

# Multiple tiers of instruction and intervention to leave no child behind in reading

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Florida Center for Reading Research



Houston Branch, International Dyslexia Assoc., February, 2007

Beginning with  
the End in  
Mind:

Our Ultimate  
Goal for  
Prevention of  
Reading  
Difficulties



Each year, to have more students at every grade level from 1<sup>st</sup> on up able to:

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Read text written at their grade level with good comprehension and fluency

Examples:

Pick up a piece of fiction and read it with enjoyment and good comprehension of plot, characters, and action

Read expository, or non-fiction text and grasp the main ideas as well as their connection to supporting details so that new concepts and information are understood and learned.

# What we know about the factors that affect reading comprehension

Proficient comprehension of text is influenced by:

Accurate and fluent word reading skills

Oral language skills (vocabulary, linguistic comprehension)

Extent of conceptual and factual knowledge

Knowledge and skill in use of cognitive strategies to improve comprehension or repair it when it breaks down.

Reasoning and inferential skills

Motivation to understand and interest in task and materials

# The Many Strands that are Woven into Skilled Reading

(Scarborough, 2001)

## LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE

VOCABULARY KNOWLEDGE

LANGUAGE STRUCTURES

VERBAL REASONING

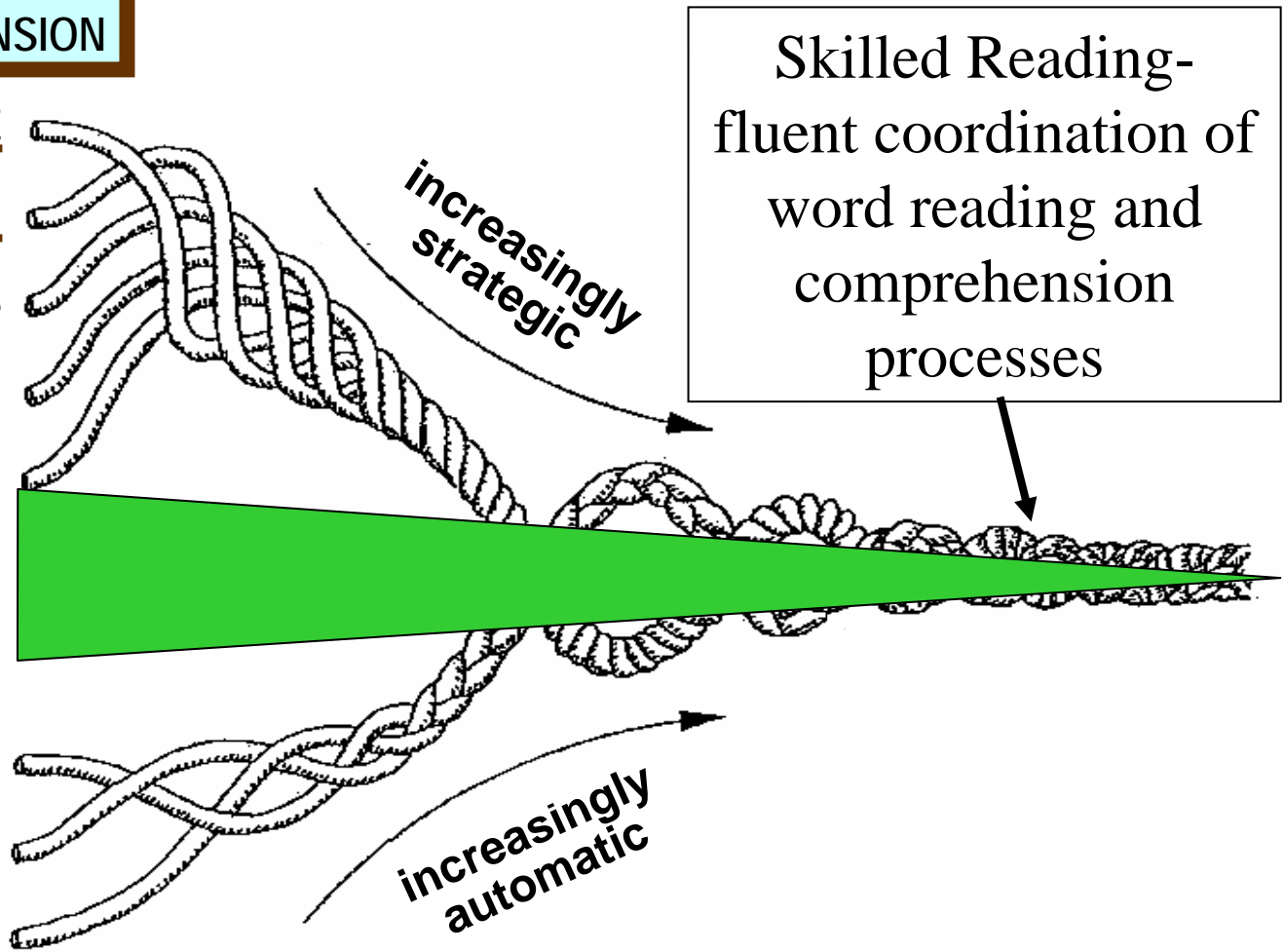
LITERACY KNOWLEDGE

## WORD RECOGNITION

PHON. AWARENESS

DECODING (and SPELLING)

SIGHT RECOGNITION



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

# Three potential stumbling blocks to becoming a good reader (NRC Report, 1998)

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1. Difficulty learning to read words accurately and fluently
2. Insufficient vocabulary and conceptual knowledge to support comprehension of text
3. Absence or loss of initial motivation to read, or failure to develop a mature appreciation of the rewards of reading.

