



*Just Read,
Florida!*

The Elementary Reading Block

GOAL:

All Florida students

reading on grade level

or higher



by 2012

Two important goals for all schools include . . .

- *Increasing* the percentage of students reading ‘at grade level’ each year, at each grade level, from kindergarten through third grade.
- *Decreasing* the percentage of students with serious reading difficulties each year at each grade level.

To meet our goals, we need to remember that:

“... a high-quality reading program that is based on scientifically-based research must include instructional content based on the five essential components of reading instruction (NRP, 2000), integrated into a coherent instructional design.”

A Reading Program....

- The Florida K-12 Comprehensive Research-Based Reading Plan requires schools to implement a Comprehensive Core Reading Program as the major instructional tool for reading instruction.
- The rationale for this is that a high-quality core reading program could help ensure that the essential components of reading are systematically taught across all classrooms in a school.

According to the NRP (2000), the five essential components of reading are:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Therefore....

“To obtain a complete picture of overall reading development, it is important to observe the way that the child integrates all sources of information about words in text and this can only be estimated by carefully observing children as they read connected passages.”

– Joseph K. Torgesen, 1998, p. 39

Catch Them Before They Fall: Identification and
Assessment to Prevent Reading Failure in Young Children
American Educator, 22(1-2), pp. 32-39

Important Point:

“The Panel’s silence on other topics should not be interpreted as indicating that other topics have no importance or that improvement in those areas would not lead to great reading achievement. It was simply the sheer number of studies identified by Panel staff...that precluded an exhaustive analysis of the research in *all* areas of potential interest.” (NRP, 2000, p. 1-3)

**Keeping this in mind, we have broadened
the scope of Florida's Formula for Success
*from.....***

5 + 3 + ii + iii

To the updated formula.....

6 + 4 + ii + iii = NCLB

All K-12 instruction will align with Florida's
Formula for Success.

Reading Priorities. . .

Six Components	4 Types of Assessment	High-Quality Initial Instruction	Immediate Intensive Intervention
Oral Language	Screening	Background Knowledge	Extended Time
Phonological Awareness	Progress Monitoring	Motivation	Flexible Grouping
Phonics	Diagnosis	Explicit, Systematic	Accommodations
Fluency	Outcome	Differentiated, Scaffolded	More frequent Progress Monitoring
Vocabulary		Reading/Writing Connection	
Comprehension		Print-rich	

The Six Major Components of Reading

6 + 4 + ii + iii

Oral Language

Phonological Awareness

Phonics

Fluency

Vocabulary

Comprehension

Oral Language

Simply put, oral language involves:

- Listening
Speaking
- Opportunities for conversation
- Vocabulary development

Oral Language

“Large numbers of children at school entry lack the critical oral language skills necessary for them *to benefit from early literacy instruction.*”

Lucy Hart Paulson
(2001)

In fact....

“If we are to increase children’s ability to profit from education, we will have to enrich their oral language development during *the early years of schooling.*”

Andrew Biemiller

Phonological/Phonemic Awareness

Research indicates that when instruction in phonemic awareness is quickly paired with phonics instruction involving letters, it strengthens both the students' phonological awareness skills as well as their knowledge of the alphabetic principle. (Foorman et al., 2003)

Phonics Instruction

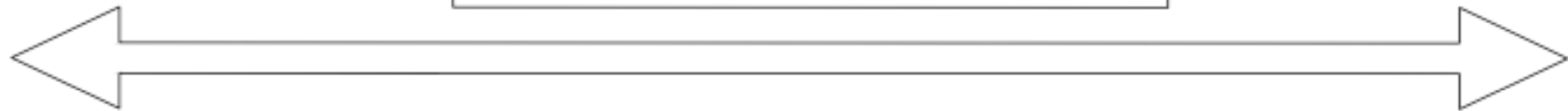
- Phonics instruction produces greatest growth when taught early (K and 1st) (NRP, 2000)
- Its purpose is to teach children how to decode words. (Beck, 2006, p. 27)
- With the Reading First initiative by the federal government, ‘explicit, systematic phonics’ has come to the fore, as opposed to phonics being brought to children’s attention indirectly...” (Beck, 2006, p. 25).

