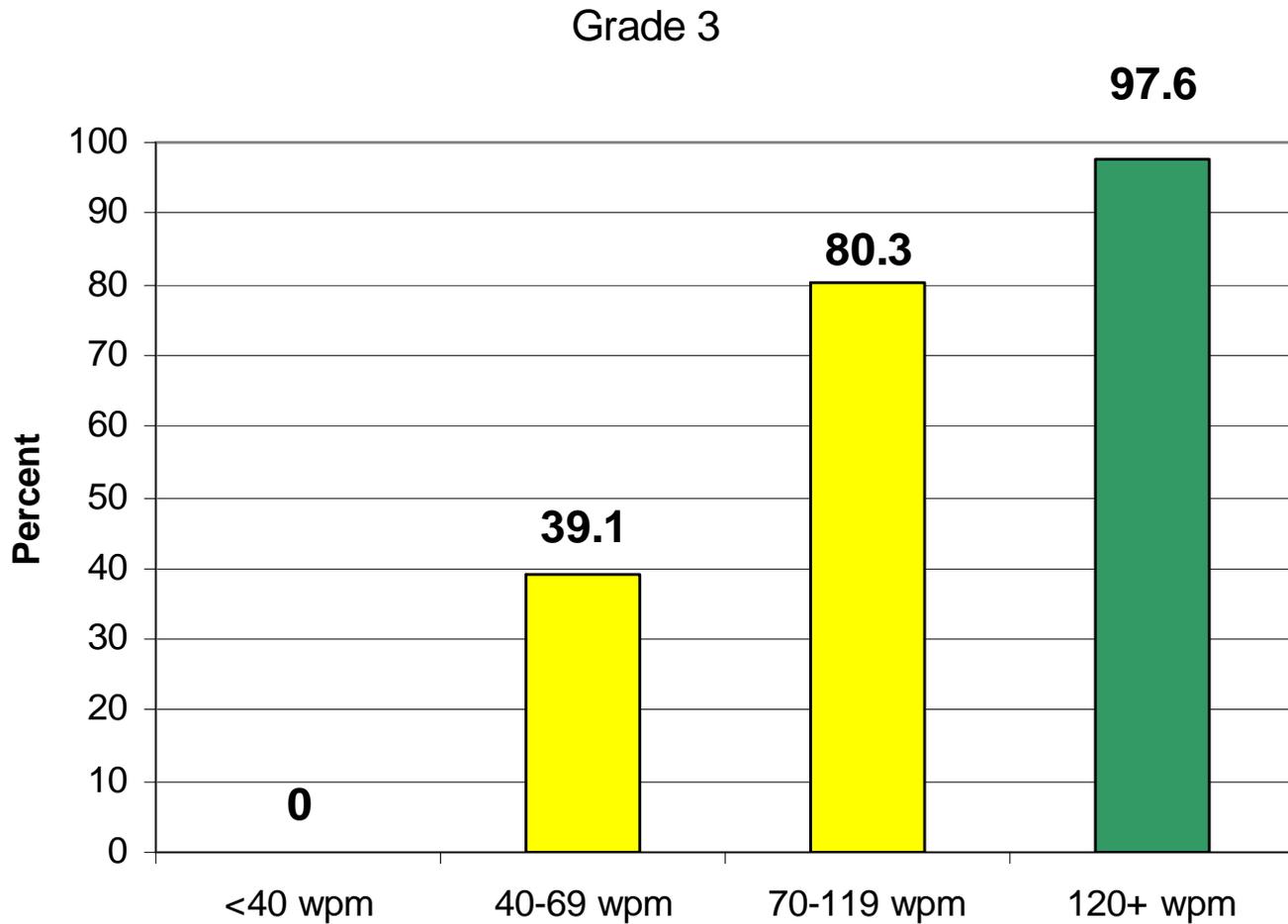
You need a frame of reference

National Reading Norms

Norms Reported by Hasbrouck and Tindal in 2005

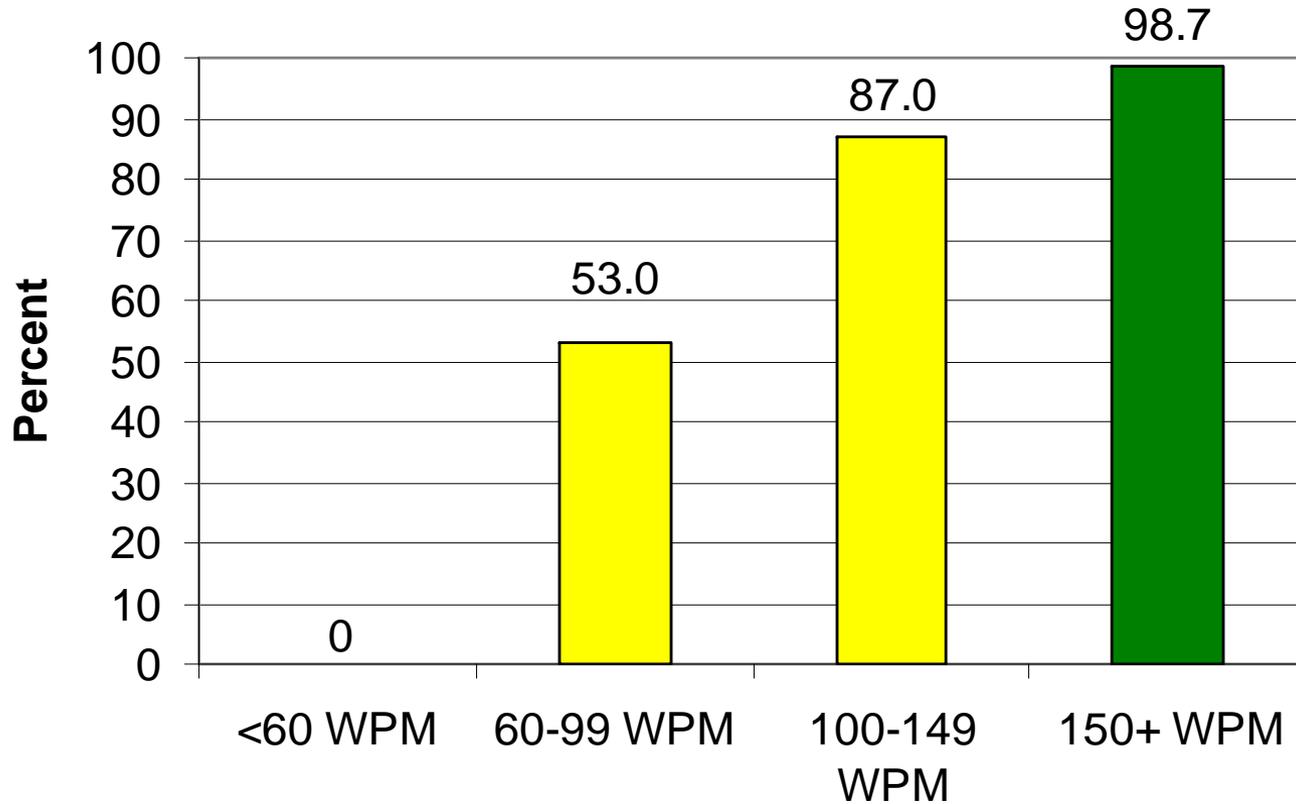
Grade:	1	2	3	4	5	6	7	8
Words/Minute	59	89	107	125	138	150	150	150

Percent of Students Passing Oregon's 3rd Grade Reading Benchmark



Percent of Students Passing 5th Grade Reading Benchmark

Grade 5

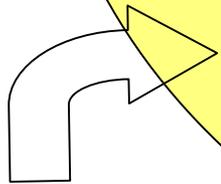


PRACTICES

Evidenced based Practices in the areas of:

