Establishing an Intensive Reading and Writing Program for Secondary Students (Revised)

- Introduction
- Pilot Program
- Student Selection
- Program Goals
- Instructional Program
- Nuts & Bolts

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Workshop Objectives

Participants will learn about:

- The purpose of an intensive reading and writing program
- The specifics of the “Read for Success” program
- The student selection process for the program
- The goals of students, preservice teachers, school district personnel, and university faculty
- The instructional program
- The nuts and bolts of program development
The purpose of the intensive reading and writing program is:

- To provide intensive, individualized instruction to meet struggling secondary students’ literacy needs, and

- To increase secondary students’ reading and writing abilities in content area instruction.
Why Do We Need This Intensive Reading and Writing Program?

- Reading failure correlates with school failure (Marsh, 1993).
- Students with below-average reading skills are twice as likely to drop out of school as those who read on or above grade level (U.S. Department of Education, 1996).
- Once students fall behind in acquiring critical basic reading skills, intensive interventions are necessary (Vaughn & Schumm, 1996).
- Explicit instruction is needed to teach the kinds of reading skills required in secondary school (Wolfram, 1992).
- There is a documented need for a systematic approach to writing instruction (Atwell, 1998).
- Twenty-five percent of American adults lack the basic literacy skills required in a typical job (Moats, 1998).
Overview of the “Read for Success” Program: Implementation Guidelines

- Establish the need for this type of program
- Begin collaboration between local school district and university
- Organize personnel
- Publicize program
- Identify, assess, and group students
- Assign preservice teachers to groups of students
- Implement research-based instructional strategies
- Evaluate preservice teachers
- Reassess students
Reading Performance of Students in the “Read for Success” Program

Woodcock Reading Mastery Test—Revised
Average Pre-test and Post-test Standard Scores for the Intervention and Control Groups

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The Gray Oral Reading Test—III
Average Pre-test and Post-test Standard Scores for the Intervention and Control Groups

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Reading Performance of Students in the “Read for Success” Program (cont.)
What Are the Academic Characteristics of Struggling Secondary Readers and Writers?

Word Study:
- Have difficulty decoding words, especially multisyllabic words

Fluency:
- Read at a slow pace and with many errors

Vocabulary:
- Know few words and lack understanding of word meanings

Comprehension:
- Do not use self-monitoring skills before, during, and after reading to facilitate comprehension of text

Writing:
- Have difficulty planning, drafting, revising, and/or editing written work
Program Goals

Goals for Students:
- Learn strategies to become more efficient readers and writers
- Generalize strategies to learning in content area instruction and to other learning environments
- Increase self-confidence in reading and writing

Goals for Preservice Teachers:
- Obtain practical experience teaching struggling secondary students
- Design, implement, and evaluate effective instruction
- Apply research-based strategies in a classroom setting
- Improve teaching effectiveness based on supervisor feedback
- Strengthen communication skills with students, parents, and administrators
Program Goals (cont.)

Goals for the School District:
- Provide effective literacy programs for struggling readers and writers
- Increase the number of students who successfully complete required state assessments
- Engage in research with a university

Goals for the University:
- Provide preservice teachers with opportunities to work with struggling students in school settings
- Build a collaborative relationship with a school district
- Conduct research to determine effective literacy programs
Secondary Setting Demands

Content Area Reading and Writing:

- Reading and writing are prerequisites to successful content area learning.
- Students are expected to read and understand content in various text formats.
- Students are expected to have knowledge of effective reading and writing strategies to comprehend content area materials.
- Vocabulary demands become more complex and incorporate multisyllabic words.
Critical Features of an Effective Reading and Writing Program

Instructional Materials:

- High-interest/controlled-vocabulary materials
- Written at students' instructional reading level
- Contain age-appropriate content
- Motivate students to read
- Decrease frustration
- Can be linked to the curriculum
Critical Features of an Effective Reading and Writing Program (cont.)

Delivery of Instruction: The Teacher

- Uses advance organizers and activates students’ prior knowledge
- Provides explicit content presentation
- Models and demonstrates by “think alouds”
- Gives corrective feedback
- Demonstrates and uses scaffolding techniques
- Uses language during instruction that is comprehensible and meaningful to students who are English language learners
Critical Features of an Effective Reading and Writing Program (cont.)