The Layers of Phonics: A Vertical and Horizontal Continuum

Letter-sound Correspondence	Consonant Blends and Digraphs	Variant Vowels	Syllable Patterns	Structural Analysis
Consonant Letter Names (uppercase and lowercase)			Closed (cat, tent, picnic)	Compound Words (cowboy, cupcake)
Consonant Letter Sounds (/d/, /t/, /m/, /l/, /r/)	Consonant Digraphs (sh, th, wh, ch, ph)		Open (he, hi, baby)	Inflectional Suffixes (-s, -es, -ing, -ed)
Vowel Letter Names (uppercase and lowercase)	Consonant Blends (st-, bl-, str-, gr-, -nt, -mp, -nd, -st)	Vowel Digraphs (ea, igh, ue, oo, ie)	VCe (Silent e) (tape, like, compete)	Prefixes (pre-, re-, un-, dis-)
Short and Long Vowel Sounds (/a/, /e/, /i/, /o/, /u/)	Silent Letters/Oddities (-mb, kn-, -lk, qu)	Diphthongs (oi, oy, ou, ow)	R controlled (car, for, stir, her)	Base and Root Words (read, ject, port)
Hard and Soft c and g (city, cup, giant, gate)			Vowel Team (sail, seem, eight, look)	Derivational Suffixes (-ian, -ity, -ible/able)
Multiple Sounds of x and s (excite, mix, exit, runs)			Final Stable (maple, picture, station)	Chameleon Prefixes (in-, ad-, ob-)



High Frequency Words (Regular and Irregular)
(it, am, was, said, come)



(Adapted from Birsh, 2005; Henry 2003; Moats, 2000)

Comprehensive Phonics Instruction includes:

- ✓ Grouping for instruction
- ✓ Explicit and systematic instruction
- ✓ Scaffolding
- ✓ Ample, useful and relevant practice opportunities
- ✓ On-going progress monitoring
- ✓ Application to relevant reading and writing tasks

Fluency Instruction

- Guided, repeated oral reading procedures are effective in improving fluency . . .

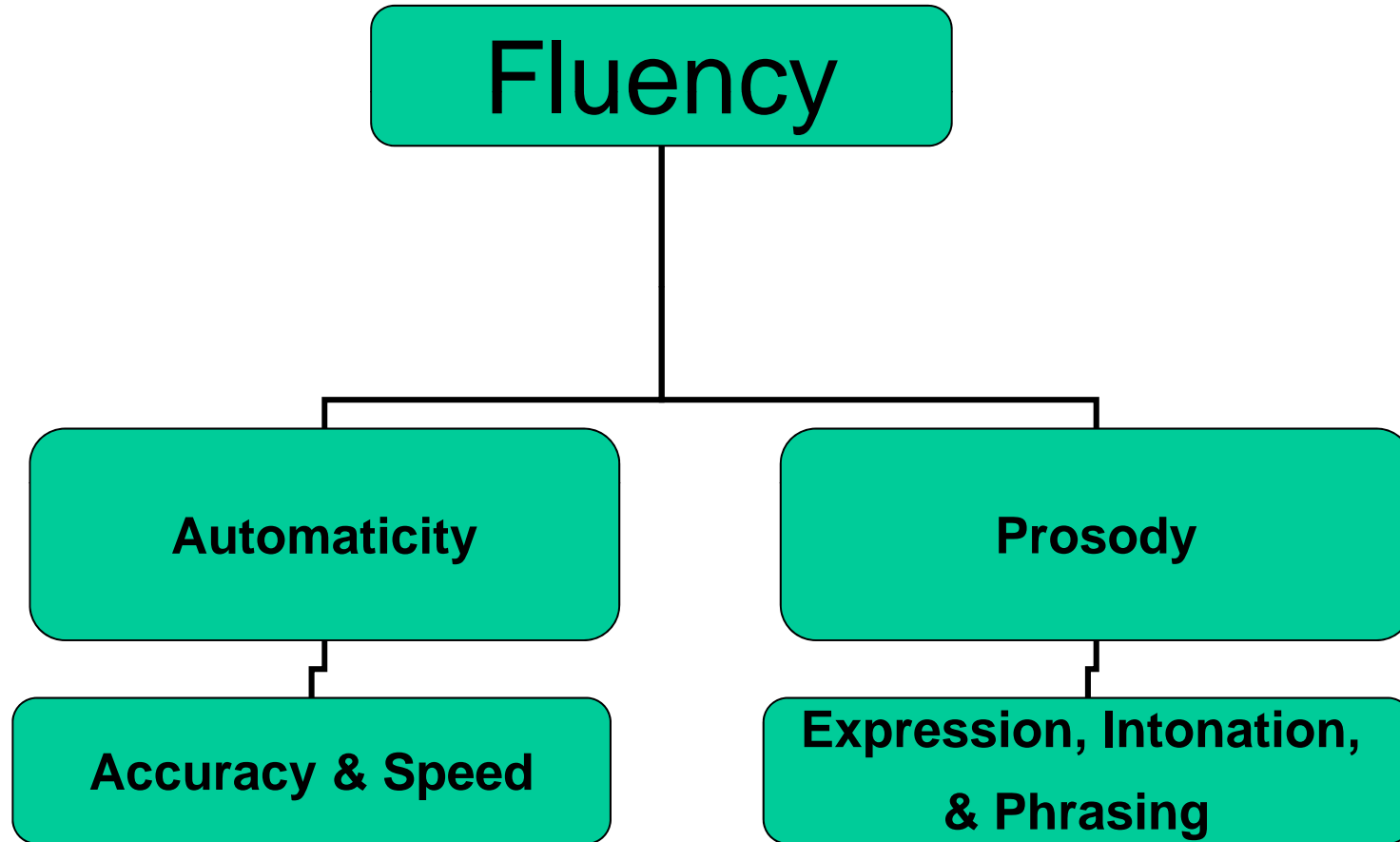
(NRP, 2000)