- Grouping
- Design
- Delivery
- Time

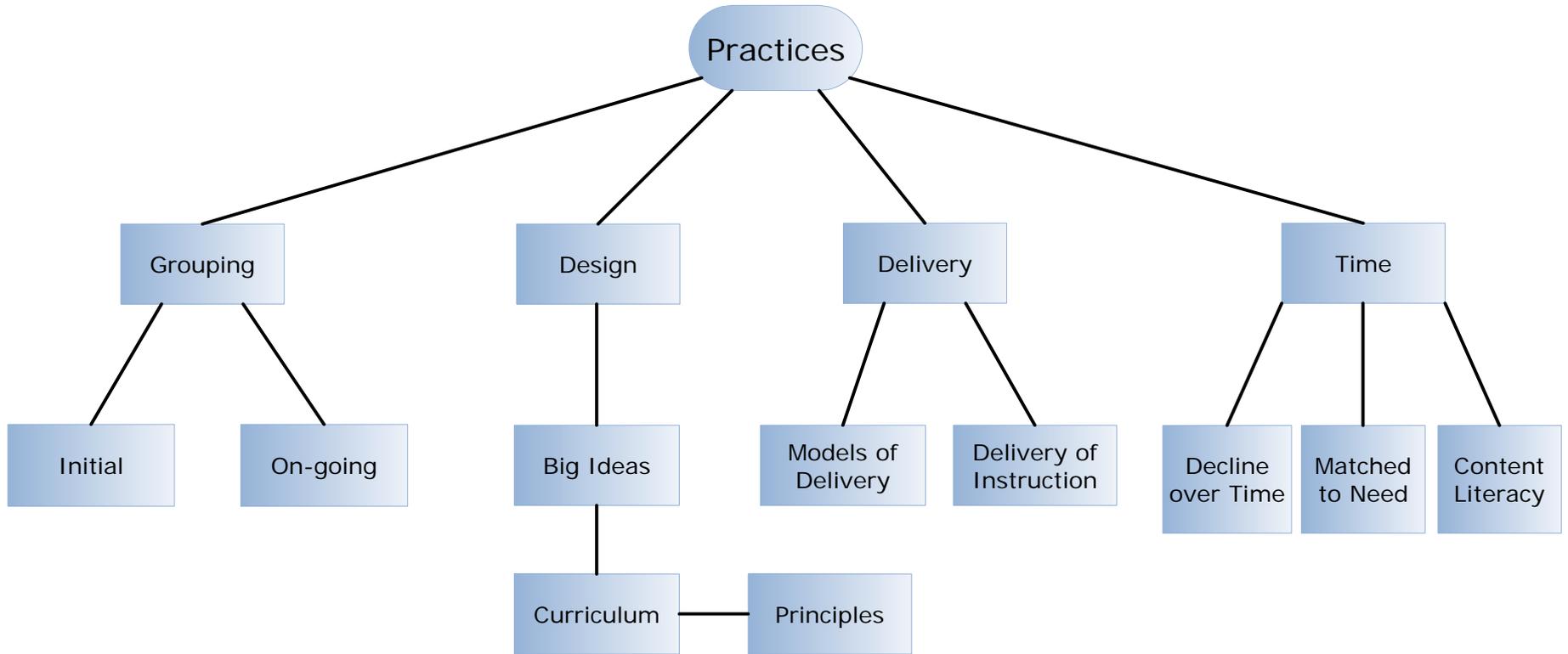
(Bent arrow pointing in saying practices for student success.)



Practices for
Student Success

Adapted from:
Horner & Sugai

(Diagram starting with practices then branching out to grouping which branches out to initial and on going, Design turns into big idea then curriculum and finally principles, Delivery which branches out to models of delivery and delivery of instructions, and time branches into decline over time, ached to need, and content literacy.)



Bethel School District

K-5 Delivery Model for Students at Grade Level

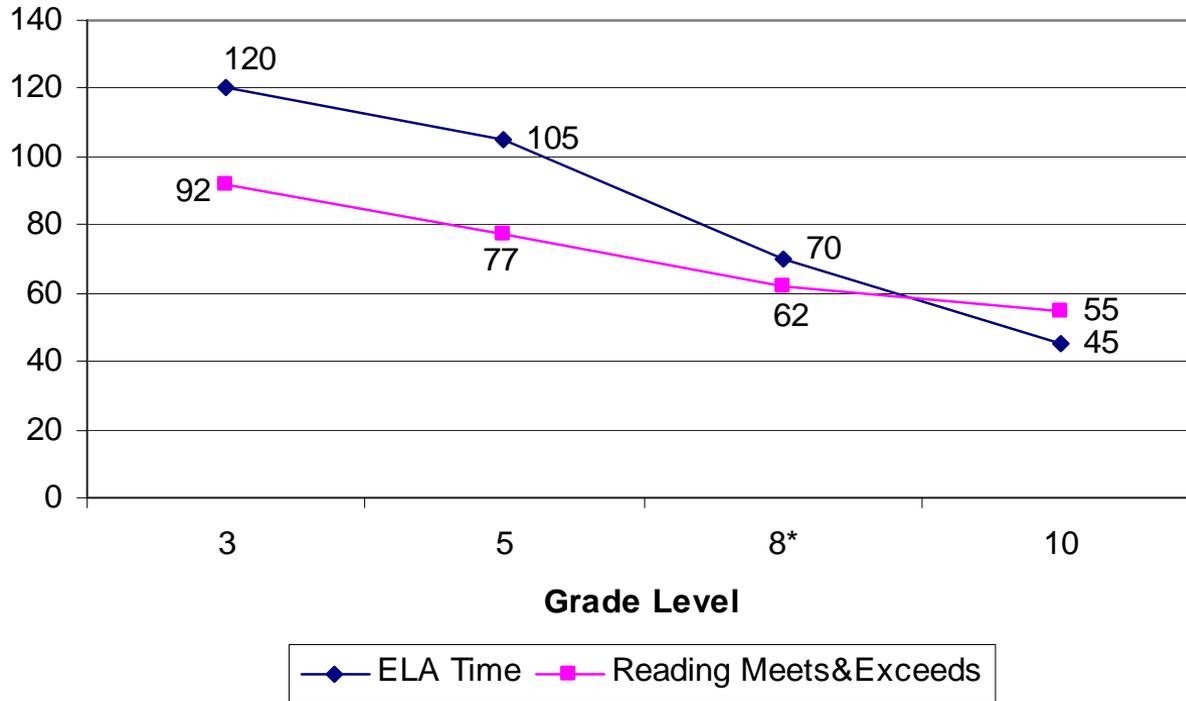
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Time

