

Federal Programs Summit 2015 Oklahoma

Reading Initiatives

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System's Considerations

1. Demming---95% of organizational problems are systemic
2. Creates a common language base for all district staff
3. Operationalizes the district vision and mission
4. Creates a common problem-solving framework
5. Moves you from a constant change process to a continuous improvement process

System's Considerations

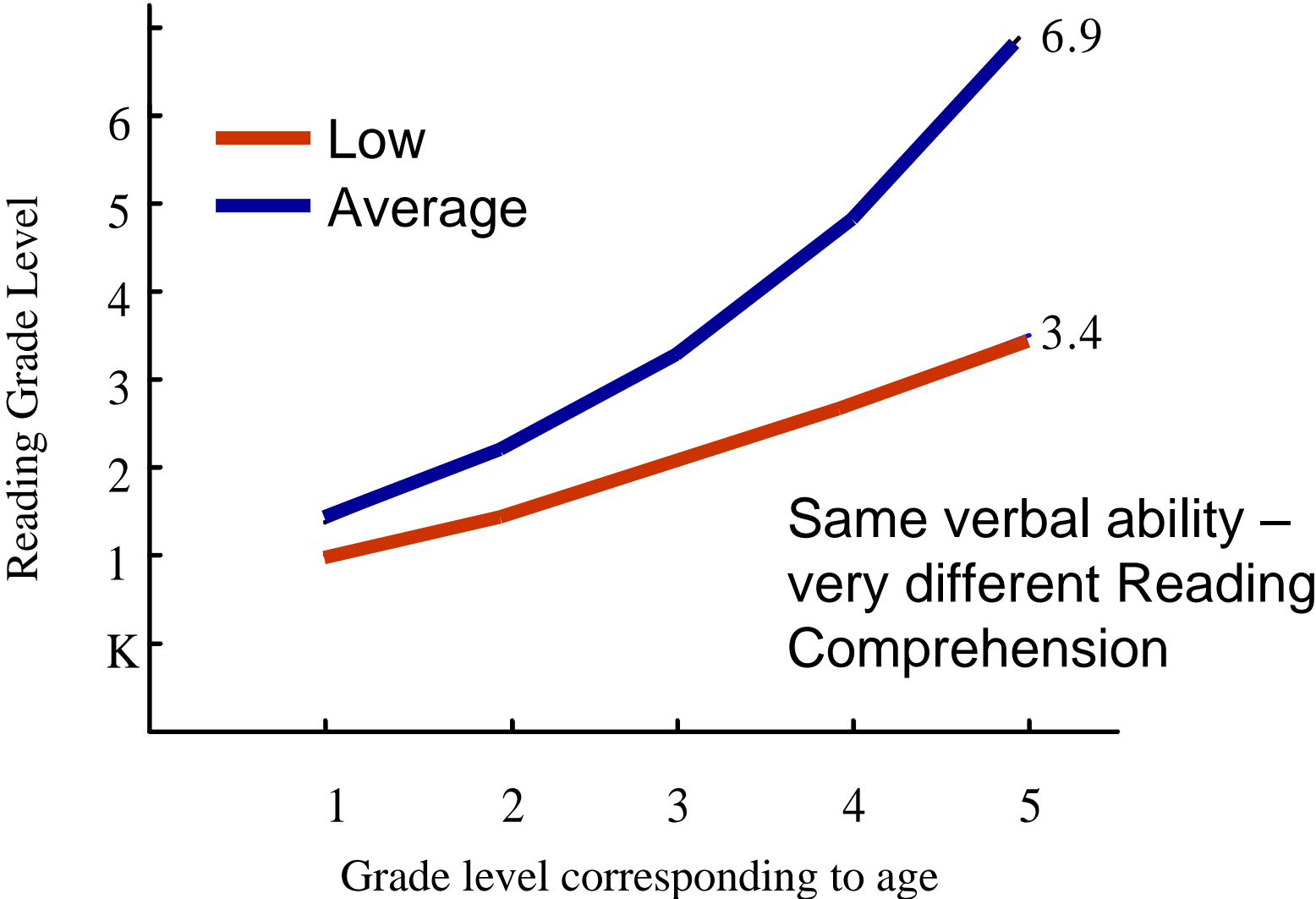
5. Guided by the research and the data
6. Creates a process for reducing variation and possible options
7. All systems left to themselves move toward the greatest state of disorder
8. **EVERY SYSTEM IS 100% PERFECTLY ALIGNED WITH THE RESULTS IT GETS**

How Important is Beginning Instruction?

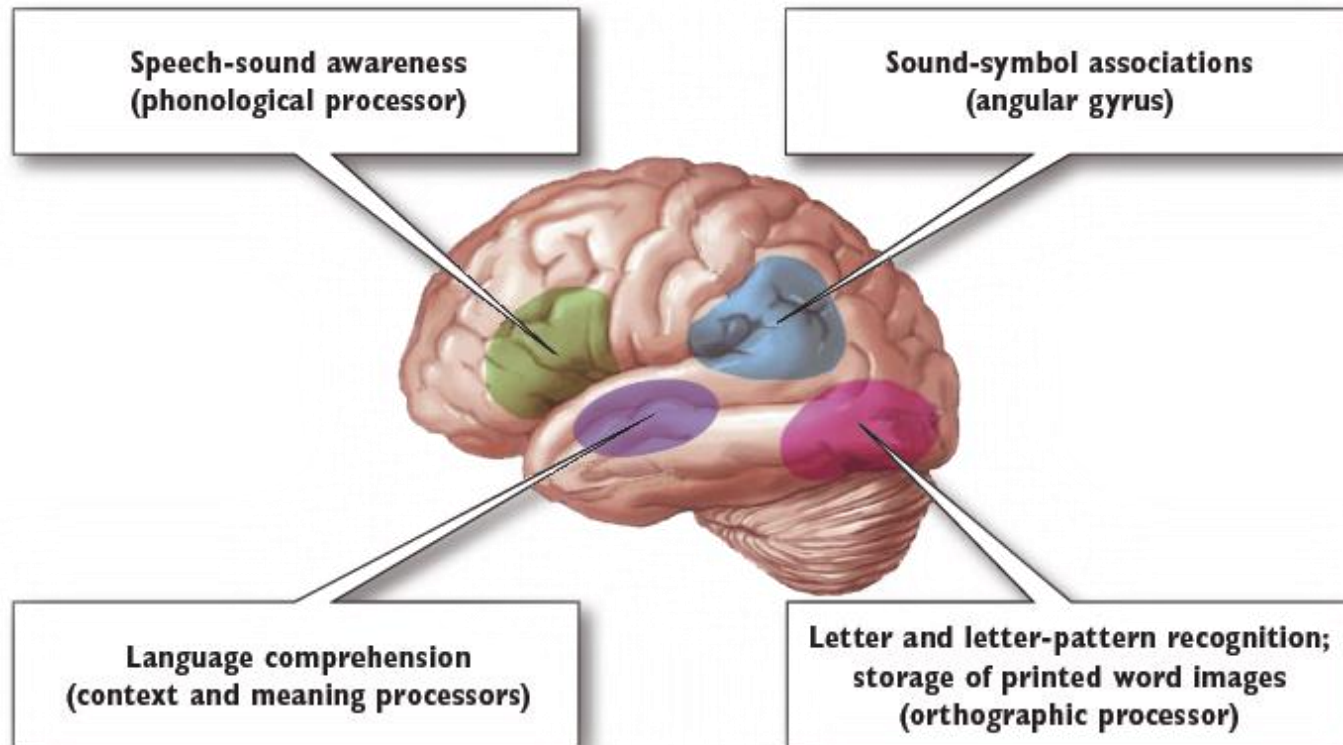
Poor readers at the end of first grade are at very significant risk for long term academic difficulty.