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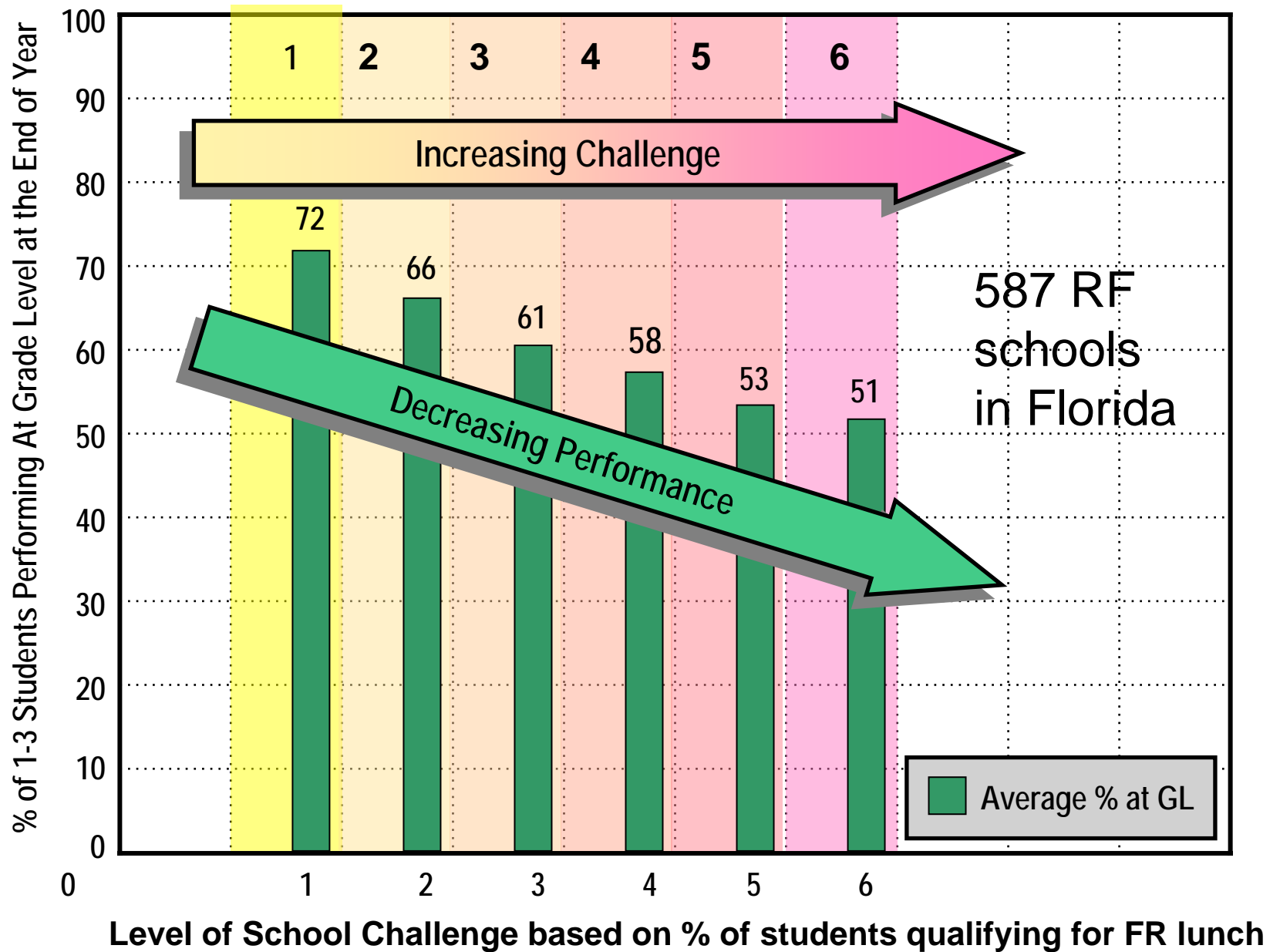


We know that poor, and minority children often come to school unprepared in these areas:

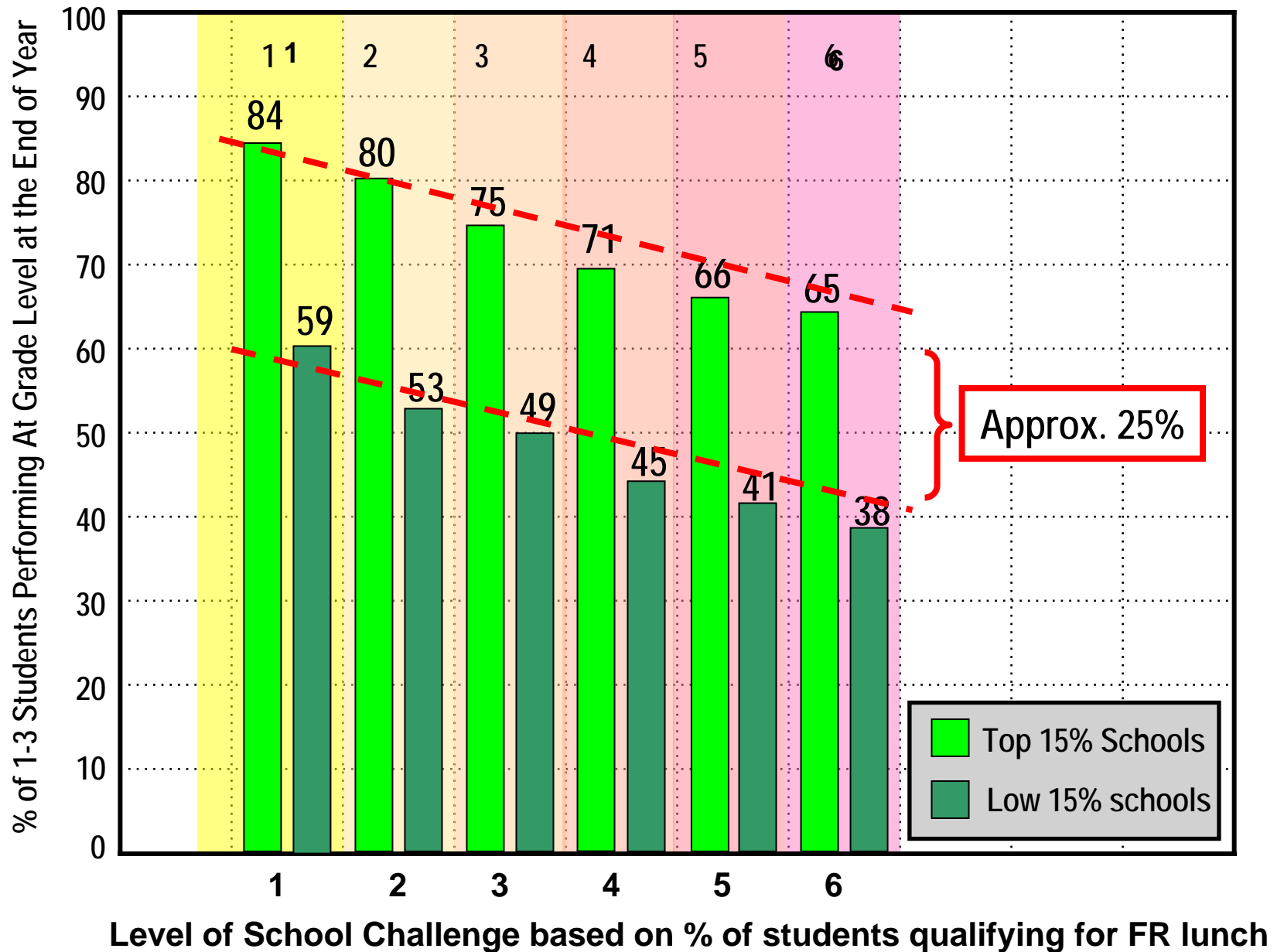
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1. They have had less exposure to print and the alphabet
2. They are behind in the development of phonemic sensitivity
3. Their vocabulary is usually less well developed – ½ size in poor children
4. Their range of experience and conceptual knowledge is often limited or different compared to other students
5. They sometimes do not have good models of reading or support for academics in their homes

# Relationship of "school challenge" to student performance

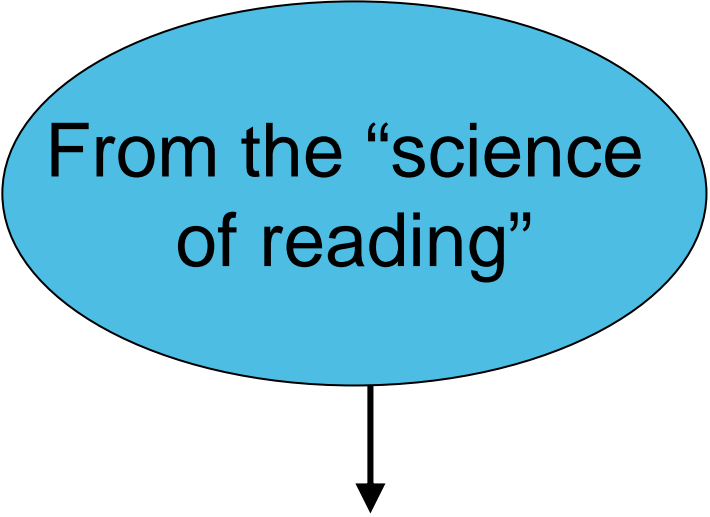


# The Adult Learning and Performance Gap



# The essential elements for success

From the “science  
of reading”



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graph TD; A([From the "science of reading"]) --> B[Information about the individual components of instruction and assessment that are most effective in preventing reading difficulties.];
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**Information about the *individual* components of instruction and assessment that are most effective in preventing reading difficulties.**

# What should comprehension instruction be instruction of? - Mike Pressley

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1. Teach decoding skills
2. Encourage the development of sight words
3. Teach students to use semantic context cues to evaluate whether decodings are accurate
4. Teach vocabulary meanings
5. Encourage extensive reading
6. Teach self-regulated use of comprehension strategies

Pressley, M. (2000). What should comprehension instruction be the instruction of? In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (vol. III, pp. 545–561). Mahwah, NJ: Erlbaum.