- “The features of texts made a difference

repeated reading techniques that were advocated by the NRP.” (Hiebert, 2005, p. 203)

Two Components of Fluent Reading

(TEA & CARS, 2002; NRP, 2000)



Vocabulary Instruction

- “A robust approach to vocabulary involves directly explaining the meanings of words along with thought-provoking, playful, and interactive follow-up.”

(Beck, McKeown, & Kucan, 2002, p.2)

- “. . . rich instruction includes explaining word meanings in student-friendly language, providing multiple examples and contexts, and requiring students to process words deeply by identifying and explaining appropriate and inappropriate uses and situations and creating multiple contexts.”

(Beck & McKeown, 2007, p. 254)

Example: Leisurely

Context

- If you saw a man walking slowly through a park . . . would he be moving leisurely? Yes or no?
- If you saw a girl eating her lunch quickly. . . would she be eating leisurely? Yes or no?

Meaning

- Does leisurely mean doing something slowly because you are not in a hurry? Yes or no?
- Does leisurely mean covering your face? Yes or no?
- Does leisurely mean doing something recklessly or hurriedly? Yes or no?

Important finding (Post NRP):

- “A key aspect of the argument for teaching young children sophisticated words is that the earlier word meanings are learned, the more readily they are accessed later in life.”

(Beck & McKeown, 2007, p. 262)

- “More specifically, accessing word-meaning information is more efficient and robust for words acquired *early*. More efficient retrieval in turn promotes comprehension, whereas effortful retrieval jeopardizes it.”

(Beck & McKeown, 2007, p. 262)

Comprehension

“The research is now clear that instruction that actively engages students in **asking questions, summarizing and synthesizing text**, and **identifying important ideas** improves comprehension, and that proficient reading involves using more than one strategy at a time: It involves a constant ongoing adaptation of many cognitive processes.”

“Using **background knowledge, inferring, creating mental images, and monitoring comprehension** also contribute to **active and engaged reading**. The goal, of course, is to have children use all of these strategies at once, shifting effortlessly from one to another as needed to understand what they read.” (Keene & Zimmerman, 2007, pp. 27-28).

More to think about:

- Effective reading comprehension instruction depends on *how* it is taught as well as *what* is taught.
- *Motivation and engagement matter.*
- Concept-Oriented Reading Instruction (CORI)
motivational practices include:
 - Using content goals for reading instruction
 - Affording choices and control to students
 - Providing hands-on activities
 - Using interesting texts for instruction
 - Organizing collaboration for learning from texts

Guthrie, et al. (2004)

The Four Types of Assessment

6 + 4 + ii + iii

Screening

Progress Monitoring

Diagnostic

Outcome

What is the contribution of each type of assessment?

- Screening
- Progress Monitoring
- Diagnosis
- Outcome

GRADE	DIBELS MEASURE	READING COMPONENT ASSESSED
Kindergarten	Letter Naming, Initial Sounds, Phoneme Segmentation, Nonsense Words	Phonemic Awareness Phonics
First	Letter Naming, Phoneme Segmentation, Nonsense Words Oral Reading	Phonemic Awareness Phonics Reading Fluency
Second	Nonsense Words Oral Reading	Phonics Reading Fluency
Third	Oral Reading	Reading Fluency

When is a Diagnostic assessment needed?

- A diagnostic measure is administered when a student is not responding to classroom intervention.
- It is administered with the goal of getting more information on the child.
- It is more comprehensive and assesses a student's strengths as well as needs.