- 88% probability of being a poor reader in fourth grade if you were a poor reader in the first grade. (Juel, 1988)
- 87% probability of remaining an average reader in fourth grade, if you were an average reader in the first grade.

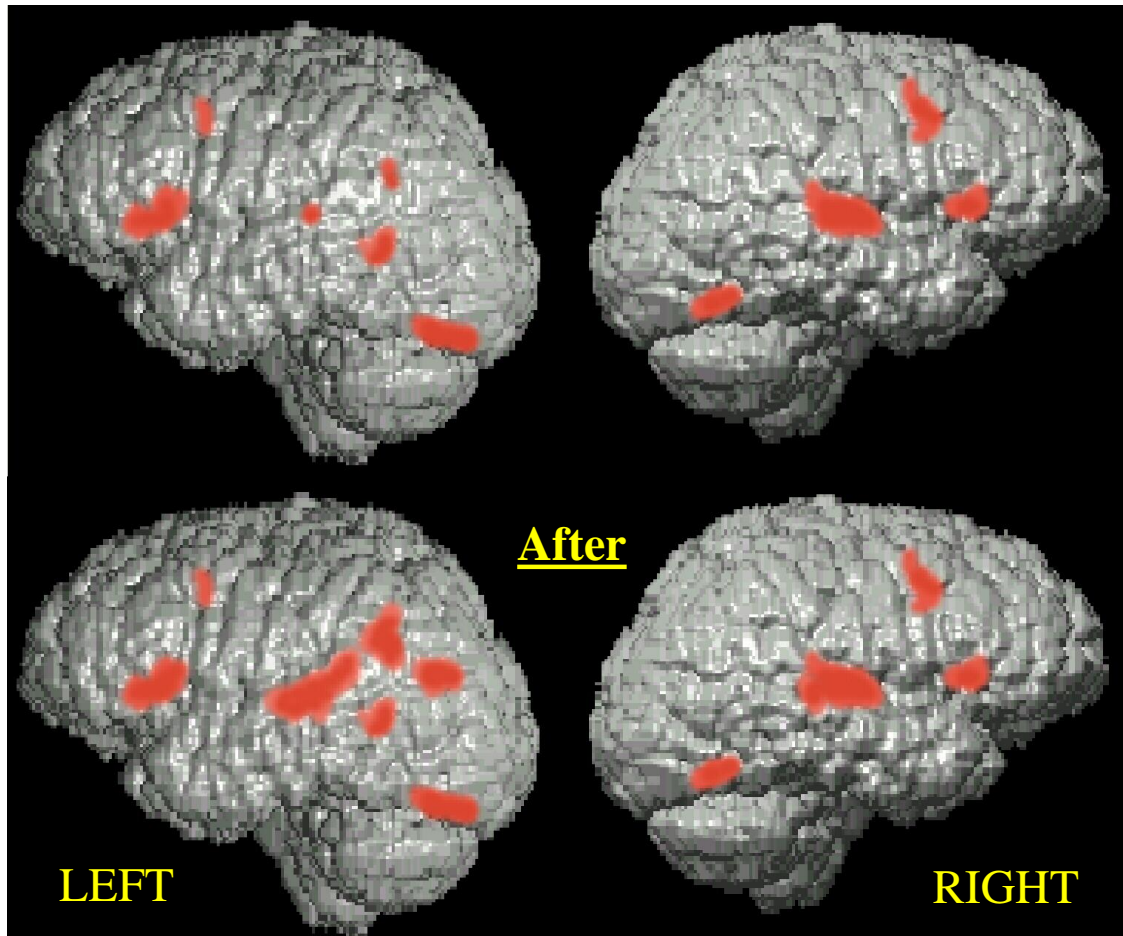
Growth in reading comprehension of children who begin first grade in the bottom 20% in Phoneme Awareness and Letter Knowledge (Torgesen & Mathes, 2000)



Language Processing Areas of the Brain



Before and After Effective Intervention for a 8-Year-Old Struggling Reader



The factors that influence reading comprehension change, as students begin to read more complex text

Variance in Reading Comprehension explained by vocabulary and oral reading fluency at grades 1,2, and 3 among all Reading First Students in Florida

First Grade

Vocabulary = 20%

ORF = 61%

Second Grade

Vocabulary = 31%

ORF = 61%

Third Grade

Vocabulary = 36%

ORF = 50%

What Skills are Particularly Deficient in Level 1 and Level 2 readers at 10th Grade?