**Instructional Grouping**
- Engages students in learning with low teacher-student ratios (1:4)
- Facilitates individualization by grouping students based on skill level

**Student Progress Monitoring**
- Measures the content being taught
- Includes record-keeping (e.g., graphs, checklists) to track progress
- Is conducted on a weekly basis
- Promotes data-driven instructional decision making
- Monitors student mastery of instructional objectives
- Involves students in self-evaluation
Assessment Is a Crucial Part of Every Reading and Writing Program

**Conduct initial assessment to:**
- Determine baseline for academic levels
- Establish student groups

**Conduct ongoing assessment to:**
- Monitor student progress
- Inform instructional decision making

**Conduct final assessment to:**
- Determine student academic growth
- Investigate program effectiveness
Monitor Student Progress Regularly

**Curriculum-based assessment:**
Evaluate daily instruction
(e.g., teacher-made tests, fluency measures, homework)

**Observation:**
Note student performance
(e.g., reading behaviors, writing difficulties)
Instructional Components

Intensive Reading and Writing Program

Word Study
Fluency Building
Vocabulary
Reading Comprehension
Writing Process

TEKS
TEKS: Word Study

STRuggling Readers

Limited

Letter-Sound Correspondences
Structural Analysis
Syllabication
Semantic Cues

Efficient

Effective Readers
Word Study
Effective Instruction

Teachers:
- Model and provide steps for using knowledge of letter-sound correspondences.
- Focus on words from content area text and literature that students are reading.
- Teach word study as part of vocabulary building activities.
- Use materials that are challenging, but not too difficult.
- Model and provide steps for using contextual cues.

Students:
- Apply strategies to figure out unknown words.
- Break apart multisyllabic words to decode words.
- Use newly learned words in a variety of contexts.
Word Study Instructional Strategy:
Word Building

What is word building?
An activity that helps students combine individual letters to make words.

Word building involves:
- Manipulation of individual letters
- Knowledge and use of:
  - Letter-sound correspondences
  - Orthographic patterns
  - Structural analysis
- Use of self-monitoring
Word Study Instructional Strategy: Word Building Materials

- List of words for instruction
- Index cards with individual letters printed on them
- Index cards in different colors for vowels and consonants
- Plastic zipper bags to store letter cards
- Holder for placement of these letters
- Timer
Word Study Instructional Strategy: Word Building Implementation

**Preparation**
- Select the final word.
- Make a list of shorter words that can be made from the letters of the final word.

**Instruction**
- Distribute sets of individual index cards for the word.
- Designate the number of letters that the word should contain.
- Model word building by demonstrating the process.
- Ask students to manipulate the letters to make multiple words.
- Ask students to make the final word that uses all individual letter cards.
Word Study Instructional Strategy: Word Building Assessment

- Knowledge and use of letter-sound correspondences and structural analysis
- Application of syllabication rules
Word Building

Students manipulate letters to improve their letter-sound correspondence and structural analysis skills.
TEKS: Fluency Building

STRUGGLING READERS

Limited/Labored

Knowledge of the Purpose of Reading
Reading Rate
Word Study
Oral and Silent Reading

Fluent/Accurate

EFFECTIVE READERS
Fluency Building: Effective Instruction

Teachers:
- Model fluent reading.
- Provide opportunities for students to practice reading orally.
- Choose appropriate materials at students’ independent or instructional reading levels.
- Establish individual reading rate goals for students.

Students:
- Practice with corrective feedback several times weekly.
- Reread same passage two to four times.
- Measure rate of reading.
- Chart progress towards a goal.
Reading rate refers to how quickly students read.

According to Guszak (1972), the following are standard rates for oral reading of grade-level materials:

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<thead>
<tr>
<th>Grade</th>
<th>Words per Minute</th>
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<tr>
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<td>2</td>
<td>70</td>
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<td>5</td>
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<td>6</td>
<td>150</td>
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<td>(and above)</td>
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Fluency Building Instructional Strategy: Partner Reading

What is Partner Reading?
A fluency building technique designed to help students develop more accurate and fluent reading in connected text.

Partner Reading involves:
- Oral reading practice with a partner
- Error correction strategies
- Comprehension questions
- Student progress monitoring
• Rank students according to reading ability.

• Divide the list in half. Label the first half List 1 (higher performing students) and the second half List 2 (lower performing students).

• Pair the top-ranked student on List 1 with the top-ranked student on List 2. Continue this process until all students are paired.