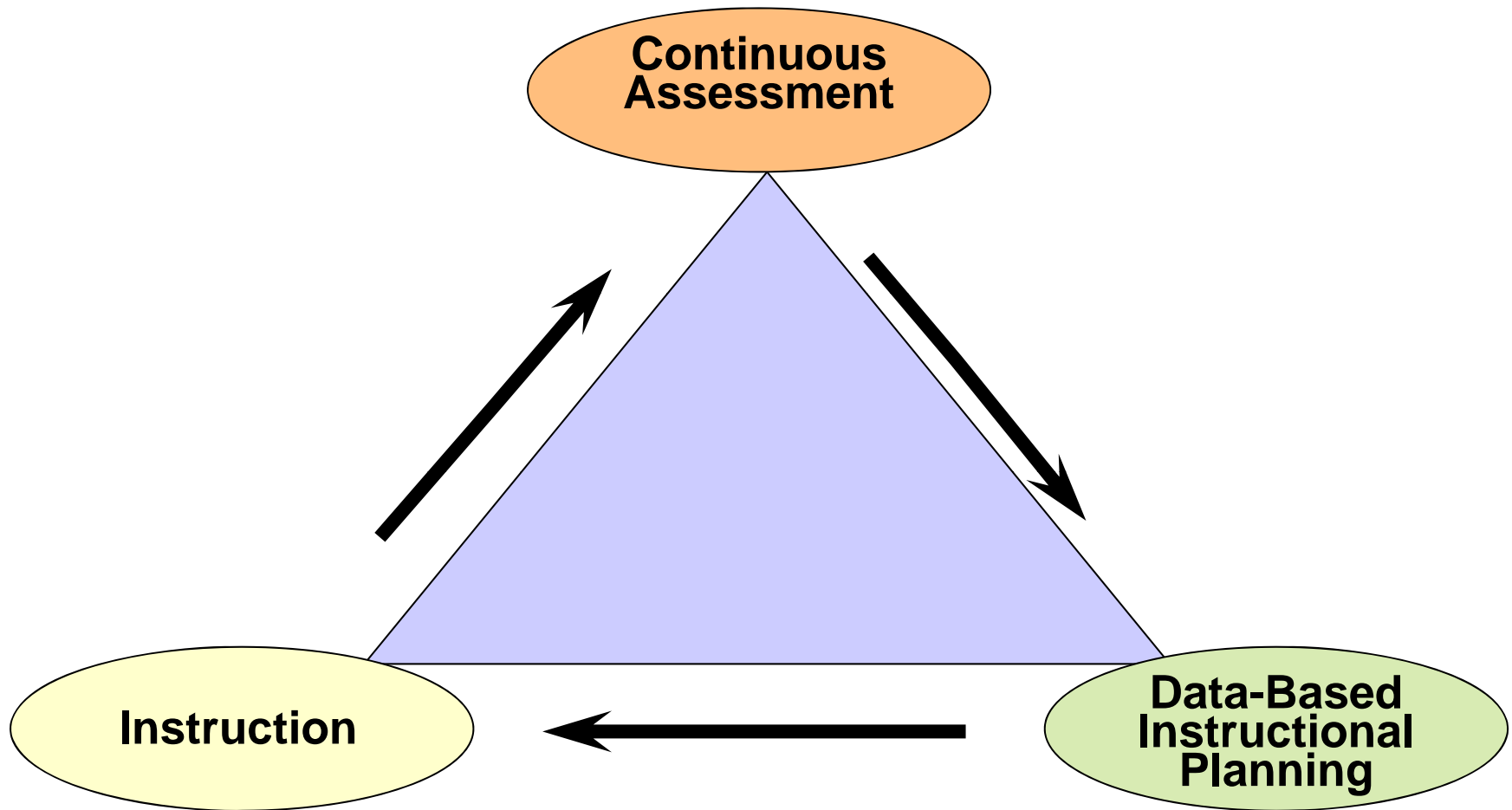
Don't Forget . . .

Assessment is today's means of understanding how to prepare for tomorrow's instruction.

“Assessment always has more to do with helping students grow than with cataloging their mistakes.”

(Tomlinson, 1999)

Model for Student Success



High-Quality Initial Instruction

6 + 4 + **ii** + **iii**

Coherent Instructional Design Includes:

- explicit instructional strategies that address students' strengths and weaknesses
- coordinated instructional sequences
- ample practice opportunities
- aligned student materials

Think about this:

Thoughtful attention to the process of instruction is necessary for early literacy instruction to be effective. In other words, instructional practices, or the 'how' of instruction is as important as the 'what.'

Key ideas to consider....

- Background knowledge
- Motivation
- Explicit, systematic
- Differentiated
- Scaffolded
- Reading/Writing Connection

The goal of differentiated instruction:

. . . is maximum growth from a student's current learning position.

- It is a blend of whole-class, small flexible groups, and individual instruction.
- It is marked by a repeated rhythm of whole-class instruction, review, and sharing, followed by opportunity for individual or small group instruction, practice, extension, and production

Teachers in differentiated classrooms . . .

“. . .do whatever it takes to ensure that struggling readers and advanced learners, students with varied cultural heritages, and children with different background experiences all grow as much as they possibly can each day, each week, and throughout the year.”