# The essential elements for success

From the “science of reading”

Information about the *individual* components of instruction and assessment that are most effective in preventing reading difficulties.

**Practices from Schools Making Significant Gains**

**Suggests to leaders the school and classroom systems that are effective in improving achievement.**

# The prevention of reading difficulties: three areas in which we must become stronger each year

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1. Increase the quality, consistency, and reach of instruction in every K-3 classroom
2. Conduct timely and valid assessments of reading growth to identify struggling readers. Use this data to improve school level and instructional planning
3. Provide more intensive interventions to help struggling readers “catch up” to grade level standards in each grade K-3.



# Points of Maximum Impact and Leadership Focus in Successful High Challenge Schools

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1. Efforts to help increase the quality, consistency, and reach of instruction in every K-3 classroom
  - a. Insuring teachers have excellent professional development, including strong training in use of the core program to guide instruction
  - b. Monitoring and supporting classroom instruction through principal walkthroughs

# Improving fidelity and consistency of classroom instruction: Principal walkthroughs

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## Purposes of the walkthrough

The purpose of a classroom visit is to help teachers improve their instruction and identify the best teaching practices in your school. Observation visits reflect your interest in instruction and in your staff's professional growth. (Blase & Blase, 1998; Scholastic, 2005)



Value of the principal's walkthrough

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Are teachers providing explicit, systematic, and motivating whole group instruction?

Is small group instruction differentiated appropriately by student need?

# Increasing the quality and power of teacher-led, small-group, differentiated instruction

Instruction should be differentiated to meet the needs of individual students in at least four ways

Frequency and duration of meeting in small groups – every day, three times per week, etc.

Size of instructional group – 3 students, 6 students, 8 students, etc.

Focus of instruction – work in phonemic awareness in phonics, work in fluency and comprehension, etc.

Lesson format – guided reading vs. skills focused lessons



Guidance Document for Florida Reading First Schools

## Differentiated Reading Instruction: Small Group Alternative Lesson Structures for *All* Students



Marcia Kosanovich, Karen Ladinsky, Luanne Nelson, Joseph Torgesen

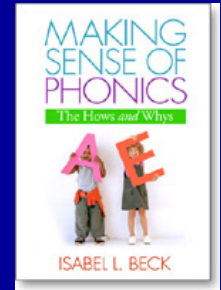
Download at:

<http://www.fcrr.org/assessment/pdf/smallGroupAlternativeLessonStructures.pdf>

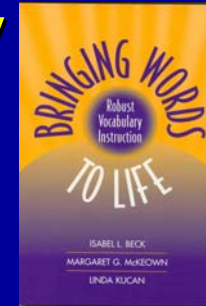
Or, just go to the FCRR website ([www.fcrr.org](http://www.fcrr.org)) and its listed on the home page under the new stuff

# Four good, books for instructional ideas

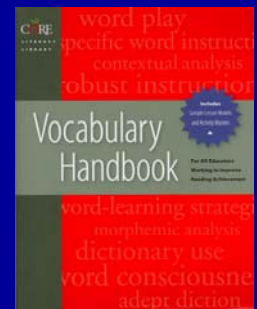
**Making Sense of Phonics: The Hows and Whys**  
Isabel Beck: Guilford (2006)



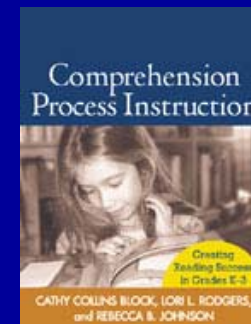
**Bringing Words to Life: Robust Vocabulary Instruction**  
Beck, McKeown, & Kucan: Guilford (2002)



**Vocabulary Handbook**  
Consortium on Reading Excellence (2006)



**Comprehension Process Instruction:  
Creating Success in Grades K-3**  
Block, Rogers, & Johnson (2004)





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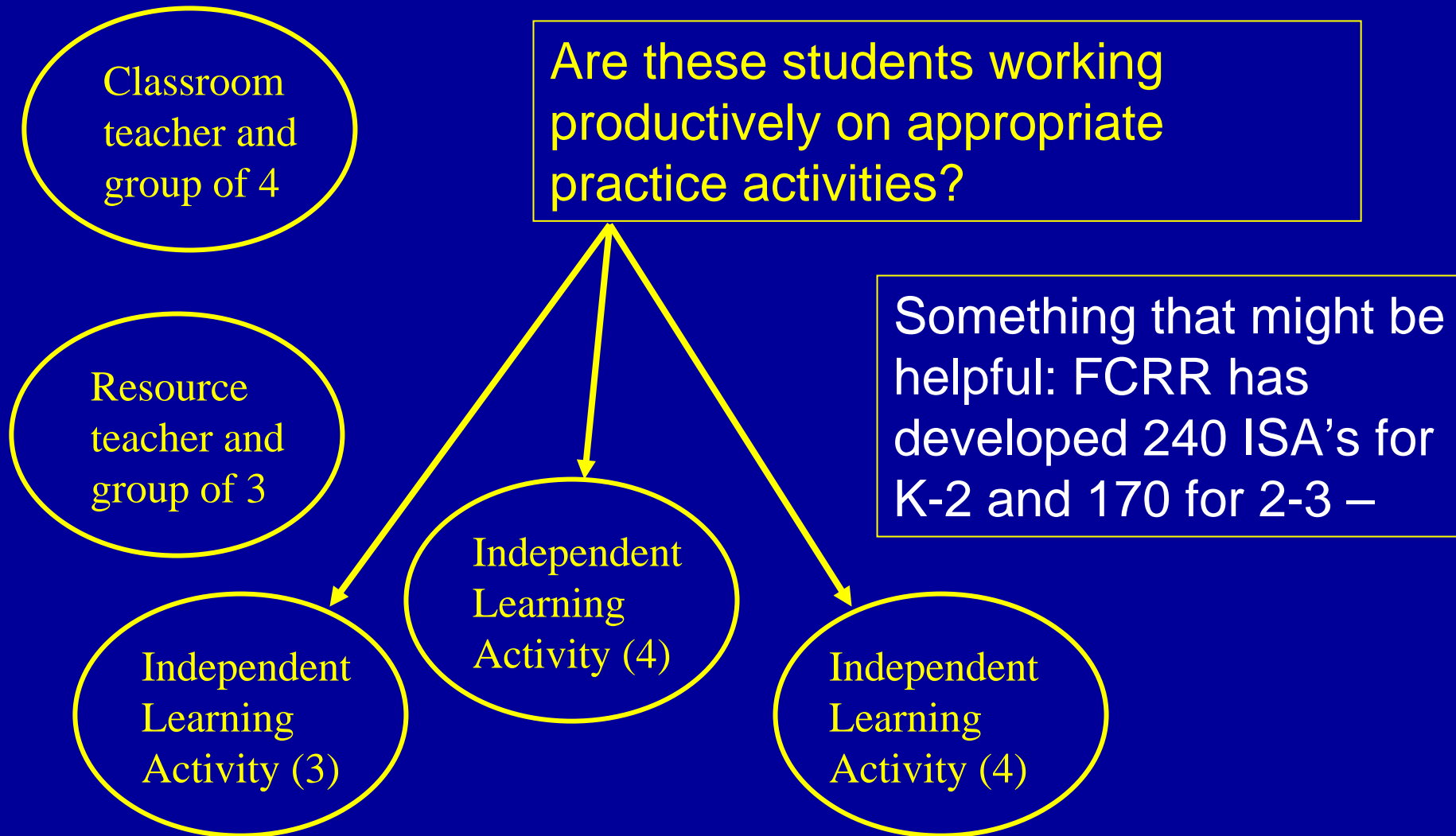
Are teachers providing explicit, systematic, and motivating whole group instruction?