- Student Performance vs State Performance Standard
 - The farther from the standard the more time that needs to be allocated to accelerate learning
- Instructional Time vs Performance Standard
 - Time decreases as performance standards increase
- Allocated vs Engaged Time (10-20% loss)
 - In class – attendance, transitions
 - Outside of class – assemblies, ½ days

Time vs. Performance

**Bethel School District
ELA Instructional Time vs Student Performance**



Allocated vs. Engaged Time

<i>English Language Arts</i>	3	4	5	6	7	8	10
Minutes per Day	120	105	105	70	70	70	45
Total Minutes*	21360	18690	18690	12460	12460	12460	8010
Total Hours*	356	311.5	311.5	207.7	207.7	207.7	133.5
TI_Days (6hrs)	59.3	51.9	51.9	34.6	34.6	34.6	22.3
<u>Non_Instructional Time**</u>	10% reduction from total instructional time						
NI_Total Hours*	320.4	280.4	280.4	186.9	186.9	186.9	120.2
NI_Days (6hrs)	53.4	46.7	46.7	31.2	31.2	31.2	20.0
<u>Non_Instructional Time**</u>	20% reduction from total instructional time						
NI_Total Hours*	284.8	249.2	249.2	166.1	166.1	166.1	106.8
NI_Days (6hrs)	47.5	41.5	41.5	27.7	27.7	27.7	17.8

* Total Minutes & Hours are based on 178 instructional days

**Actual-Instructional Time: 1/2 days, assemblies, attendance & activity transitions etc.

Comprehension

“The Essence of Reading”