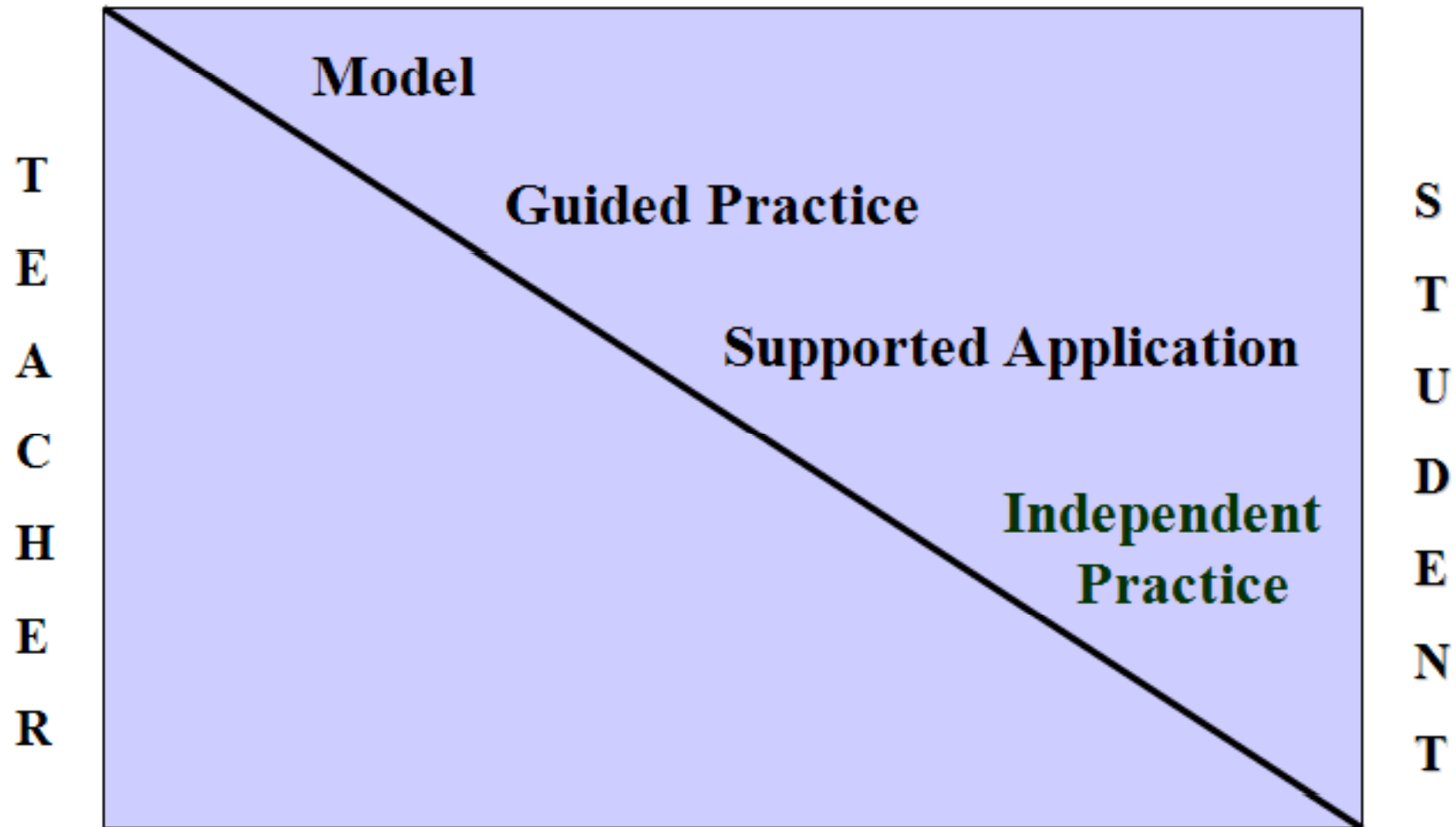
(Tomlinson, 1999)

Teachers in differentiated classrooms . . .

- do not force fit students into a “one-size fits all” curriculum.
- have a clear and solid sense of what constitutes powerful reading curriculum and engaging instruction. They understand literacy as a process, the Sunshine State Standards and Benchmarks, as well as the core reading program used at their grade level.
- know what it takes to adjust instruction so that each student comes away with understanding and skills that lead to the next phase of learning (*scaffolding*).

(Tomlinson, 1999)

Explicit, Systematic Instruction



Where do we differentiate in the reading block?

- Initial instruction
- Small, flexible reading groups
- Targeted and deliberate independent reading practice that utilizes *relevant* practice, extension, and production opportunities

The Reading/Writing Connection

“Our understanding is enhanced when we communicate with others about our thinking. Oral language as the primary support for thinking leads naturally to written communication, which, in turn, helps readers expand their thinking and use oral language with greater skill. It is a way for readers to construct knowledge, generate new thinking, clarify their own thinking, and rehearse thoughts for writing.”