Is small group instruction differentiated appropriately by student need?

Are other students engaged in independent learning activities that are appropriate and engaging

# Organization of a classroom during small group instruction

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Effective independent student learning activities...

# A source for high quality independent student learning activities

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To download up to 240 independent student learning activities for K-1 classrooms, and up to 170 activities for students in grades grades 2-3, go to

<http://www.fcrr.org/Curriculum/studentCenterActivities.htm>

There is also a teacher resource manual providing directions for classroom management during small group instruction, and approximately 70 minutes of video training

# Points of Maximum Impact and Leadership Focus in Successful Reading First Schools

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2. Be sure school-level assessment plan is working, and provide leadership in use of data to plan instruction at the school and classroom level

Beginning of the year screening tests

Progress monitoring tests during the year

Diagnostic tests

End-of-year outcome tests



**A COMPREHENSIVE K-3  
READING ASSESSMENT PLAN:**

Guidance for School Leaders



Guidance on how to  
establish a  
comprehensive  
assessment plan for  
grades K-3

<http://www.centeroninstruction.org/files/K-3%20reading%20assessment.pdf>

# Points of Maximum Impact and Leadership Focus in Successful Reading First Schools

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2. Be sure school-level assessment plan is working, and provide leadership in use of data to plan instruction at the school and classroom level

## Two important uses of student data

1. School level planning involves identifying needs for materials, personnel, time – takes place in spring or early summer-has budget implications





## Budgeting for Success

# Points of Maximum Impact and Leadership Focus in Successful Reading First Schools

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2. Be sure school-level assessment plan is working, and provide leadership in use of data to plan instruction at the school and classroom level

## Two important uses of student data

1. School level planning involves identifying needs for materials, personnel, time – takes place in spring or early summer-has budget implications
2. Provide leadership for the use of data to make adjustments and increase power of instruction for those who need it –attend important data meetings



Successful schools use data effectively

# Points of Maximum Impact and Leadership Focus in Successful Reading First Schools

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3. Provide powerful interventions to students who need them for as long as they need them
  - A. Developing a school schedule that allows sufficient time for interventions





# Schedule Video

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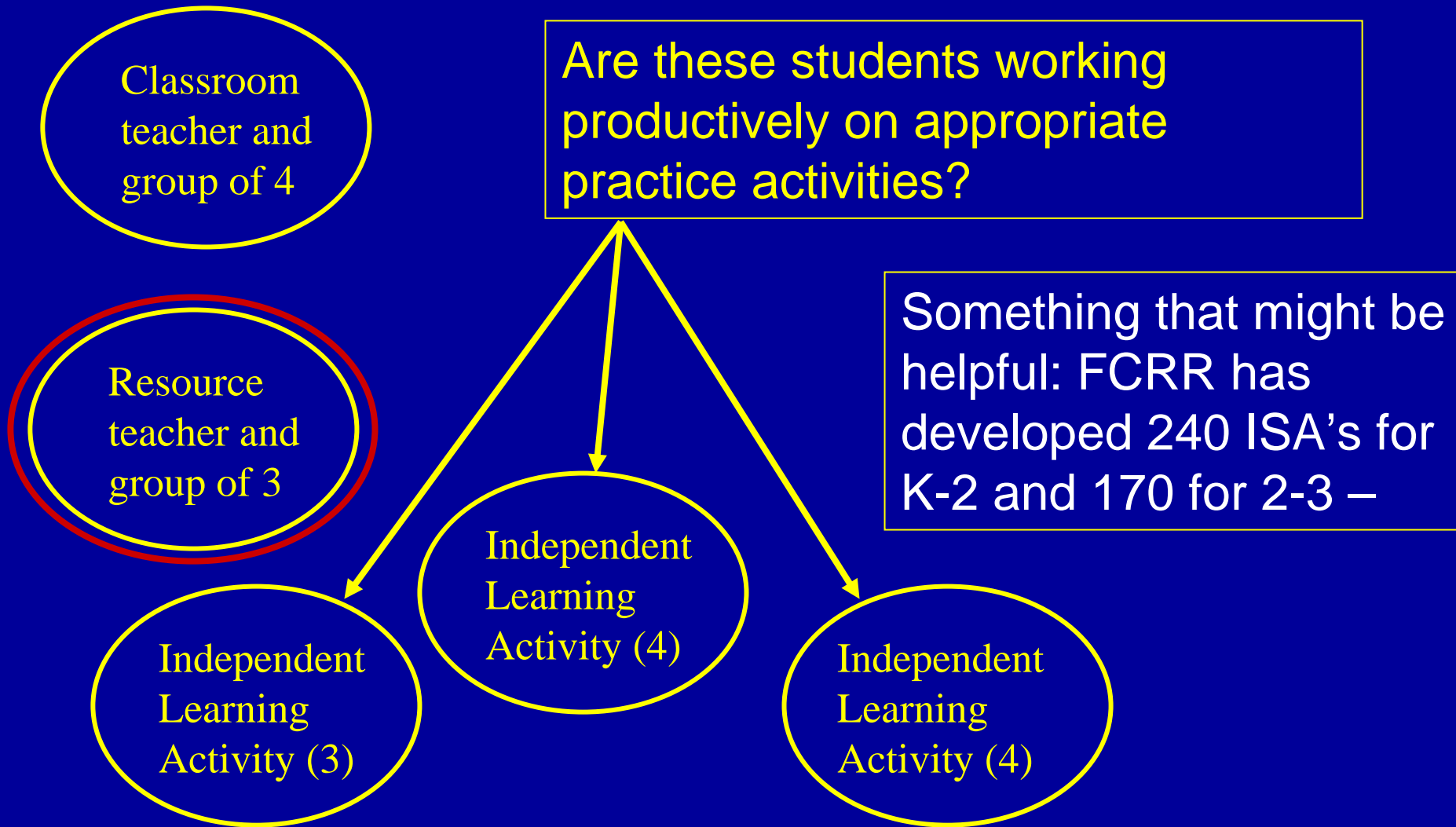