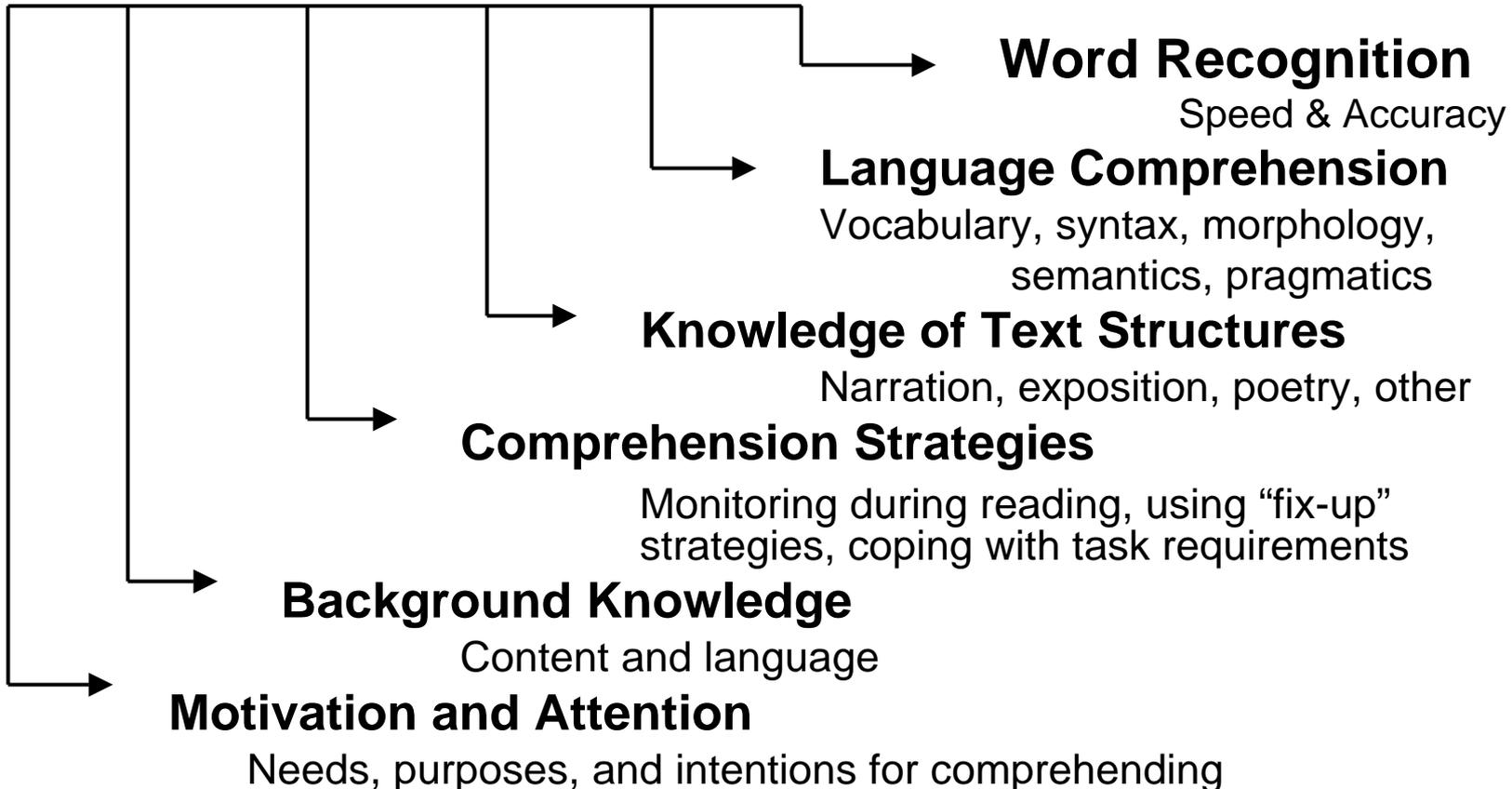
Defined as “...intentional thinking during which meaning is constructed through interactions between the text and the reader.”

Durkin, 1993

Comprehension Requires

California Reading & Literature Project/ AB 1086 Training Manual

Comprehension Requires



Decoding

“No comprehension strategies are powerful enough to compensate for not being able to read the words within a text.”

Archer, Gleason, Vachon, 2003

Struggling Student

Mrs. Mooney was a bachelor's daughter. She was a woman who was quite able to keep things to herself: a determined woman. She had married her father's fireman and opened a bachelor's shop near Spring Gardens. But as soon as his father-in-law was dead Mr. Mooney began to go to the deeper. He drank, plundered the till, ran headlong into bed. It was no use making him take the plan: he was sure to break out again a few days after. By fighting his wife in the pressure of customers and by buying bad meat he royed his business.

One night he went with his wife with the cleaver and she had to sleep in a neighbor's house. After that they lived apart. She went to the pest and got a separation for him with care of the children. She would give him neither money nor food nor house-room; and so he was obliged to enlist himself as a shirt man. He was a shabby stooped little drunkard with a white face and a white moustache and white eyebrows, penciled about his little eyes, which were pink-veined and raw; and all day long he sat in the balleaf room, waiting to be put on a job.

Comprehension Questions

- 1. What kind of business did the Mooney's have?
- 2. Why did they not have much money?
- 3. What did the Mrs. Mooney do to try to stop his devilish ways?
- 4. What incident caused Mrs. Mooney to decide to leave her husband?
- 5. What did Mr. Mooney then decide to do for work?

Actual Passage

Mrs. Mooney was a butcher's daughter. She was a woman who was quite able to keep things to herself: a determined woman. She had married her father's foreman and opened a butcher's shop near Spring Gardens. But as soon as his father-in-law was dead Mr. Mooney began to go to the devil. He drank, plundered the till, ran headlong into debt. It was no use making him take the pledge: he was sure to break out again a few days after. By fighting with his wife in the presence of customers and by buying bad meat he ruined his business.