• For each student pair, the higher performing student (List 1) is designated as Partner A and the lower performing student (List 2) is designated as Partner B.
High-interest/controlled-vocabulary text selected for Partner B’s independent reading level

List of error correction procedures

Timer

Graphs

Comprehension questions to accompany the reading passage

Folders for reading passages and graphs
Fluency Building Instructional Strategy: Partner Reading Implementation

Partner A (stronger reader)
- Reads the assigned pages for three minutes.
- Assists Partner B with difficult words.
- Takes a one-minute timed test.
- Provides error correction.
- Asks and answers comprehension questions.
- Charts data.

Partner B (weaker reader)
- Reads the assigned pages for three minutes.
- Decodes difficult words with assistance from Partner A.
- Takes a one-minute timed test.
- Asks and answers comprehension questions.
- Charts data.
Increase in number of words read correctly in one minute

Improvement in word recognition
Partner Reading

Students work in pairs to build reading fluency.
TEKS: Vocabulary

STRUGGLING READERS

Few/Inefficient

Root Words and Affixes
Words with Multiple Meanings
Word-Meaning Strategies
Reference Aids

Numerous/Efficient

EFFECTIVE READERS
Vocabulary: Effective Instruction

Teachers:
- Use explicit instruction to teach key words and technical vocabulary prior to reading.
- Limit the number of new words taught at one time.
- Provide multiple exposures to words across contexts.
- Provide opportunities for students to discuss and use new words in and out of class.

Students:
- Use word meanings in a variety of contexts.
- Discuss relationships between words.
- Use strategies to figure out the meanings of new words.
Vocabulary Instructional Strategy: Semantic Mapping

What is semantic mapping?
A process to connect new knowledge to pre-existing knowledge, thereby increasing vocabulary.

Semantic mapping involves:
- Activating prior knowledge
- Associating new words with prior knowledge
- Practicing new word meanings across contexts
- Revisiting, refining, and editing map organizers
Vocabulary Instructional Strategy: Semantic Mapping Materials

- Expository or narrative text
- High-interest/controlled-vocabulary text
- Overhead projector
- Overhead transparency of a blank semantic map
- Copies of a blank semantic map for students
- Dictionary
Vocabulary Instructional Strategy: Semantic Mapping Implementation

Stages

- Identify the main topic and place it at the center of the graphic organizer.
- Have students brainstorm words associated with the main topic.
- Discuss word meanings and group words into broad categories.
- Ask students to provide labels for the categories.
- Ask students to generate subcategories.
- Discuss the words and the interrelationships of categories and subcategories.
Vocabulary Instructional Strategy: Semantic Mapping Assessment

- Accuracy of word meaning
- Grouping of ideas into categories and labeling of categories
- Interrelationships between category and subcategory
Semantic Mapping: Expository Text

Students increase vocabulary by relating new words to their existing knowledge.
TEKS: Reading Comprehension

STRUGGLING READERS

Limited Understanding

Prior Knowledge
Purposes for Reading
Self-Monitoring
Types of Text Structures

Extensive Understanding

EFFECTIVE READERS
Establishing an Intensive Reading & Writing Program for Secondary Students

**Difficult**

- Differentiating Main Ideas from Supporting Details
- Drawing Inferences
- Paraphrasing
- Summarizing
- Finding Similarities and Differences
- Distinguishing Fact and Opinion
- Self-Questioning

**Easy**

**EFFECTIVE READERS**

**STRUGGLING READERS**

**TEKS: Reading Comprehension (cont.)**

TEKS: Reading Comprehension (cont.)
Reading Comprehension: Effective Instruction

**Teachers:**
- Introduce strategies one at a time.
- Model strategies and use prompting, elaboration, and explanation to encourage use.
- Help students apply strategies before, during, and after reading.
- Help students apply strategies in content area classes.

**Students:**
- Practice strategies in a variety of texts.
- Learn when, where, and how to apply comprehension strategies.
- Self-monitor.
What is CSR?
An instructional technique that uses cooperative learning and reading comprehension strategies.

Reading Comprehension Strategies include:

- **Previewing**: Students brainstorm and predict.
- **Click and Clunk**:
  - **Clicks**: Students understand portions of the text.
  - **Clunks**: Words, concepts, and phrases that students have difficulty understanding.
- **Get the Gist**: Students identify the most important information in the paragraph(s).
- **Wrap-Up**: Students review by asking questions about the passage and thinking about what was important.
Consider high-interest/controlled-vocabulary expository and narrative text

Select material with headings, illustrations, and boldface words to help students with predicting

“Clunk” cards

Learning logs
Model CSR Strategies

- Model the four strategies with the whole class, using a sample passage.
- Think aloud when modeling the strategies.
- Repeat the process for two to three days when first introducing CSR.