# Example of Staggered Reading Blocks with "Walk and Read"

Team	Reading	Writing	Math	Science /SS	Special Area	Lunch
K	8:45-10:30	10:30-11:30	1:35-2:35	12:15-12:50	12:50-1:35	11:30-12:15
1	8:45-10:30	12-1	1-2	2-2:30	11:15-12	10:30-11:15
2	10:30-12:15	9:45-10:30	8:45-9:45	1:15-1:40	1:40-2:25	12:30-1:15
3	10:30-12:15	9:30-10:30	1-2	2-2:30	8:45-9:30	12:15-1
4	12:45-2:30	8:45-9:35	10:20-11:20	11:20-11:55	9:35-10:20	11:55-12:40
5	12:45-2:30	9:45-10:25	8:45-9:45	11:50-12:35	10:25-11:10	11:10-11:50

# Organization of a classroom during small group instruction

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# One principal's comments about scheduling interventions during the small-group time of the reading block

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- 1) reduced student travel time to intervention classes
- 2) increased coordination between the regular classroom and intervention teacher
- 3) provided additional learning opportunities for the regular classroom teacher who is able to occasionally observe the intervention teacher working with a group of struggling readers

# Points of Maximum Impact and Leadership Focus in Successful Reading First Schools


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3. Provide powerful interventions to students who need them for as long as they need them
  - A. Developing a school schedule that allows sufficient time for interventions
  - B. Identifying or providing sufficient personnel to deliver the intervention instruction
  - C. Providing appropriate programs and materials to support the intervention instruction
    - Will need something for early reading accuracy-phonics
    - Will need something for fluency growth
    - Will also likely need a supplement for vocabulary

# Points of Maximum Impact and Leadership Focus in Successful Reading First Schools

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  - A. Developing a school schedule that allows sufficient time for interventions
  - B. Identifying or providing sufficient personnel to deliver the intervention instruction
  - C. Providing appropriate programs and materials to support the intervention instruction
  - D. Oversight, energy, follow-up – use data meetings to ask about students, make decisions to increase support, etc.



**A PRINCIPAL'S GUIDE TO  
INTENSIVE READING INTERVENTIONS  
FOR STRUGGLING READERS IN  
EARLY ELEMENTARY SCHOOL**

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Guidance on essential procedures for implementing effective interventions with young children

<http://www.centeroninstruction.org/files/Principals%20guide%20to%20intervention.pdf>

Obtain copy at:

[http://www.fcrr.org/  
Interventions/pdf/teachingAllStudentsTo  
ReadComplete.pdf](http://www.fcrr.org/Interventions/pdf/teachingAllStudentsToReadComplete.pdf)

Or,

Go to [www.fcrr.org](http://www.fcrr.org)

Click on  
Interventions for  
struggling readers  
(in right column)

You will see the title  
of the document



## Teaching All Students to Read: Practices from *Reading First* Schools With Strong Intervention Outcomes

Complete Report



Elizabeth Crawford and Joseph Torgesen

Evidence from one school that we can do substantially better than ever before

School Characteristics:

70% Free and Reduced Lunch (going up each year)

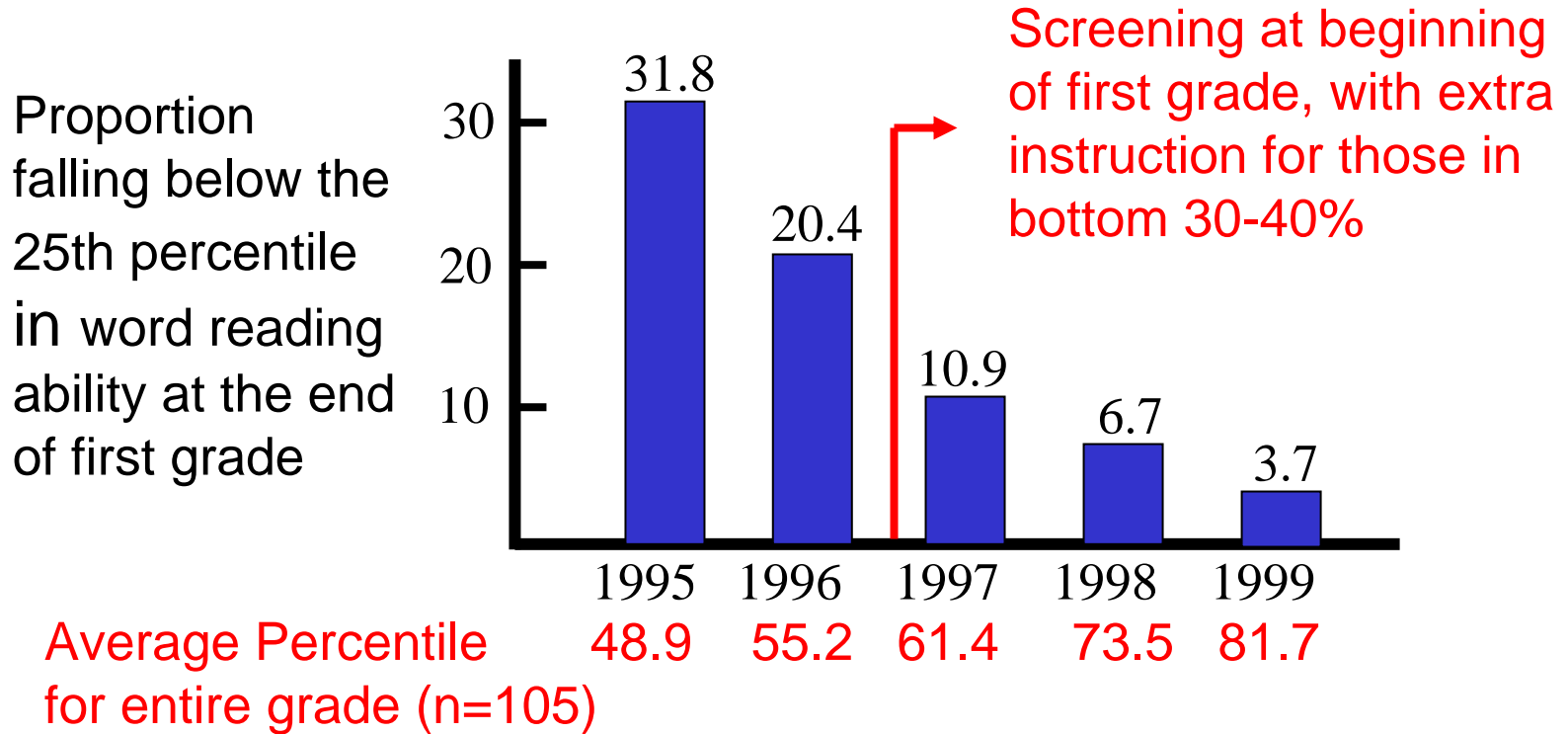
65% minority (mostly African-American)

