FLORIDA READING MODEL: BASED ON EDUCATIONAL NEED
Prescriptive Integrated Cumulative Learning System

READ ALOUD

- a. Skills taught prior to reading
  - b. Reinforced/Expanded during reading
  - c. Assessed after reading

- a. Prerequisite skills present
  - b. Skills reinforced/expanded during reading
  - c. Assessed after reading


SHARED READING

- a. Skills taught prior to reading
  - b. Application modeled and practiced during reading
  - c. Application assessed during/after reading

- a. Prerequisite skills present
  - b. Skills expanded and practiced during reading
  - c. Application assessed during/after reading


SUPPORTED READING

- a. Skills taught prior to reading
  - b. Modeled/Scaffolded teacher support
  - c. Assessed during/after reading

- a. Skills taught during reading
  - b. Application supported/reinforced during reading
  - c. Assessed during/after reading

Purpose: a. Text is at instructional level. b. Teacher models/supports reading skills/strategies. c. Teacher supports student to develop skills/strategies to independence. d. Focuses strongly on comprehension and higher order thinking skills. e. Provides ongoing assessment of fluency.

INDEPENDENT READING

- a. Teacher provides analysis/feedback regarding student’s independent reading.
  - * If a student is required to read text above present reading level, necessary skills must be taught prior to reading.


* Reading content appropriate for students’ present skills/reading level

** Literacy Discussion Groups may be utilized with all 4 types of reading activities.

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FLORIDA READING MODEL—BASED ON EDUCATIONAL NEED

The Florida Reading Model—Based on Educational Need provides users with systematic access to the components of the LEaRN. An Explanation of the Florida Reading Model may be referenced through this link and/or the LEaRN Web Page. This information will be helpful in understanding issues related to differentiated reading instruction/intervention, and will assist the user in the selection of effective instructional methods offered within the LEaRN. When reading the explanation, using a printed copy of the Model for reference purposes is recommended.

FLORIDA READING MODEL—BASED ON EDUCATIONAL NEED

The Florida Reading Model was designed to provide a prescriptive systematic process for addressing the differentiated instructional needs of children learning to read. The Model integrates (1) Major Reading Activities, (2) Scientifically Based Reading Research Components, and (3) Instructional Methodologies. There are also six Systemic Instructional Scaffolding Processes within the model to assist teachers in the instruction of reading. As there is great diversity among children as regards reading knowledge/skills, teachers will typically be selecting and implementing those components of the Model which most directly address the specific reading needs of each of their students within various types of text.

INSTRUCTIONAL METHODOLOGY—SYSTEMATIC EXPLICIT INSTRUCTION

Both (1) Implicit and (2) Systematic Explicit Instructional Methodologies have been built into the model, as both are referenced in reading research. Successful readers, over time, move from needing EXPLICIT SYSTEMATIC instructional support to more Implicit learning by which they are able to read independently and effectively. Both IMPLICIT and EXPLICIT instructional methodologies are built into the model. As the learning needs of struggling readers are typically not addressed through Implicit reading instruction, the Literacy Essentials and Reading Network focuses primarily on systematic explicit reading instruction.
During the provision of Systematic Explicit instruction in reading the teacher typically:

(1) Informs the students of WHAT is going to be learned
(2) Informs the students of WHY it is being learned
(3) EXPLAINS/MODELS the skill/strategy being learned (examples and non-examples)
(4) Provides SUPPORT/CORRECTIVE FEEDBACK to the students in learning the skill/strategy
(5) Provides PRACTICE opportunities for the students to stabilize the skill/strategy
(6) Ensures appropriate student APPLICATION of the skill/strategy
(7) Establishes STUDENT SELF-MONITORING of the skill/strategy and its application

The use of (1) **Systematic Explicit Instruction**, and (2) **Implicit Instruction processes** are the first and second systemic scaffolding processes within the Florida Reading Model.