Skill/Ability

FCAT Performance Level

	1	2	3	4	5
WPM on FCAT	130	154	175	184	199
Fluency percentile	8 th	30 th	68 th	87 th	93 rd
Verbal knowledge /reasoning	30 th	60 th	66 th	84 th	89 th

Teaching Reading is Urgent

A student at the 10th percentile reads about 60,000 words a year in 5th grade

A student at the 50th percentile reads about 900,000 words a year in 5th grade

Average students receive about 15 times as much practice in a year

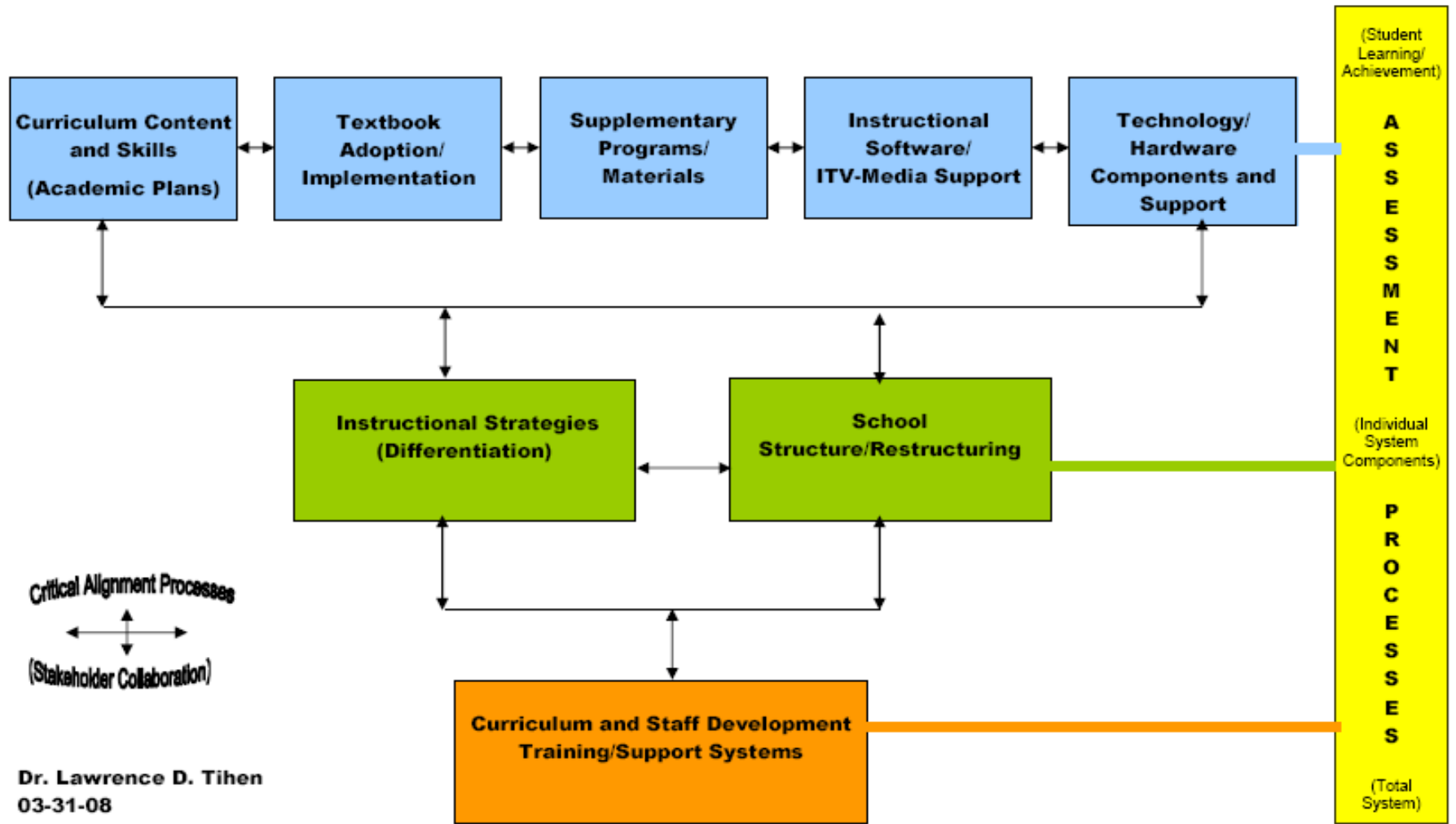
Percentile Rank	Minutes Per Day		Words Read Per Year	
	Books	Text	Books	Text
98	65.0	67.3	4,358,000	4,733,000
90	21.2	33.4	1,823,000	2,357,000
80	14.2	24.6	1,146,000	1,697,000
70	9.6	16.9	622,000	1,168,000
60	6.5	13.1	432,000	722,000
50	4.6	9.2	282,000	601,000
40	3.2	6.2	200,000	421,000
30	1.8	4.3	106,000	251,000
20	0.7	2.4	21,000	134,000
10	0.1	1.0	8,000	51,000
2	0	0	0	8,000

(Anderson, Wilson, & Fielding, 1988)