One night he went for his wife with the cleaver and she had to sleep in a neighbor's house. After that they lived apart. She went to the priest and got a separation from him with care of the children. She would give him neither money nor good nor house-room; and so he was obliged to enlist himself as a sheriff's man. He was a shabby stooped little drunkard with a white face and a white moustache and white eyebrows, penciled about his little eyes, which were pink-veined and raw; and all day long he sat in the bailiff's room, waiting to be put on the job. (The Boarding House by James Joyce)

- From the 5th grade on, students encounter approximately 10,000 words per year that they have never previously encountered in print.

Nagy and Anderson, 1984

- The meaning of content-area passages is almost totally carried by the multisyllabic words.

Archer, Gleason and Vachon, 2003

- Inadequate word recognition skills are thought to be the most common and debilitating source of reading challenges.

Adams, 1990, Share and Stanovich, 1995

- Word recognition is the foundation for vocabulary and comprehension.

Stanovich, 1996

Accuracy

- Independent – 98% to 100%
- Instructional – 95% to 98%
- Frustrational – Below 95%
- Students to be successful on Oregon's Reading & Literature Assessment needed to be at the independent level

Academic Fluency

- Fluency sufficient to complete academic tasks within the time allotted or within a reasonable amount of time.
- It is not uncommon to have students reading from 40 to 200 words per minute on oral reading fluency.
- If this gap persists then lower reading students are assigned 4 to 5 times the amount of work as students that are more fluent.

Grade 5 ORF Classlist

Oral Reading Fluency					Instructional Recommendation
Score	%ile	Err	Acc	Status	
48	<1	10	83%	Intensive	Alternative Program
75	4	9	89%	Low Emerging	Skill Building + Fluency + Core
89	6	2	98%	Low Emerging	Skill Building + Fluency + Core
108	13	2	98%	Emerging	Fluency + Core
110	14	4	96%	Emerging	Fluency + Core
111	16	2	98%	Emerging	Fluency + Core
111	16	5	96%	Emerging	Fluency + Core
114	17	3	97%	Emerging	Fluency + Core
117	20	1	99%	Emerging	Fluency + Core
119	21	2	98%	Emerging	Fluency + Core
125	26	1	99%	Emerging	Fluency + Core
126	28	0	100%	Emerging	Fluency + Core
130	33	1	99%	Emerging	Fluency + Core
134	37	0	100%	Emerging	Fluency + Core
141	43	1	99%	Emerging	Fluency + Core
145	48	0	100%	Emerging	Fluency + Core
145	48	2	99%	Emerging	Fluency + Core
146	49	0	100%	Emerging	Fluency + Core
147	51	2	99%	Emerging	Fluency + Core
147	51	3	98%	Emerging	Fluency + Core
160	61	0	100%	Established	Core Only
171	69	0	100%	Established	Core Only
173	72	7	96%	Established	Core Only
175	75	2	99%	Established	Core Only
178	78	0	100%	Established	Core Only
179	79	3	98%	Established	Core Only
183	81	2	99%	Established	Core Only
185	82	1	99%	Established	Core Only
208	92	2	99%	Established	Core Only
Mean: 137.9					

The Importance of Vocabulary

There is a clear consensus among literacy researchers that accelerating vocabulary growth is a vital and often neglected component of a comprehensive reading program (Baumann & Kame'enui, 2004; NICHD Report of the National Reading Panel, 2000).

Numerous studies have documented the strong and reciprocal relationship between vocabulary knowledge and reading comprehension (Stahl & Fairbanks, 1987; Beck et al., 2002; Graves, 2002; Baker et al., 1995) as well as general reading ability (Stanovich et al., 1984).

Research focused on school-age second language learners similarly concludes that vocabulary knowledge is the single best predictor of their academic achievement across subject matter domains (Saville-Troike, 1984).

The Importance of Vocabulary

Given the pivotal role of vocabulary in virtually all aspects of academic competence, it is alarming that classroom research consistently reveals how relatively little focused academic vocabulary instruction actually occurs in the typical K–12 classroom.

For example, Durkin (1979) found that upper-elementary teachers spent less than 1% of their overall reading instruction focused on vocabulary.

More recently, Scott and Nagy (1997) documented the paucity of vocabulary instruction in 23 ethnically diverse upper elementary classrooms, reporting that only 6% of school time was devoted to vocabulary, with only 1.4% allotted to content area vocabulary.

Biemiller (2001) reached a similar conclusion, noting that there appears to be relatively little explicit vocabulary teaching in the elementary grades.