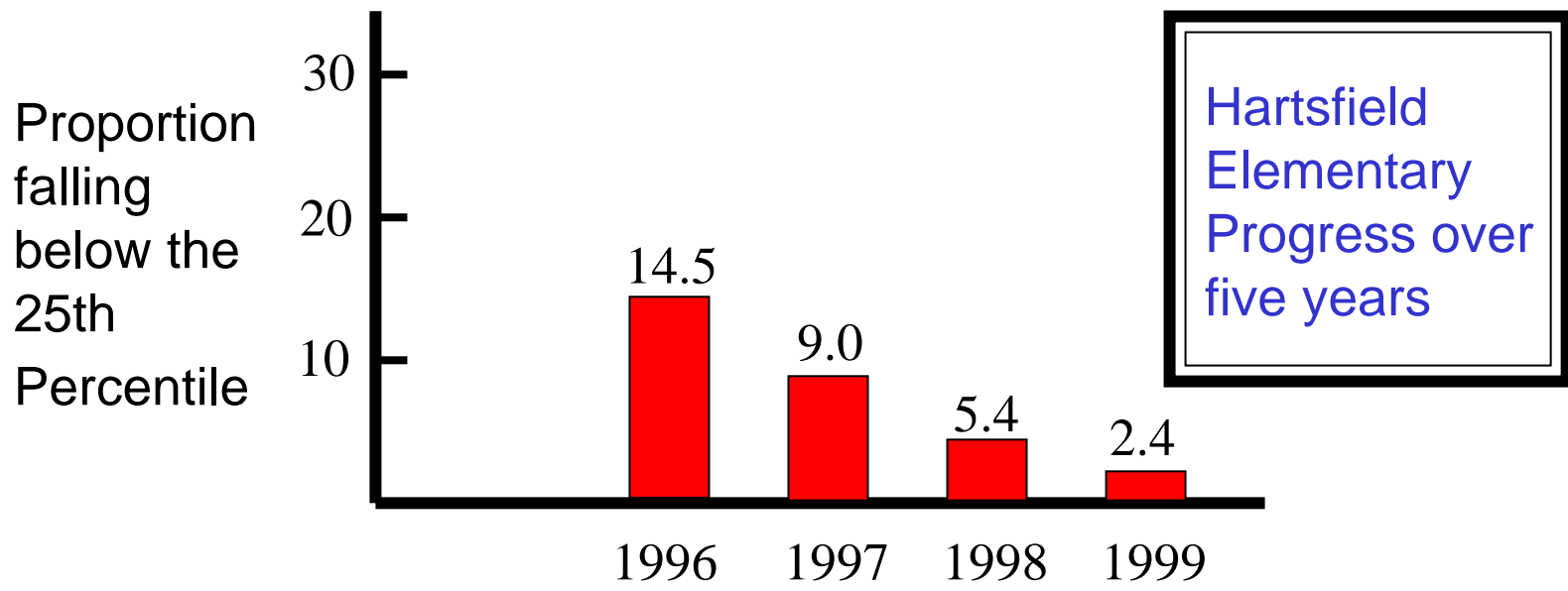
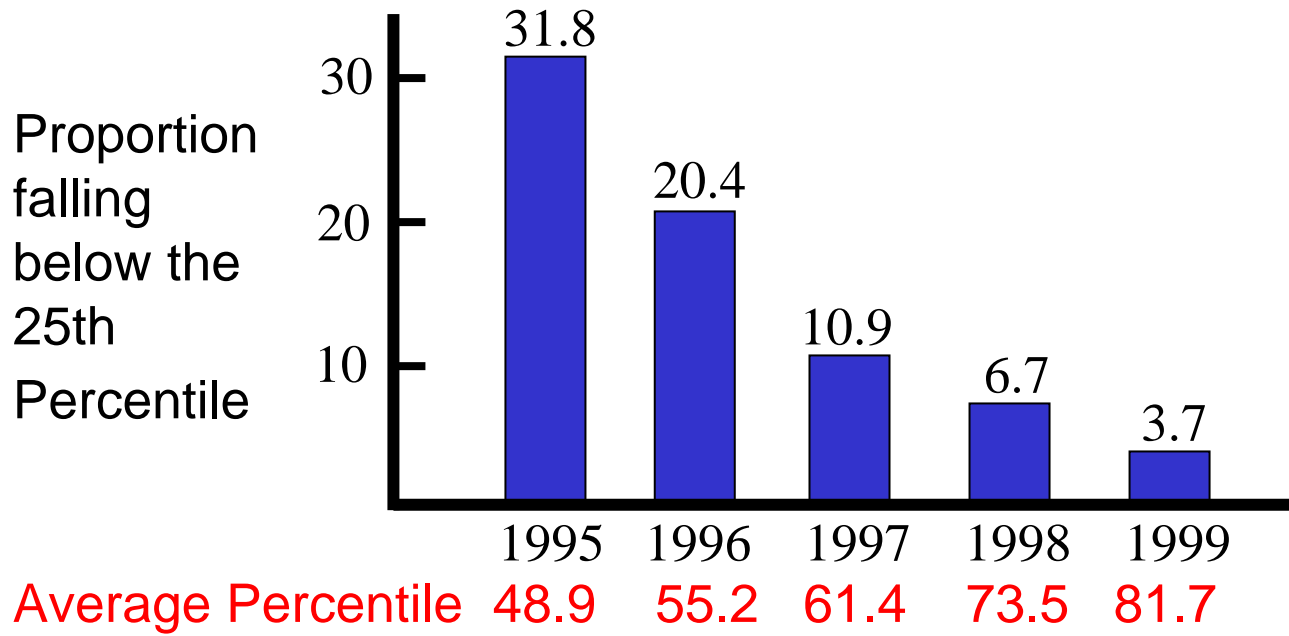
Elements of Curriculum Change:

Movement to a more balanced reading curriculum beginning in 1994-1995 school year (incomplete implementation) for K-2, then improved implementation in 1995-1996

Implementation in Fall of 1996 of screening and more intensive small group instruction for at-risk students