ACADEMIC PLAN – DISTRICT ALIGNMENT

Curriculum/Staff Development Component

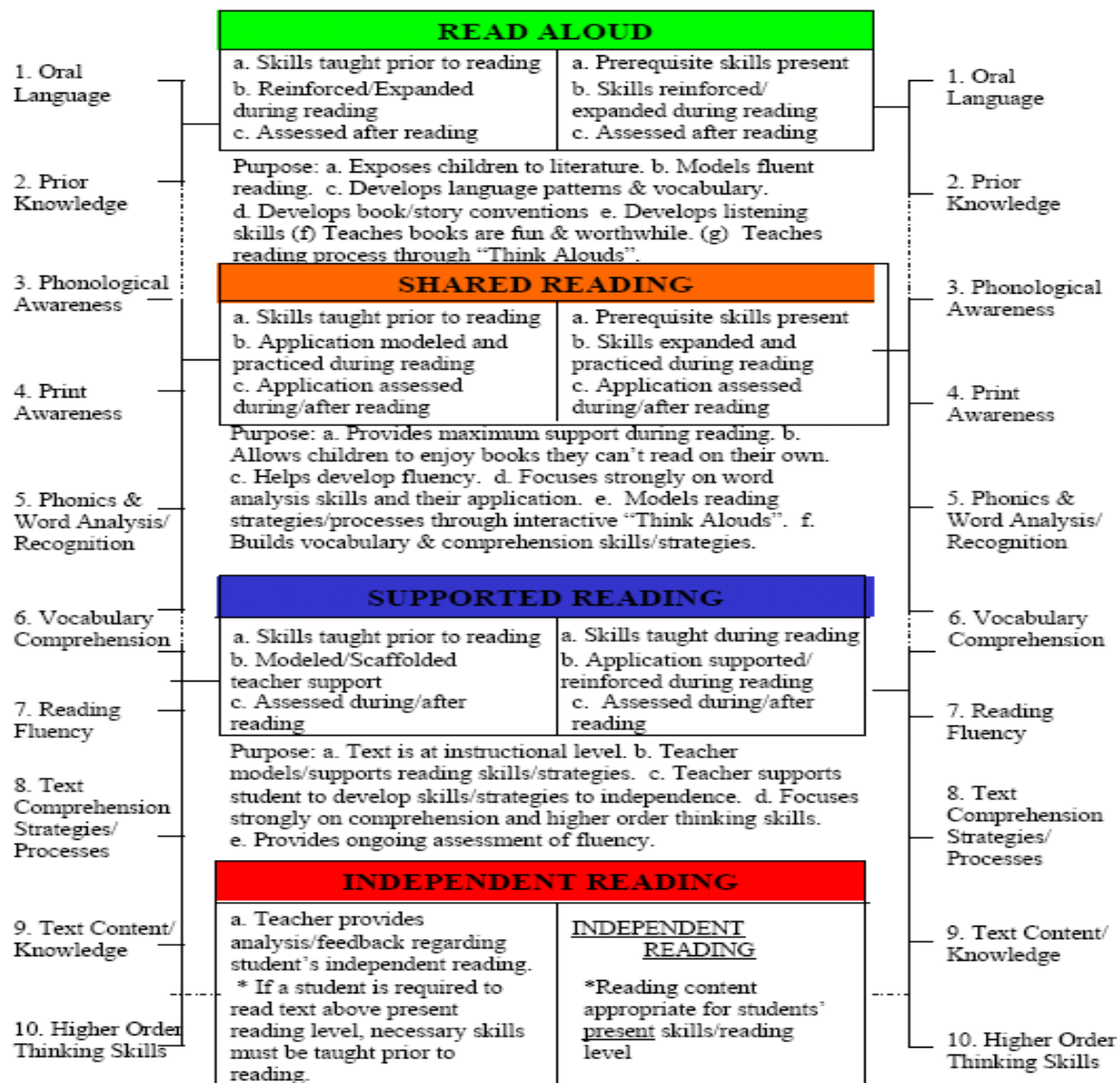
LEE COUNTY SCHOOL DISTRICT



Explicit Systematic
Instructional Process

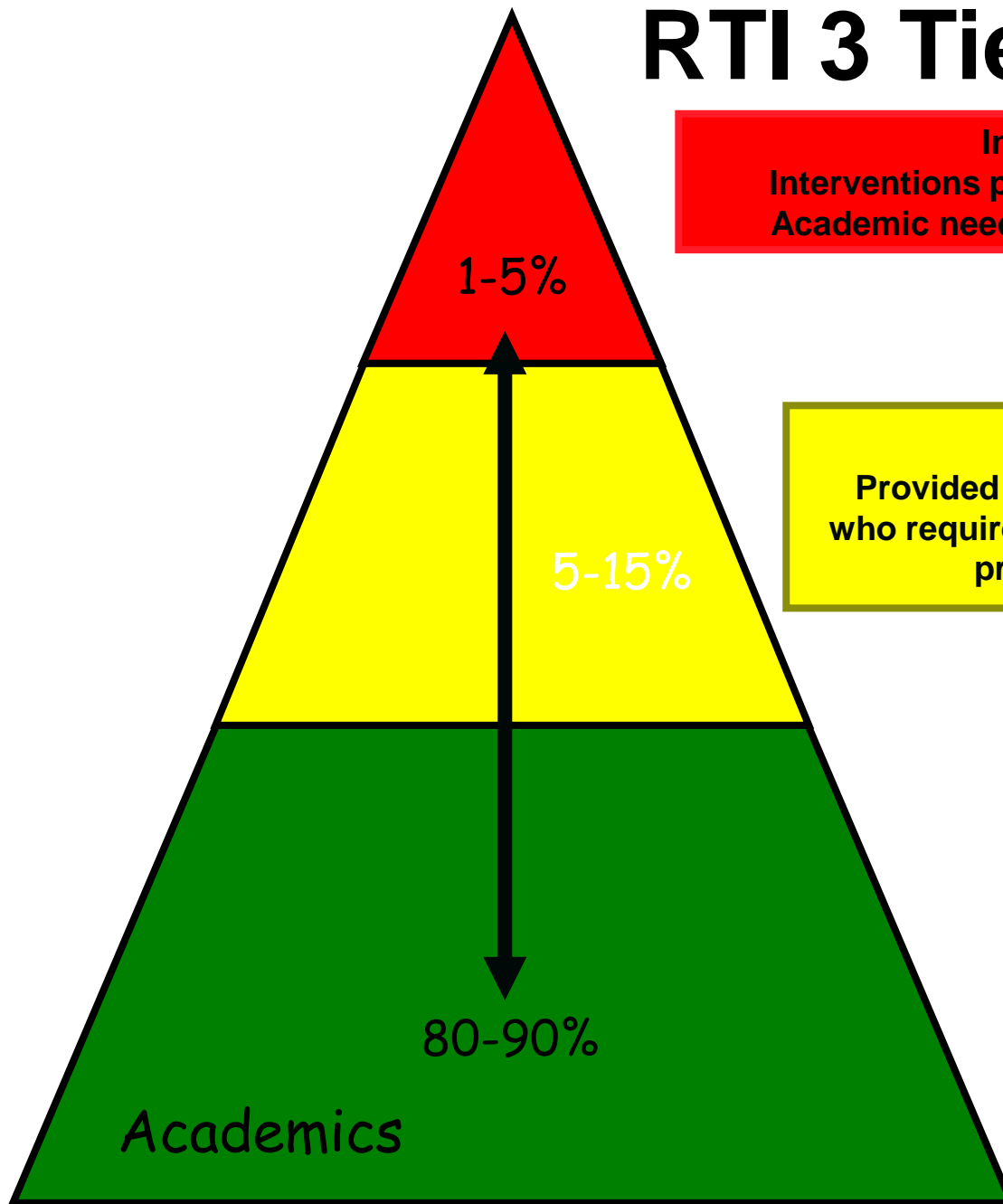
STUDENT/ TEXT
CONSIDERATIONS

Implicit Learning
Instructional Process



Purpose: a. Provides opportunities to practice reading skills/strategies. b. Provides for practice of self-monitoring and self-correction skills. c. Allows reading in areas of interest. d. Allows child to read at own pace. e. Enhances fluency. **Literacy Discussion Groups may be utilized with all 4 types of reading activities.