Explicit Vocabulary Instruction

Research indicates the odds of deriving the intended meaning of an unknown word from written context is, unfortunately, extremely low, varying from 5% to 15% for both native speakers and English language learners (Beck et al. 2002; Nagy et al. 1985).

Teaching students the word level skills to successfully exploit context is vital to long term vocabulary acquisition; however, contextual analysis should never be utilized as the primary or exclusive instructional strategy for supporting students' comprehension.

Teaching words that matter most

Intensive vocabulary instruction is absolutely necessary to produce in-depth word knowledge. However, only a fraction of the potentially unfamiliar words in a standards-based, cognitively demanding lesson can be taught, particularly within a diverse, mixed-ability classroom.

Thus, the first challenge is to determine which words warrant direct and detailed teaching.

Teaching words that matter most

Language Arts materials have the greatest tendency to focus heavily on unusual or provocative words for the more sophisticated reader, while neglecting central lesson terms and high-utility academic words that are vital for less proficient readers.

The other core subject areas characteristically provide a fairly reliable list of lesson-specific terms tied to content standards, while neglecting to mention high use academic terms students will encounter across the disciplines.

Guidelines for Choosing Words to Teach

- Choose “**big idea**” words that name or relate to the central concepts addressed in the passage (e.g. *democracy, independence, fossil fuels, ecology*).
- Choose high-use, widely applicable “**academic tool kit**” words that students are likely to encounter in diverse materials across subject areas and grade levels (e.g., *aspect, compare, similar, subsequently*).
- Choose high-use “**disciplinary tool kit**” words that are relevant to your subject area and that you consider vital for students to master at this age and proficiency level (e.g., *metaphor, policy, economic, application, species*).
- Choose “**polysemous**” (multiple meaning) words that have a new academic meaning in reading in addition to a more general, familiar meaning (e.g., *wave* as in “wave of immigrants” vs. a greeting or ocean wave).

Vocabulary

- Common words
- Content Specific Words
- High Utility Academic Words

High-Utility Academic Vocabulary

- Common across subject areas
- Commonly found in content standards
 - Common academic words: analyze, infer, evaluate, describe, explain, summarize, compare, predict
- Essential for students to be successful on state assessments

Accountable contexts for speaking and writing

All too often, the teacher is the only individual in the classroom who uses actual academic language, while students are allowed to passively listen or use casual, daily vernacular.

If one of our instructional priorities is significantly narrowing the lexical divide, we must structure daily classroom contexts so that all students are accountable for using newly introduced terminology in their speaking and writing.

How to Teach Comprehension Directly

“Instruction in comprehension strategies is carried out by a classroom teacher who demonstrates, models, or guides the reader in their acquisition and use. When these procedures are acquired, the reader becomes independent of the teacher. Using them, the reader can effectively interact with the text without assistance”.

Content Literacy

“Adolescent literacy refers to the set of skills and abilities that students need in grades four through 12 to read, write, and think about the text materials they encounter.” (Reading to Achieve, 2005, p. 6)

Access to Content

“All students, regardless of their personal characteristics, backgrounds, or physical challenges, must have opportunities to study – and support to learn [...]. Equity does not mean that every student should receive identical instruction; instead, it demands that reasonable and appropriate accommodations be made as needed to promote **access** and attainment for all students.”

Secondary Literacy

Ideally, secondary literacy would focus solely on “. . . the core of reading: comprehension, learning while reading, reading in the content areas, and reading the service of secondary or higher education, of employability, of citizenship.”

(Reading Next, p. 1)

“ . . . as many as one out of every ten adolescents has serious difficulties in identifying words (Curtis and Longo, 1999) ” . (Adolescents and Literacy: Reading for the 21st Century, p. 8)

“Low achievement and problem behaviors go hand in hand”

~Kauffman, 1997 p.247~

PROBLEM BEHAVIOR

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graph TD; A[PROBLEM BEHAVIOR] --> B[ATTENTION]; A --> C[ESCAPE]
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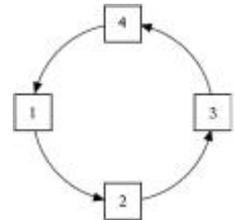
ATTENTION

ESCAPE

Negative Reinforcement Paradigm

- Student's disruptive behavior is *negatively reinforced* by removal of the academic task (or removal of student)
- Teacher's are *negatively reinforced* by removal of the the disruptive behaviors (changing task or removing student)

(Picture of a circle diagram in the right hand corner ranging between one to four.)