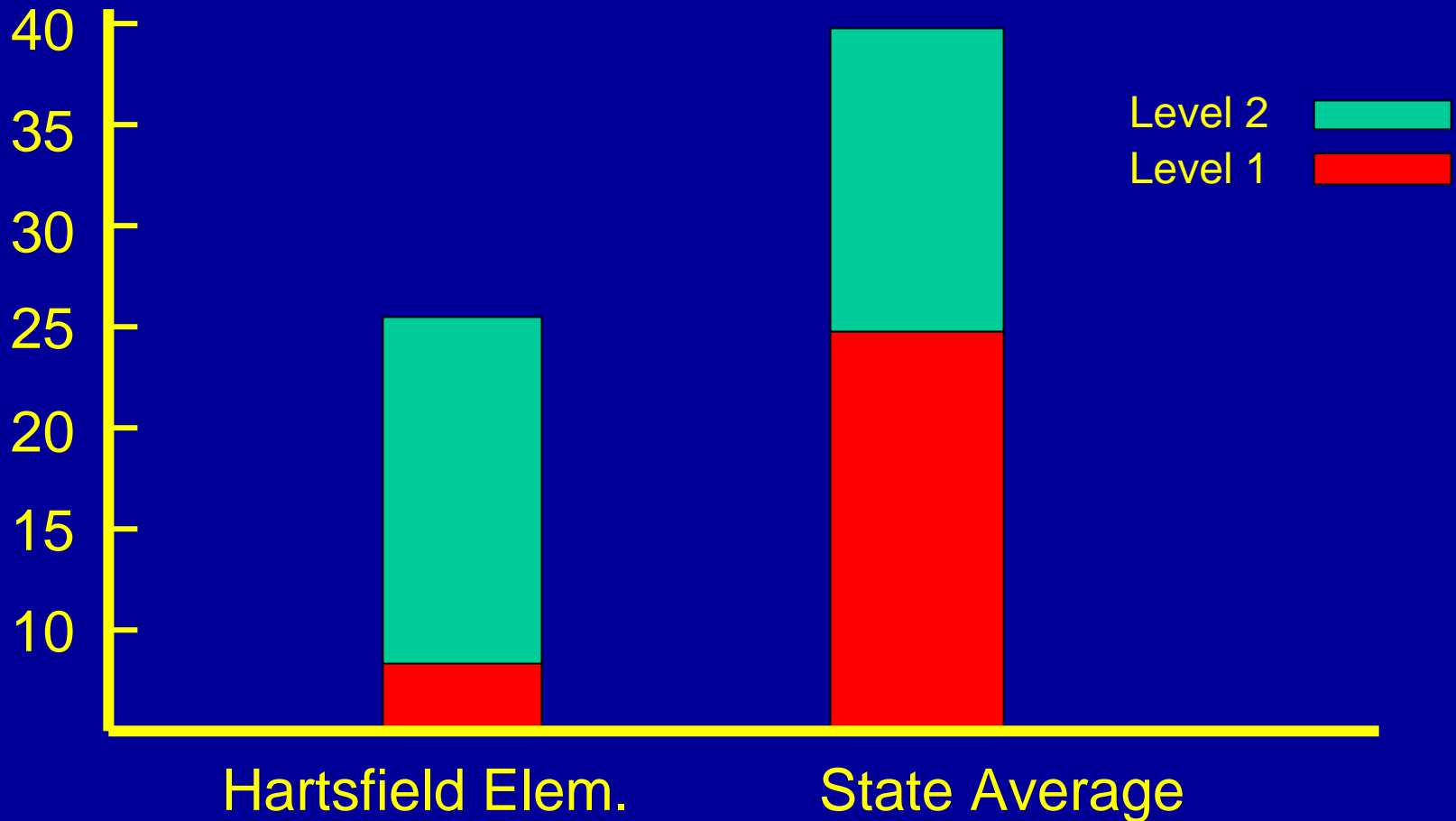
# Hartsfield Elementary Progress over five years