RTI 3 Tier Model

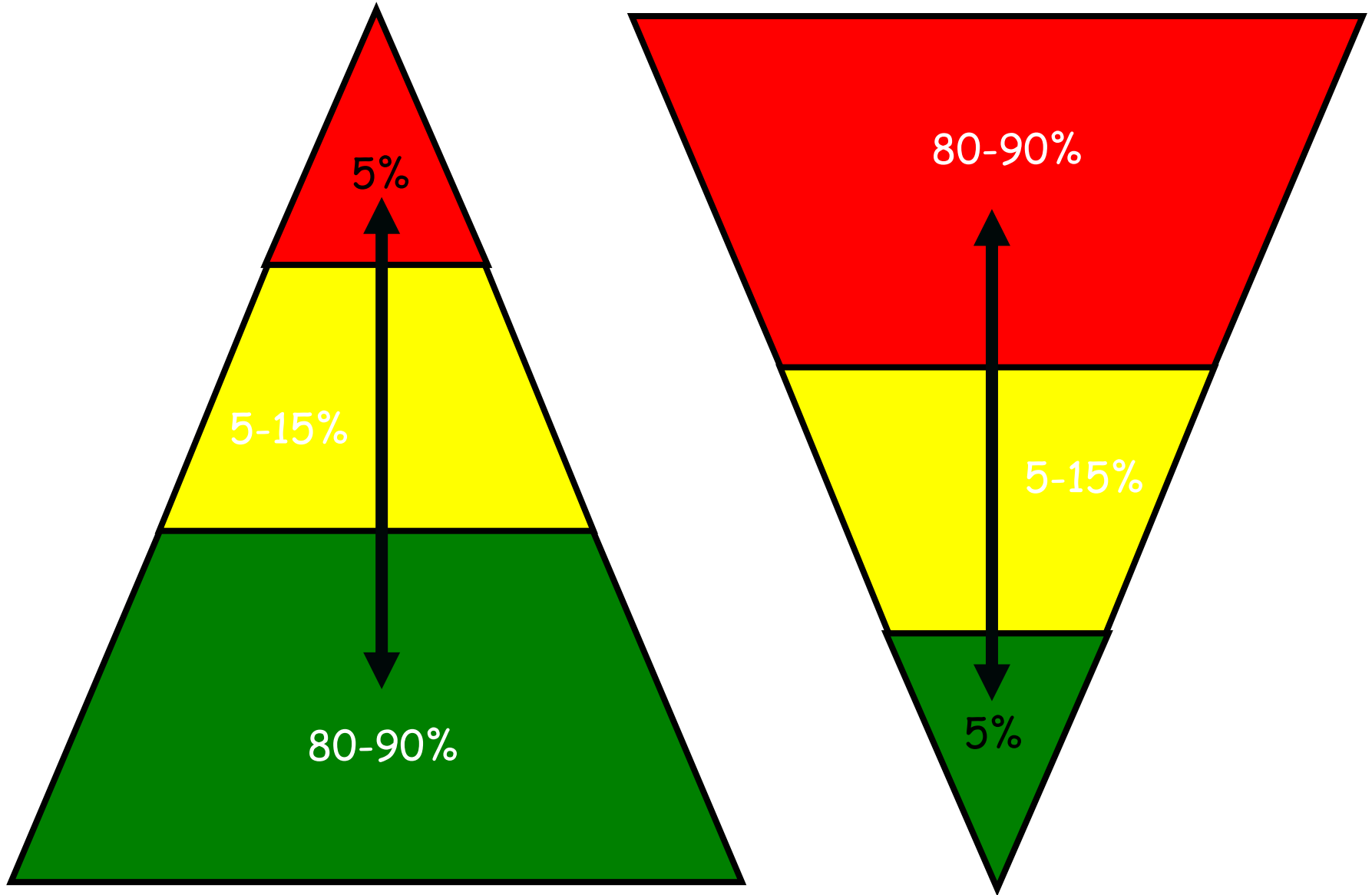


Intensive Level / Tier III
Interventions provided to students with Intensive Academic needs after comprehensive evaluation.

Targeted Level/ Tier II
Provided to students identified as at-risk and who require specific supports to make adequate progress in general education.

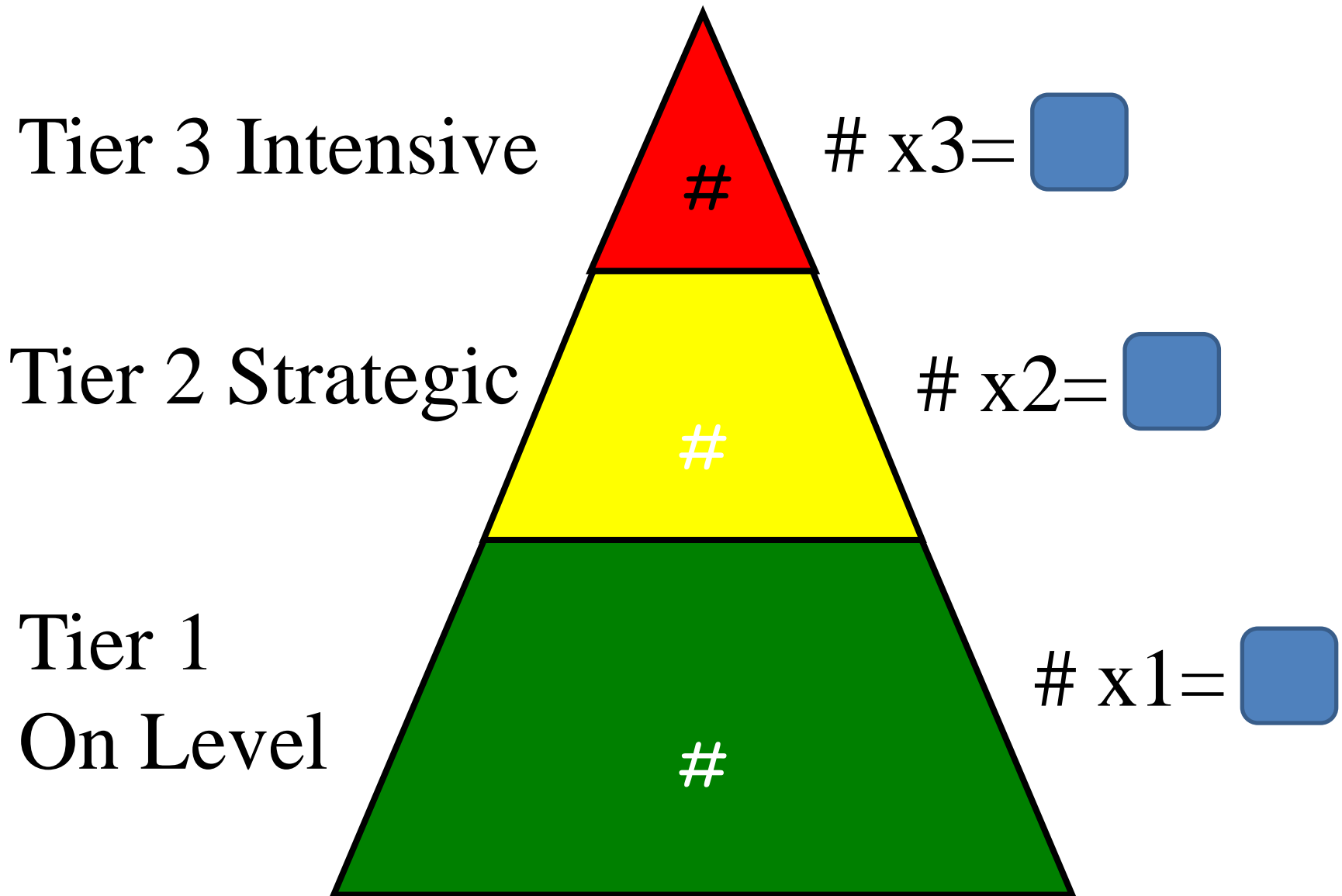
Universal Level / Tier I
All Students receive research based high quality general education that incorporates ongoing universal screening, progress monitoring and prescriptive assessment to design instruction