**READING ACTIVITY COMPONENTS**

The four major Reading Activities contained in the Florida Reading Model are, (1) **Read Alouds**—The teacher, or another designated reader, reads text aloud for students. (2) **Shared Reading**—The teacher (other reader/tapes) reads jointly with students. (3) **Supported Reading**—Students read text with teacher support provided as appropriate. (4) **Independent Reading**—Students successfully read text without assistance. Information regarding the implementation and benefits of each reading activity is noted on the model under the four respective Reading Activity headings.

While these four reading activities typically may involve different texts (teacher uses one text for a Read Aloud and another for Supported Reading), teachers may also elect to scaffold this process by using a single text across all four reading activities. For example, a teacher could (1) Read Aloud a story as a means of introducing/reviewing text-specific Vocabulary and Prior Knowledge for students who need this information, (2) conduct a Shared Reading of the same story to introduce/review words the students might have difficulty Decoding, (3) utilize the same story during a Supported Reading activity to check reading Fluency and Comprehension, and (4) assign the students some later Independent Reading of the same text with accompanying questions which require the use of higher-level thinking or metacognitive/self-monitoring skills. The use of this type of scaffolding may be especially helpful with students who have multiple reading skill deficiencies (Prior knowledge, Vocabulary, Phonics, Fluency, Comprehension, etc.), which are difficult for teachers to simultaneously address in an effective manner just during a Supported Reading activity. It is important to
note that this reading activity scaffolding process is **not** intended to replace Systematic Explicit Instruction of such skills, but rather is intended to provide an additional opportunity for learning/reinforcing these skills within a text framework. *The use of Multiple Reading Activities with the same text is the third systemic scaffolding process of the Florida Reading Model.*

**READING SKILLS COMPONENTS**

The Florida Reading Model contains the five Scientifically Based Reading Research Components, along with five subset skills typically included within these components. This inclusion of the five SBRR components along with their additional subsets serves the function of emphasizing critical instructional aspects of the SBRR components, as well as providing the opportunity for increased specificity in addressing the reading process. For example, Prior Knowledge and Oral Language skills are typically critical instructional considerations when addressing the Comprehension needs of a diverse student population, and have been included as separate components in the model.

The 10 reading skill components addressed in the model include: (1) Oral Language, (2) Prior Knowledge, (3) Phonological Awareness, (4) Print Awareness, (5) Phonics/Word Analysis, (6) Vocabulary, (7) Fluency, (8) Comprehension, (9) Text Knowledge, and (10) Higher Order Thinking skills. **Specific Instructional strategies/methods for components may be accessed through the LEaRN System.**

