Secondary Intensive Reading Block

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Reading Specialist, 6-12
Questions for Reflection

- Are all students provided with many books they can read and want to read?
- When students read/write, do they get to write about what they know and care about?
- Are students given plenty of time to explore topics and themes through reading and writing?
- When students are asked to read/write content information, are they shown how to do it?
- Do all students get opportunities to demonstrate and use their strengths in reading and writing, or do reading and writing activities only accentuate their weaknesses?
Reading Next:

A Vision for Action and Research in Middle and High School Literacy

www.all4ed.org

(Biancarosa and Snow, 2004)
Status of Reading Grades 4-12

- Over 8 million students in grades 4-12 are struggling readers
- Every school day, 3000 students drop out of high school
- Only 70% of high school students graduate on-time with a regular diploma
- High school students in the lowest 25% of their class are 20 times more likely to drop out than the highest performing students
- 53% of high school graduates enroll in remedial courses in postsecondary education
Instructional Components

- Direct, explicit comprehension instruction
- Effective instructional principles embedded in content
- Motivation and self-directed learning
- Text-based collaborative learning
- Strategic tutoring
- Diverse texts
- Intensive writing
- A technology component
- Ongoing formative assessment of students
Direct, Explicit Comprehension Instruction

- Comprehension strategies instruction
- Comprehension monitoring and metacognition instruction
- Teacher modeling
- Scaffolded instruction
- Apprenticeship models
Effective Instructional Principles Embedded in Content

- Reading instruction using content texts
- Reinforcement of instruction in content area classes
- Coordinated with other subject area teachers and the reading coach
- Teach reading and writing practices specific to subject areas
Role of Content Area Teachers

- Incorporation of comprehension and vocabulary strategies (i.e. CRISS, SIM, Content Enhancement Routines)
- Instructional level text for guided strategy instruction
- Leveled text for independent reading
Motivation and Self-Directed Learning

- Student choice in text and areas of research
- Independent reading
- Make relevance obvious to students
- Intrinsic versus extrinsic
Text-Based Collaborative Learning

- Interacting with other students around a text (not just discussion)
- Scaffolding for engagement at all ability levels
- Varied levels of text
Diverse Texts

- Wide range of topics
- Wide range of reading levels
- High interest/low readability
- Appealing to different cultural, linguistic, and demographic groups
Ongoing Formative Assessments of Students

- Ongoing assessment of strengths and needs
- Informal and frequent
- Progress monitoring
Infrastructure Components

- Extended time for literacy
- Professional development
- Ongoing summative assessment of students and programs
- Teacher teams
- Leadership
- A comprehensive and coordinated literacy program
Extended Time for Literacy

- Two to four hours of literacy-connected learning daily
- Text-centered instruction in all subjects
- No longer just teaching content knowledge
- Effectively reading and writing about content knowledge
Professional Development

- Long-term, ongoing
- Anyone who interacts with students
- Use research on effective adult learning
- Within the school day
- Integration of reading coaches
Professional Development

- Teachers
- Reading Coaches
- Administrators
- All Individual Professional Development Plans (IPDP) geared towards increasing student performance in reading
- Other “strong” teachers going through reading endorsement
Ongoing Summative Assessment of Students and Programs

- Program evaluation
- Longitudinally tracking individual students and cohort groups
- Should go beyond state assessments
- Demonstrate progress toward school-based goals
- Inform instruction where possible
Teacher Teams

- Regular interdisciplinary meetings
- Discuss common students
- Align instruction
- Kids less likely to get missed
- Number one factor in student growth
Leadership

- Commitment and participation
- Building personal knowledge base in reading and writing difficulties of students
- Attending professional development targeted at teachers
- Foundational knowledge needed to alter schedules, etc.
- Teacher may have to pick up this role
Comprehensive and Coordinated Literacy Program

- Team meetings
- Reading and writing teachers support other subject area teachers
- Kids needs vary
- Remediation efforts must vary
- Local community collaboration
Challenges of FCAT

- Endurance
- Reading and writing for 160 minutes
- Text Length average=900 words
- No connection to text
- MOTIVATION!
Research-Based Reading Classroom (Guthrie, 2002)

Which factors affect FCAT reading scores?

- Reading ability: 40%
- Content knowledge: 15%
- Motivation: 15%
- Format: 15%
- Error: 10%
Which components should we focus on?
Intensive Reading Course

- No “One size fits all” approach
- In addition to English/language arts
- Severity of reading difficulties (as determined by assessment) dictates intensity

Rule of thumb:
- In need of decoding, fluency, vocabulary, and comprehension=90 minutes minimum
- In need of vocabulary and comprehension=45 minutes minimum

- Lower teacher to student ratio (maximum of 15 is recommended)
Intensive Reading Course

- Daily small group differentiated instruction (in groups no larger than 3-5 students)
- Highly qualified instructor (deep reading knowledge)
- Knowledge and skill in motivation of struggling readers
- Daily independent reading practice
Practice in Independent Level Text

- Daily independent reading practice
- Monitored by teacher
- Fiction and Nonfiction
- Classroom libraries representing a variety of:
  - Reading levels
  - Interests
  - Genres
  - Cultures
Classroom Setup
<table>
<thead>
<tr>
<th>Time and activity</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Method</th>
<th>Reading Components</th>
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<tbody>
<tr>
<td>15-20 minutes</td>
<td>Whole class or small group differentiated instruction</td>
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<td>Whole class or small group differentiated instruction</td>
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<td>Supplemental Reading Program</td>
<td>•Comprehension</td>
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<td>•Explicit and scaffolded modeling of strategies in instructional level text</td>
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<td>Daily Vocabulary Review Routine</td>
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<td>•Morphemic Analysis</td>
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<td>•Phonemic Awareness</td>
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<td>•Reading strategy instruction, application, and feedback</td>
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<td>•Student selected texts</td>
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<td>•Discussion of concepts</td>
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Whole Group Instruction

- 15-20 minutes daily
- Explicit teacher modeling of reading strategies
- Focus on comprehension, vocabulary, and fluency
Small Group Rotations = Differentiated Instruction

- 3-4 groups of 3-5 students
- 3-4 stations
- 2-3 rotations each day
- Each rotation is 15-20 minutes
Teacher Led Group

- Reinforce whole group instruction
- Differentiate instruction to specific areas of student need
  - Flexible groups
  - Activity
  - Skill
  - Text
Shared Reading Group

- Reciprocal Teaching
- Text-based discussion
  - Flexible groups
  - Texts
  - Interests
Technology

- Practice and reinforcement of skills taught in whole group and teacher led group
- 2-3 days per week
- 15-20 minutes per day
- Must only supplement teacher instruction
Independent Work

- Research
- Listening Centers
- Content area connections
Classroom Look-Fors

- Text-rich environment (70/30 balance) representing many genres and reading levels
- Explicit teacher modeling of strategies of expert readers (before, during, and after)
- Daily student practice in authentic texts
- Daily small group differentiated instruction
- Independent reading practice with teacher progress monitoring
- Teacher read aloud
- Text-based instructional conversations
Contact Information

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