Which Triangle does your class resemble?



- Adapted from Colorado Department of Education "Tiers Triangle"

Let's take a closer look at Your Classroom

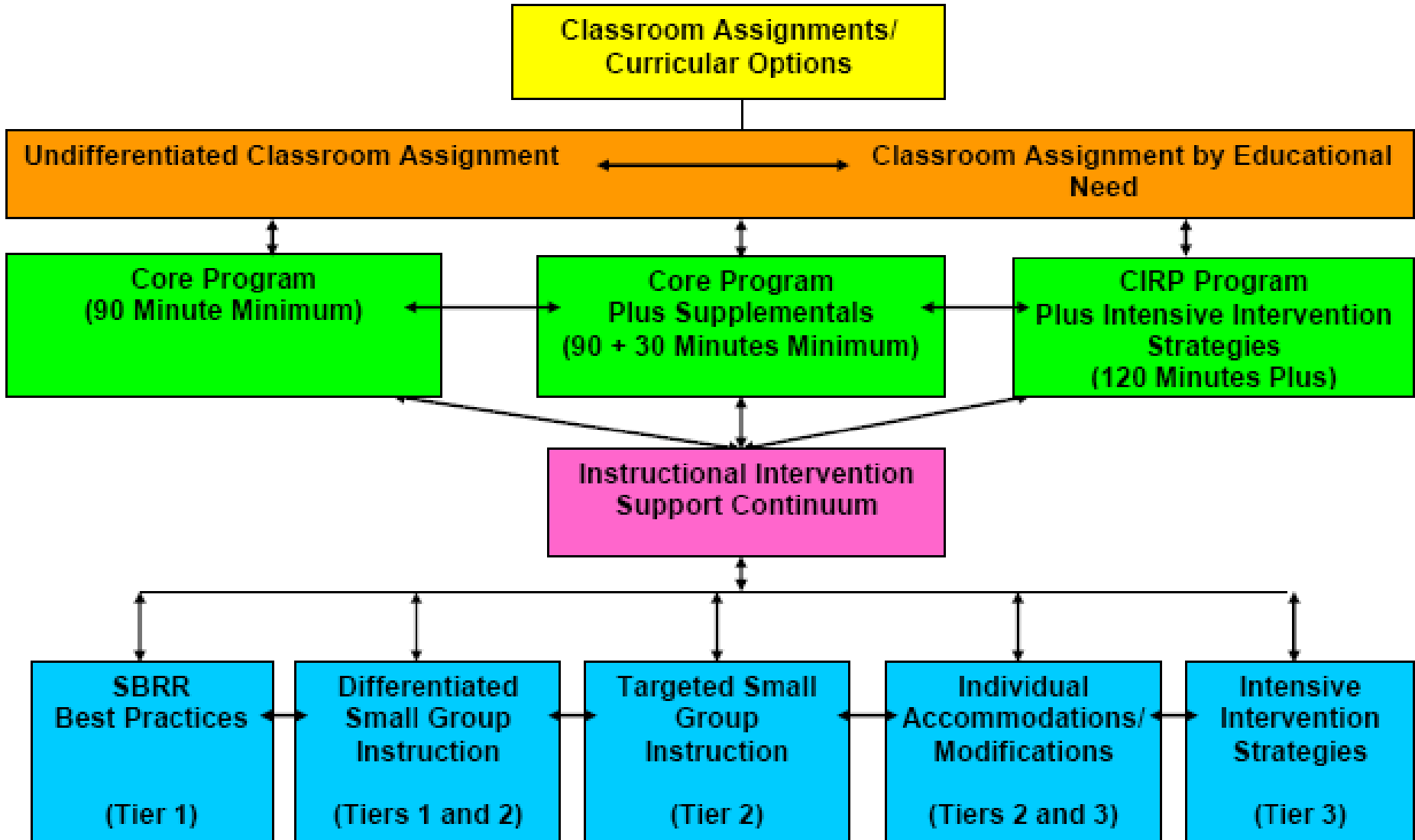


Student Achievement----

Major Variables

- QUALITY INSTRUCTION
- ACADEMICALLY ENGAGED TIME ON APPROPRIATE OBJECTIVES