Teach the Strategies

- Teach one strategy at a time.
- Have students practice each strategy with a partner or in cooperative learning groups.
- Model word building by demonstrating the process.
- Ask students to record their ideas when applying the strategy.
- Ask some students to share predictions, clunks, and gists with the whole class.
**Teach the Roles**

- Assign students to cooperative learning groups.
- Assign roles to students.
- Teach students the tasks for each role.
- Prompt students to implement tasks for their roles.
- Repeat process for two to three days.

**Monitor Cooperative Learning Groups**

- Discuss rules for working cooperatively.
- Assign the reading passage and have students begin CSR.
- Remind students about role responsibilities.
- Circulate and provide assistance for behavior, “clunks,” “gists,” and wrap-up questions.
Quizzes based on student-generated wrap-up questions

Essays

Portfolios

Presentations

Visual representations

Student Jeopardy using wrap-up questions and clunks
Get the Gist

Students “Get the Gist”
to summarize and remember what they read and to distinguish main ideas from details.
TEKS: Writing Process

STRUGGLING READERS
Limited Understanding

Audiences and Purposes
Writing Process Stages
Grammar, Usage, and Spelling
Self-Evaluation

Extensive Understanding

EFFECTIVE READERS
**Writing Process: Effective Instruction**

**Teachers:**
- Teach students to set specific goals for writing improvement.
- Use mini-lessons to teach specific skills.
- Model different types of writing structures and characteristics.
- Provide feedback and conduct continual evaluation.
- Integrate writing instruction into all subject areas.

**Students:**
- Participate in and provide peer feedback.
- Recognize that writing is a process.
- Recognize that learning to write takes time.
Writing Process Instructional Strategy: Recursive Writing Process

What is the writing process?
The process of working recursively to plan, draft, revise, edit, and publish a written product.

The writing process includes:
- Prewriting
- Drafting
- Revising
- Editing
- Publishing
Writing Process Instructional Strategy: A Closer Look at the Recursive Writing Process

- **Prewrite**
  - Generating ideas
  - Developing voice
  - Planning organization

- **Draft**
  - Organizing and reorganizing content
  - Refining style

- **Revise**
  - Adding and elaborating
  - Deleting and combining
  - Rearranging and reorganizing
  - Altering style

- **Edit**
  - Correcting usage
  - Evaluating sentence structure
  - Assessing conventions

- **Publish**
  - Refining for audience
  - Generating a product
Writing Process Instructional Strategy: Recursive Writing Process Materials

- Pencil and paper and/or a computer or typewriter to motivate, enhance, and facilitate the writing process
- Semantic maps to organize thoughts and generate ideas
- Notebooks to provide a running record of student work
- Editing forms to target specific areas for revision and provide comments to the author
- Software programs to enhance all components of writing
Writing Process Instructional Strategy: Recursive Writing Process Implementation

**Prewriting**
Students think critically about purpose, audience, content, and form.

**Drafting**
Students keep the writing plan in mind, monitor the plan for effectiveness, and anticipate and answer the reader’s questions.

**Revising**
Students keep the plan in mind, monitor the plan for effectiveness, make necessary changes, and anticipate and answer the reader’s questions.

**Editing**
Students correct technical aspects of writing independently or collaboratively.

**Publishing**
Students present writing products to selected audiences.
Writing Process Instructional Strategy: Recursive Writing Process Assessment

- Organization
- Knowledge of purpose, audience, and format
- Word usage
- Sentence and paragraph elaboration
- Spelling and syntax
- Punctuation and capitalization
- Length of the product
**Cubing**

**DESCRIBE**
What color, shape, size is it?

**COMPARE**
What is it similar to, different from?

**ASSOCIATE**
What does it make you think of?

**ANALYZE**
How is it made?

**APPLY**
Tell what you can do with it.

**ARGUE**
Are you for or against it?
Nuts and Bolts: Considerations for Setting up Your Program

Human Resources
School-based leadership team, university faculty, school district personnel, preservice teachers

Student Selection Criteria
Number of students, reading and writing achievement levels, ages, and grades

Site
Local campus, at a university

School Calendar
Summer, after school; number of hours

Student Transportation
Bus, walking

Funding
Grants, tuition, local funds