Implications for Link Between Academics & Behavior

- Many undesirable behaviors in the classroom are motivated by avoidance of the task
- Instructional materials may serve as an aversive stimulus for the disruptive behavior (resulting in removal of the student)
- Teachers may provide low level work to avoid upsetting the student

Academic Literacy Instruction for Adolescents

A Guidance Document from the
Center on Instruction
2007

Available online at www.centeroninstruction.org

Improving Literacy-Related Instruction in the Content Area

1. Provide explicit instruction and supportive practice in the use of effective comprehension strategies throughout the school day
2. Increase the amount and quality of open, sustained discussion of reading content
3. Set and maintain high standards for text, conversation, questions and vocabulary
4. Increase students' motivation and engagement with reading
5. Teach essential content knowledge so that all students master critical concepts

Advice about Changing Content Area Instruction

- 1. Provide instruction in multiple reading comprehension strategies.*
- 2. Focus on important content and concepts (big ideas).*

3. *Purposefully select texts to match readers' skill levels.*
4. *Provide explicit vocabulary instruction.*
5. *Provide opportunities for substantive discussion.*

Using Interventions with Students Reading Below Grade Level

1. Interventions focused primarily on word reading accuracy and fluency
2. Interventions focused primarily on vocabulary and comprehension strategies

Supporting Literacy Development in English Language Learners

1. Evidence-based recommendations
2. Content-based language and literacy instruction
3. Academic oral language instruction
4. Direct explicit comprehension instruction
5. Targeted interventions for ELLS with very limited literacy skills

Why Teach Comprehension Directly?

- Comprehension instruction needs to become an integral part of content area instruction for three reasons:
 - Learning from texts is an important part of learning in all subject areas
 - When text-based learning is included with other approaches, students learn more than if reading is not an integral part of the learning process
 - When students are taught to use reading comprehension strategies the use of strategies improves their understanding of the texts they read

Content Literacy Strategies

- Should include the big ideas of reading:
 - Decoding
 - Fluency
 - Vocabulary
 - Comprehension
- Gain reading instructional minutes while assisting students in understanding content

- **What's the goal of fluency instruction?**

Comprehension

- ✓ Increased vocabulary
- ✓ Increased background knowledge
- ✓ Improved oral retell skills

How do content teachers help students develop fluency?

Effective strategies include:

- ✓ Repeated Reading
- ✓ Passage Reading
- ✓ Partner Reading
- ✓ Cloze Reading
- ✓ Choral Reading

Vocabulary Techniques

- Power Words
- New Word Meanings
- Quick Words
- Original Sentences
- Alphabet Soup

Comprehension Techniques

- 1-2-3 Plan
- I Observe – I Wonder
- Graphic Organizer: Mapping Retell
- Think-Pair-Share (for answering written questions)
- Pass the Paper

Transportable & Transparent

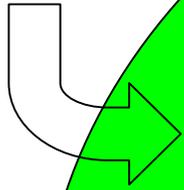
- Transportable = using strategies learned in one class to comprehend in another
- Transparent = strategies that become part of a student's thinking and automatically applied
- “When strategies are transportable and transparent, students focus more on the content being taught than on how they are being taught.”

Ivy & Fisher, *Creating Literacy Rich Schools for Adolescents*, ASCD, 2006

Reading Variety of Text

- How a person reads literature varies from history, which varies from science which varies from mathematics.
- Students need to be taught explicitly how to read both literature and a variety of informational texts.
- One of the key texts are textbooks. Students need to be taught how to most effectively use their textbooks.

Supports for Effective Implementation



SUPPORTS

- Adult supports needed for effective implementation to enable the collective, accurate and sustained use of effective practices:
 - Leadership
- Ongoing professional development for administrators, teachers and paraprofessionals

Improving adolescent literacy requires that this goal be shared and central to the mission for a school staff. Buy-in is not a one-time “event” but rather an ongoing “process.” ... in short, *until leaders and teachers relentlessly focus on things that are core to the instructional process, student outcomes will not improve markedly.* (Deshler in Academic Literacy Instruction for Adolescents, p. 119)

Leadership Effects on Learning

The Wallace Foundation (2004)

“The total (direct and indirect) effects of leadership on student learning account for about a quarter of the total school effects”
(p. 5)

Leadership Effects on Learning

The Wallace Foundation (2004)

1. Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.
2. Leadership effects are usually largest where and when they are needed most.