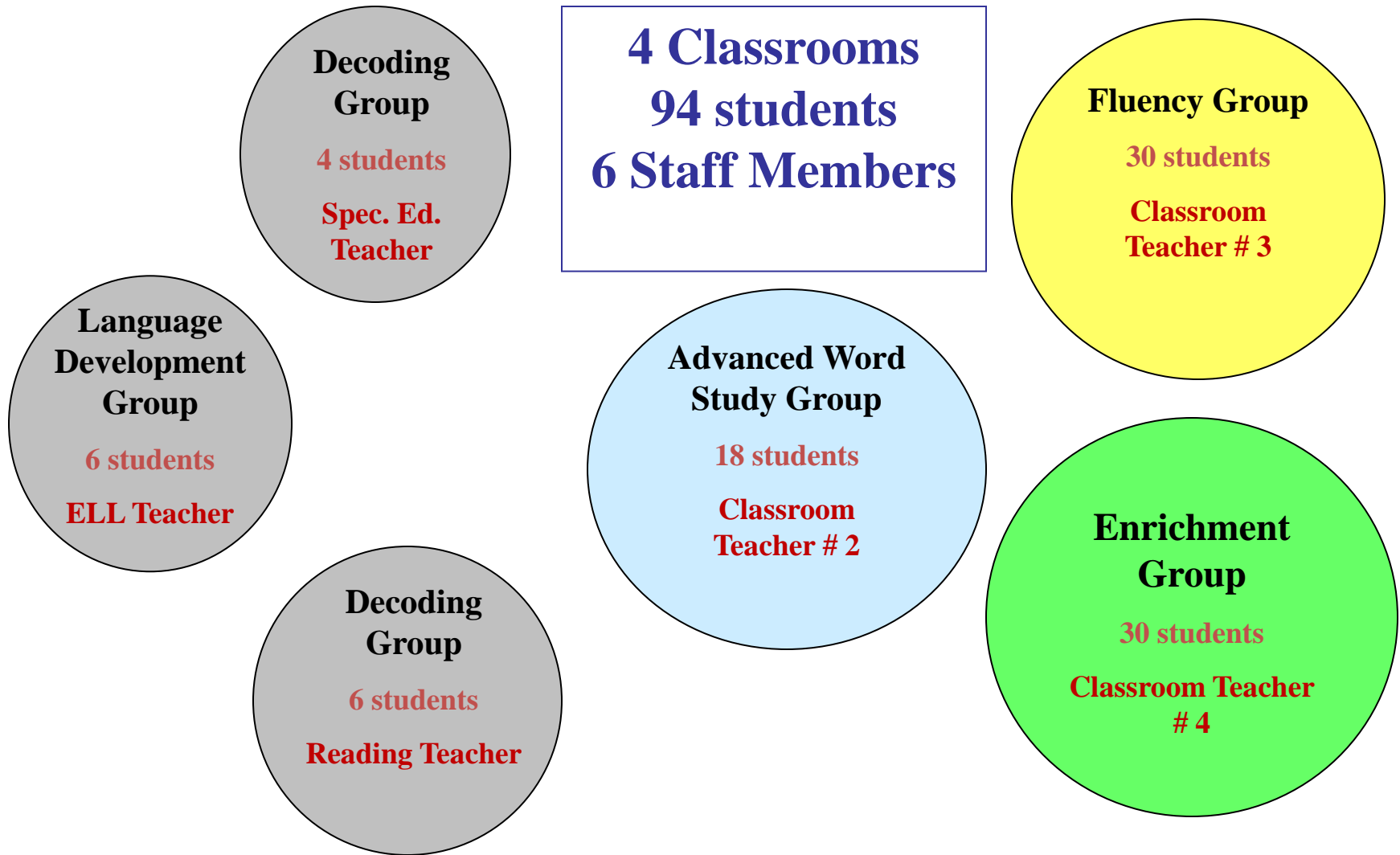
RESPONSE TO INTERVENTION DELIVERY SYSTEM ELEMENTARY SCHOOL READING GUIDELINES



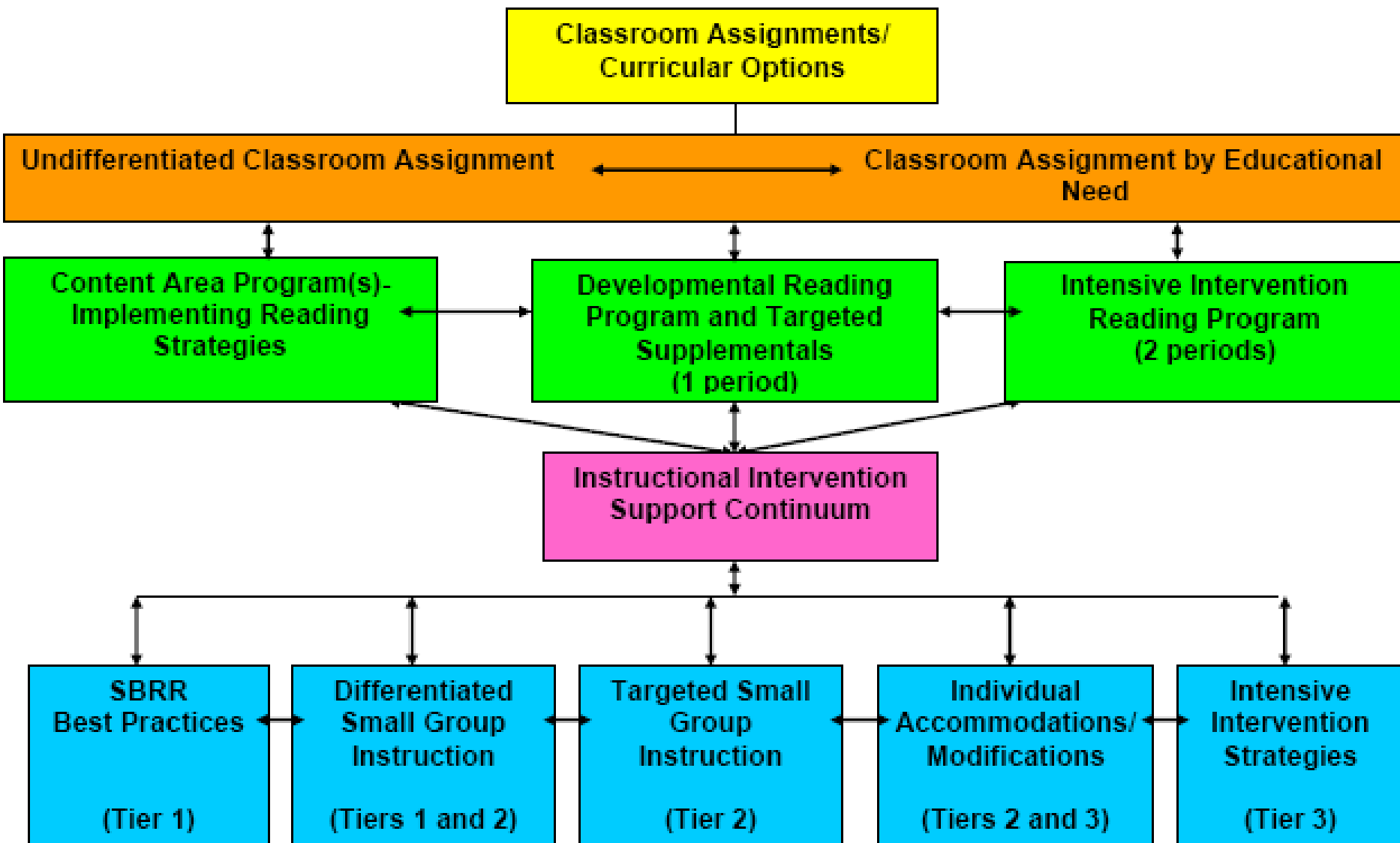
Reading Service Delivery Models

- Walk to Intervention
 - Walk to Read
- Multi-grade/cross grade groupings
- Progressive Placement
- Intensive Reading Classes