“If we ask children to write in response to their reading from the beginning, they will be able to use this tool in response to reading and to expand their own thinking about texts. Understanding reading begins with thinking, talking, and representing ideas.”

Fountas & Pinnell, 2006, p. 438

In a nutshell...

- A comprehensive reading program is the central tool for instruction, and connects meaningfully to supplemental materials.
- In-class grouping strategies are in use, including small group instruction as appropriate to meet student needs. Student placement in groups is flexible, with placement and movement based on continuous assessment; different curricula may be in use to instruct different groups.
- There is active student engagement in a variety of reading-based activities, which connect to the essential components of reading and to overall, clearly articulated academic goals.
- Effective classroom management and high levels of time on task are evident.

Immediate, Intensive Intervention

6 + 4 + ii + **iii**

Immediate, Intensive Intervention

Key Ideas:

- Extended Time
- Flexible Groupings
- Accommodations
- More frequent progress monitoring

Extended Time

New state board rule:

6A-6.054 K-12 Reading Intervention Requirements

“Immediate intensive intervention must be provided daily for all students who have been identified with a reading deficiency. *This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting or one-on-one.* The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.”

Flexible Groupings

- Keep high-risk group sizes small.
- Work with each small group differently based on instructional strengths and needs.
- Monitor high-risk student progress more frequently in order to make instructional changes, small group changes, and to accelerate learning.

Remember: 6 + 4 + ii + iii = NCLB

- **All students = differentiated instruction**
- High-risk students = differentiated instruction
+ differentiated intervention

General Questions

**Are all ESE students expected to participate
in the general education reading block?**

ESE pull-out students?

Students staffed full-time ESE?

What are the roles and responsibilities of special educators during the reading block?

Role:

a resource for differentiated instruction
and classroom intervention

Responsibility:

to increase intensity of both classroom
instruction & intervention

What recommendations are there for collaboration between special educators & general educators?

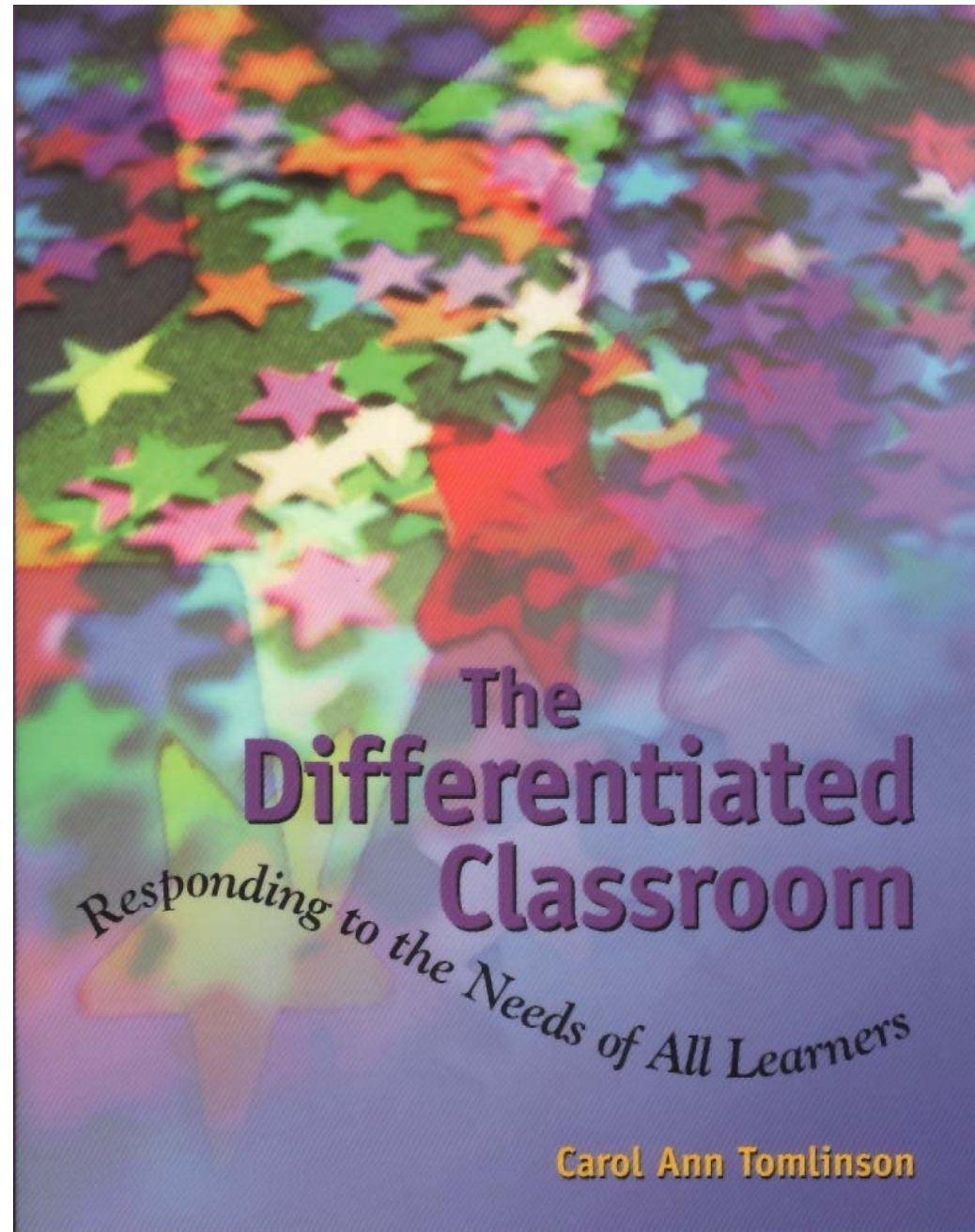
- Assessment administration
 - Screening
 - Progress monitoring
 - Diagnostic measures
 - Outcome measures
- Data analysis
- Differentiating instruction
- Differentiating intervention
- Sharing common student reading goals