When designing differentiated reading instruction for students, it is important to recognize and consider **interaction effects** that different reading skill components may have on one another. For example, student A may be experiencing Comprehension problems due to a lack of effective comprehension strategies, and instruction which provides such strategies could be very productive with this student. Conversely, student B may also be experiencing Comprehension problems, but these problems are directly related to a serious reading fluency deficiency caused by a lack of sufficient sight words and poor phonics skills. For student B, solely providing Comprehension strategies without considering the related reading fluency issues and their effect upon comprehension would not provide the depth of instruction the student requires to achieve successful comprehension of text. To effectively address this student’s comprehension difficulties, related skills such as Fluency, Phonics/Word Analysis, and/or Phonological Awareness skills would need to be considered and addressed as needed. **Systematic explicit instruction of pre-requisite reading skills to assist in the development of a more advanced reading skill is the fourth systemic scaffolding process within the Florida Reading Model.**
Effectively addressing the needs of students who have deficits in multiple reading skills is challenging to both the students and teachers. When teaching struggling readers, each of the 10 skills listed down the left side of the model may need to initially be taught separately over time in a Systematic Explicit manner. Unfortunately, it is often the case that a struggling reader may simultaneously demonstrate multiple concurrent deficits, such as inadequate oral language, limited prior knowledge, poor decoding skills, limited reading fluency, and/or poor comprehension skills, when attempting to read assigned text. Attempting to teach a struggling reader three, four, five, or more skills simultaneously while s/he is in the process of trying to read text places extreme, unrealistic, and illogical demands on both the teacher and the student. Instead, a more effective approach might be: (1) After a struggling student has been explicitly and systematically taught a specific skill, (2) the teacher then provides Shared or Supported Reading opportunities for the student and assists him/her in expanding and applying that skill while reading. The text selected for this instruction should provide the student the opportunity to expand/apply the target skill without having to solve multiple other reading problems at the same time. For example, if a student has been taught a Comprehension Strategy, such as Story Mapping, you would NOT want the student to have to expand/apply that skill in text that s/he can’t read fluently, contains unfamiliar vocabulary, and for which s/he has inadequate prior knowledge. In such a situation, the student might be (1) trying to decode unfamiliar words, (2) attempting to use context words to figure out unknown vocabulary, and (3) trying to make sense of text s/he is unable to relate to personal experiences, all at the same time s/he is trying to (4) demonstrate competence with the comprehension skill that has been taught. This is a very complex task with multiple confounding variables and is not reasonably calculated to provide a successful learning experience for the student. In such a situation, you may have a student who actually knows the strategy taught by the teacher, but is unable to demonstrate this knowledge due to constraints intrinsic to the selected text. Having the student expand/apply this targeted comprehension skill of Story Mapping through text that s/he can read fluently with adequate prior knowledge and vocabulary is more likely to provide student success, and will also provide the teacher a better opportunity to clearly determine how well the student is learning and applying the strategy.

**APPLICATION OF READING SKILL COMPONENTS**

In viewing the model, please note that Oral Language and Prior Knowledge skills are tied by a small line to the Read Aloud reading activity. For those students who have limited language or prior knowledge related to the text content, the teacher would need to provide text-specific systematic explicit instruction in these areas before the reading so that these children will be able to benefit from what is being read. Both Oral Language and Prior
Knowledge development may be enhanced through children experiencing Read Alouds, which place this type of information within a story context. However, a skill such as Phonics would not typically be addressed through a teacher Read Aloud activity, as the student usually does not see the printed words being read. Instead, once Phonics skills have been taught through systematic explicit instruction, the application of this skill might more appropriately be taught through a Shared Reading activity where the teacher and student are jointly referencing the printed text and the teacher is able to provide the student with a high level of support. In summary, the small lines connecting reading skills to the four major Reading Activities are intended to serve as **general guidelines** to indicate which reading activities might best support the acquisition and application of specific reading skills. However, it is important to view these guidelines as indicators that are **nonrestrictive** in nature. For example, a primary teacher could introduce components of Story Grammar, a Reading Comprehension Strategy, in a Read Aloud or Shared Reading Activity by identifying the **Setting** or the **Characters** of the story to students as the text is read, or ask students to use higher order thinking skills such as **prediction** as part of a Read Aloud activity. As another example, some teachers may elect to assist students in increasing reading fluency through Shared Reading activities. The **instruction teachers provide to assist students in applying the reading skills they are acquiring to actual Reading Activities is the fifth systemic scaffolding process within the Florida Reading Model.**

**INDEPENDENT READING**

Independent Reading by the student is by its nature typically an Implicit learning process. There are a significant number of articles strongly advocating Independent Reading which identify possible benefits students receive through this Reading Activity. While reading independently in and of itself may provide numerous benefits to the student, the rate of student leaning, as regards the reading process, may be considerably enhanced by the student and teacher identifying specific skills to be targeted for development through this activity. It may also be helpful to some students to have the teacher actively engaged in preparing and/or providing feedback for the student before and/or after the student reads. **Independent Reading is the sixth systemic scaffolding process within the Florida Reading Model.**

In closing, thank you for your personal and professional commitment to assisting students in acquiring the reading skills necessary to achieve their aspirations, and to fully develop their individual talents. This remains a very challenging task, and it is the continuing goal of the LEaRN to serve as a readily available reference system regarding reading information and professional practices.