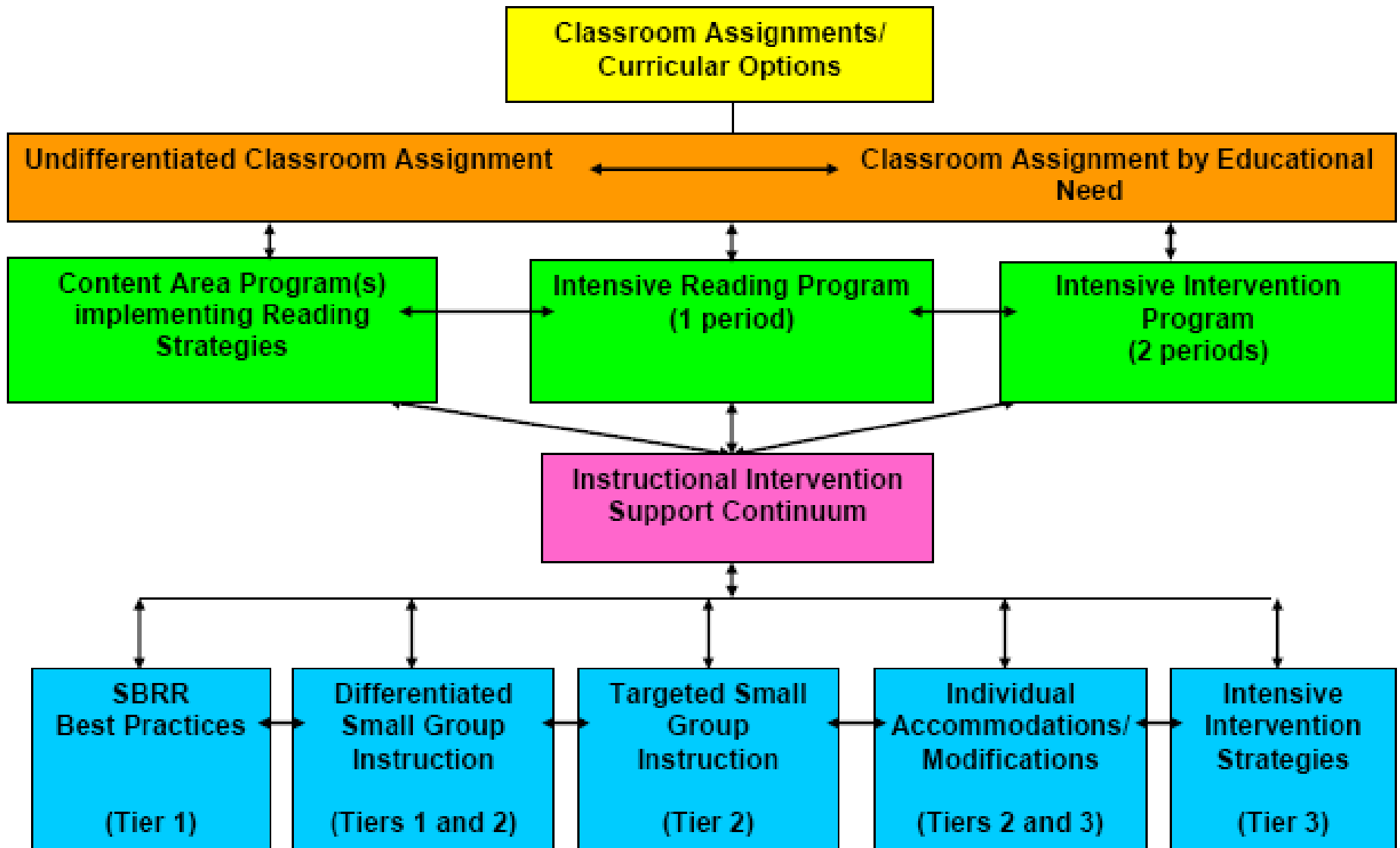
“Walk-to-Intervention” Skill Deficit Grouping Across a Grade Level



RESPONSE TO INTERVENTION DELIVERY SYSTEM MIDDLE SCHOOLS – READING PROGRAMS



RESPONSE TO INTERVENTION DELIVERY SYSTEM HIGH SCHOOLS – READING PROGRAMS



This RtI system is also designed and aligned with ESE student Inclusion components and processes.

Secondary School Reading Considerations

Who is teaching
reading?

Reading Teacher and Content Area Teacher Partnerships

Reading Teachers

- Oral Language
- Prior Knowledge
- Phonological Awareness
- Phonics/Word Analysis
- Vocabulary
- Fluency
- Comprehension Strategies
- Higher Order Thinking Skills

Content Area Teachers

- Content Vocabulary
- Teaching for Comprehension
- Content Knowledge
- Higher Order Thinking Skills
- Content State Standards
- Independent Reading with Classroom Libraries

Secondary School Reading Considerations

- How many pages/hours of Reading are assigned to students each week?
 - (in class/out of class)
- How much of the assigned Readings are students doing?
 - How do you know?
- How well are students reading the assignments?
 - How do you know?
- What are teachers doing to assist poor readers?

Improving Reading Skills in Middle and High School

Schedule a 90 minute block every day

for students who have

- significant word level reading problems
- plus comprehension problems

Improving Reading Skills in Middle and High School

Word level skills- accuracy and fluency

Strategy instruction and engagement in
thinking about text

Both embedded and systematic vocabulary
instruction

Lots of guided, supported practice in
reading

Instructional Enhancements Required in Middle and High School

Intensive Reading Classes for students reading below grade level

Offer a continuum of intensity based on need – at least two levels

Intensity is manipulated by instructional group size or by length of instruction

Student Achievement Philosophy

Design your schools and your school system around the

- **LEARNING NEEDS OF YOUR STUDENTS and the**
- **INSTRUCTIONAL NEEDS OF YOUR TEACHERS.**