**What are the roles and responsibilities of
administrators and reading coaches in
supporting the implementation of the
reading block?**

Some ideas:

1. Conducting walk-throughs to collect informal data and anecdotal notes about what teachers and students are doing during the reading block.
2. Modeling lessons to assist teachers as they refine their craft.
3. Providing opportunities for teachers, through job-embedded professional development, to engage in dialogue and reflective thinking with their colleagues.
4. Helping teachers analyze and use data to make instructional decisions.
5. Setting up observation classrooms to allow teachers an opportunity to observe best practices.
6. Building the relationship between the principal and reading coach, as well as supporting the efforts of the Literacy Leadership Team.

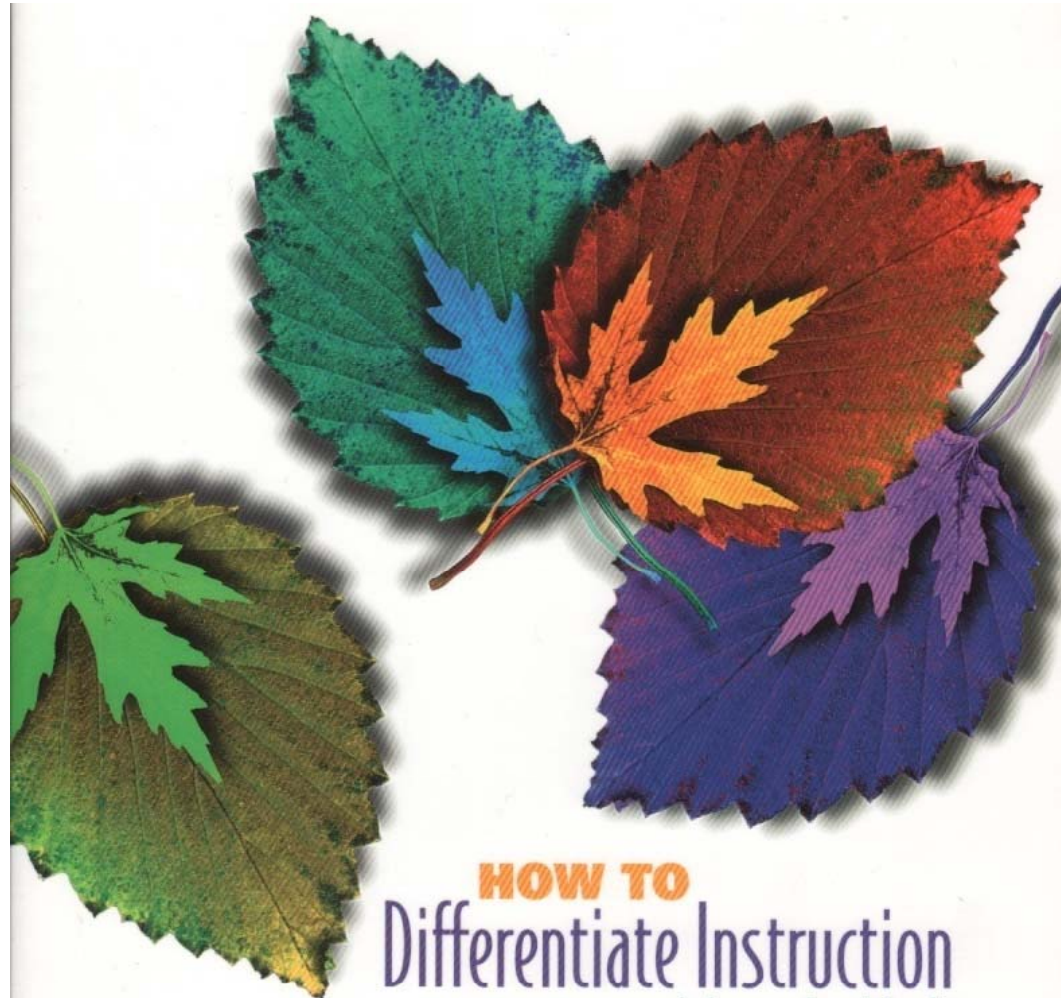




The Differentiated Classroom

Responding to the Needs of All Learners

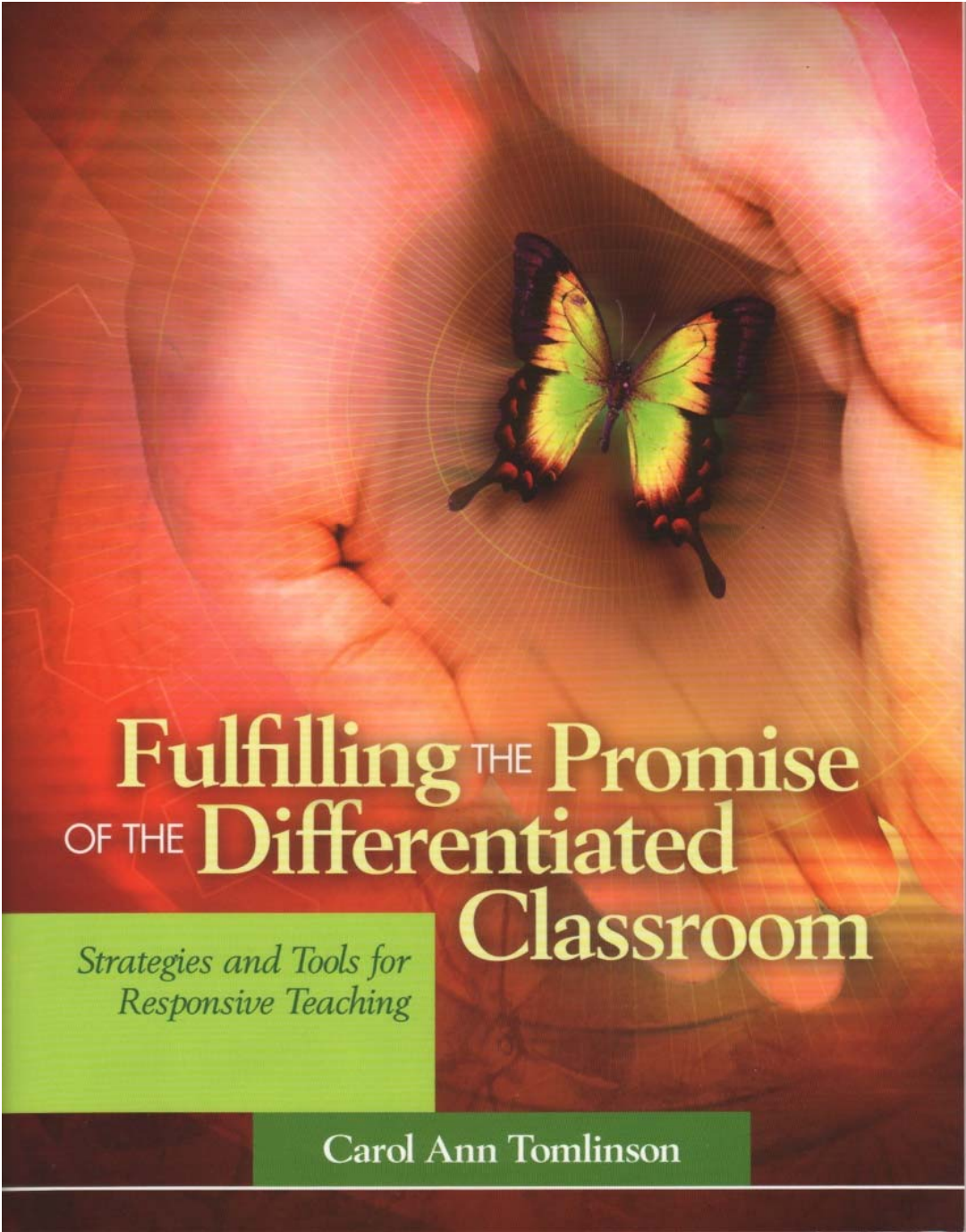
Carol Ann Tomlinson



HOW TO
Differentiate Instruction
IN Mixed-Ability
Classrooms

Carol Ann Tomlinson

2ND EDITION



Fulfilling ^{THE} Promise
OF THE Differentiated
Classroom

*Strategies and Tools for
Responsive Teaching*

Carol Ann Tomlinson

Additional References:

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Additional Resources

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