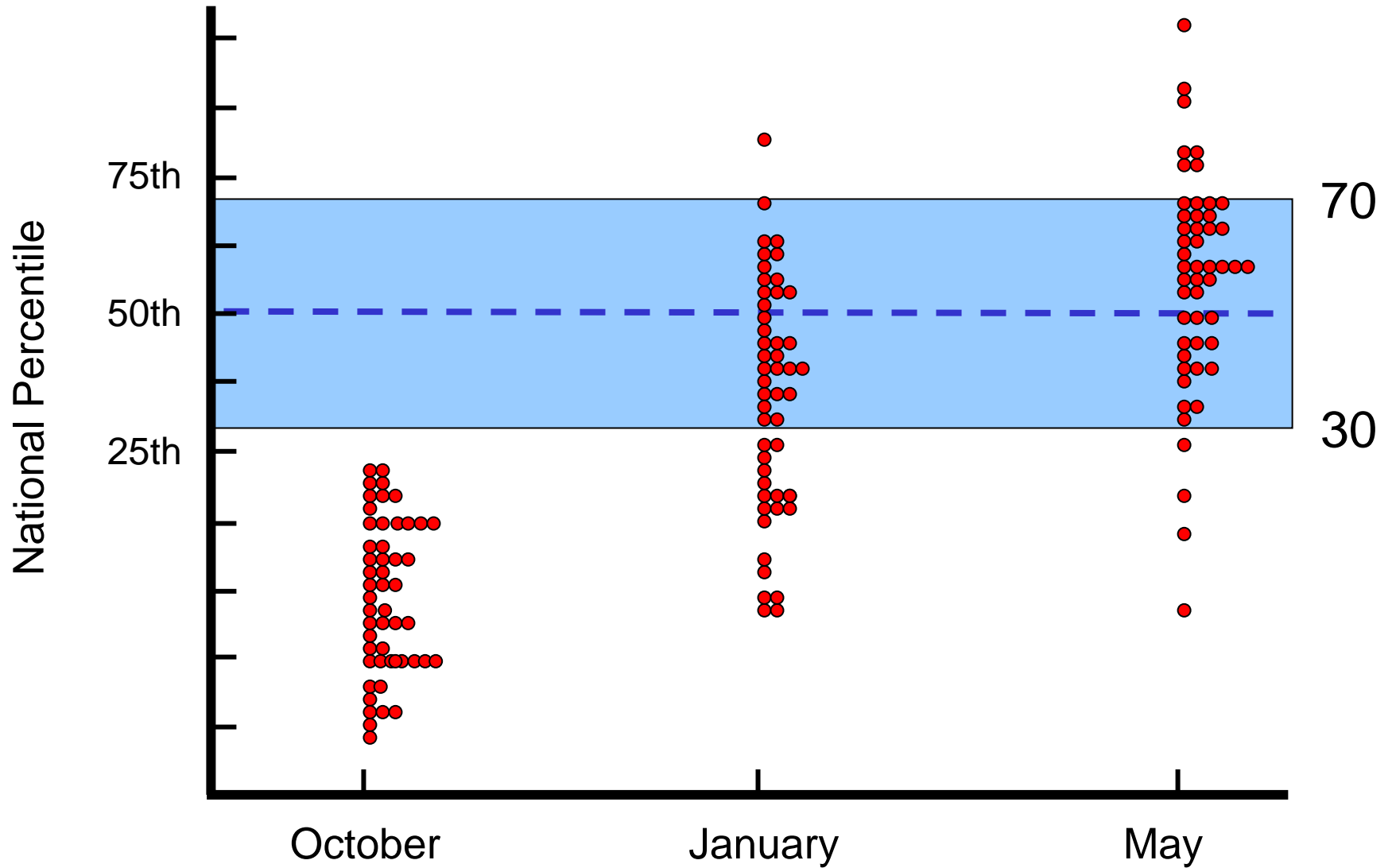
# FCAT Performance in Spring, 2003



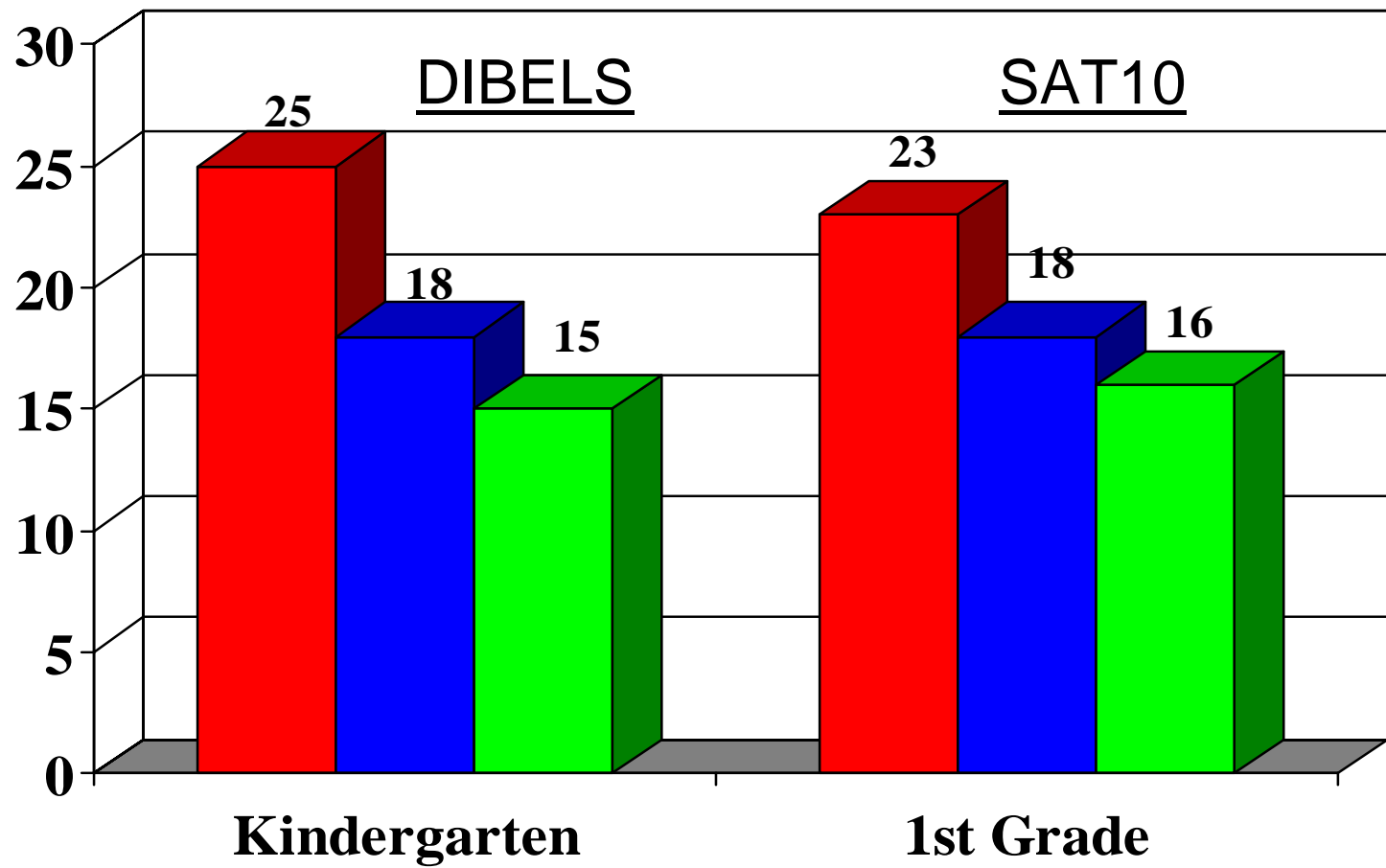
## Design of Study in which intervention occurred

1. Most “at risk” first graders from five elementary school - PPVT above 70
2. Instruction provided in 45 min. sessions every day from October through May in groups of 3 or 5 by experienced teachers or well-trained paraprofessionals
3. Used a structured (scripted) reading program that contained instruction and practice in phonemic awareness, phonics, fluency, and comprehension
4. Used a number of methods to achieve fidelity of implementation
  - 3 days of initial training
  - Weekly supervisory visits
  - Monthly inservice (3 hours)

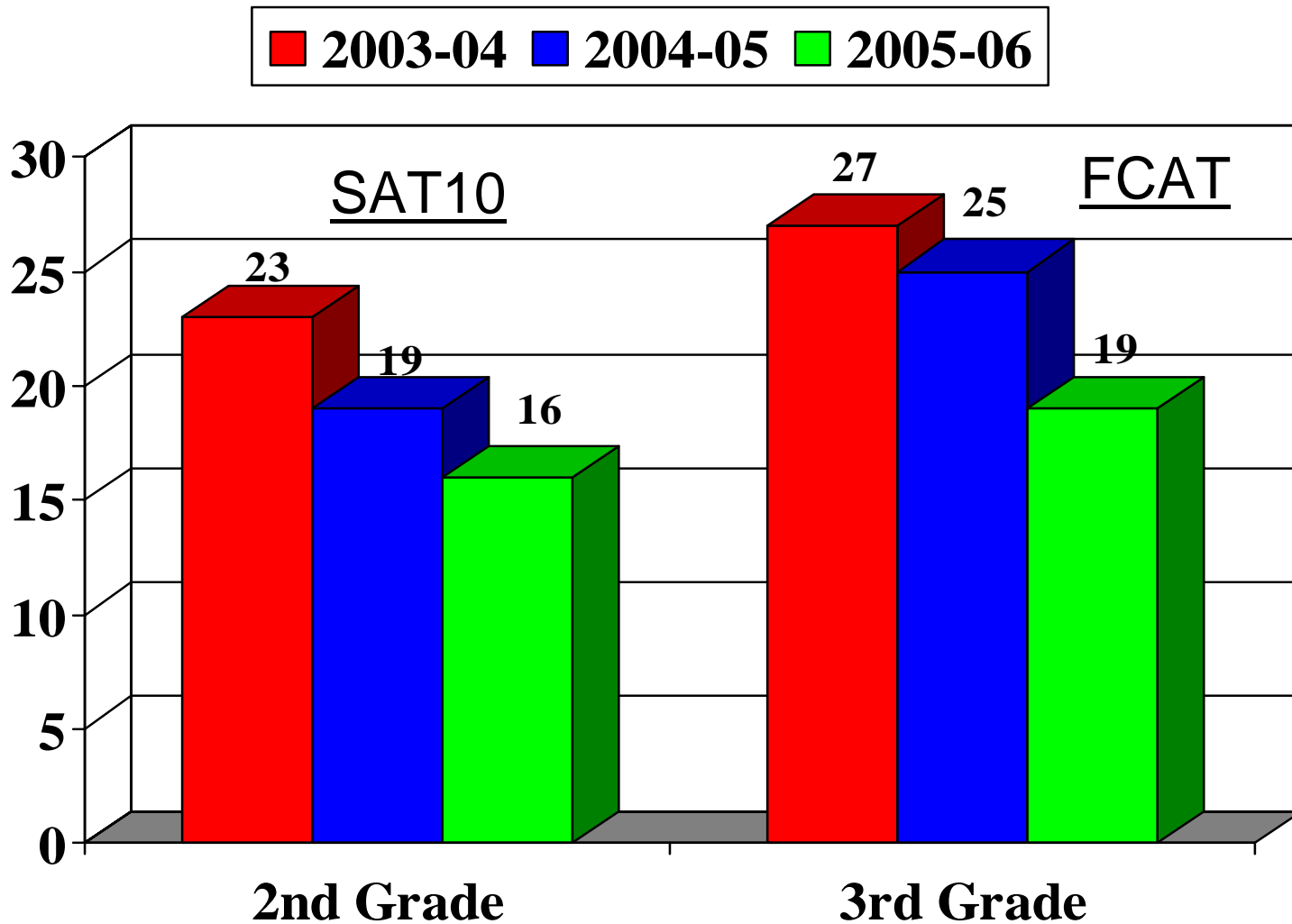
# Growth in Word Reading Ability



2003-04 2004-05 2005-06



Changes in percent of students with serious reading difficulties from end of first year to end of third year in 318 Reading First Schools



Changes in percent of students with serious reading difficulties from end of first year to end of third year in 318 Reading First Schools

## Changes in % identified as learning disabled across time in RF schools

<u>Cohort 1</u>	<u>0304</u>	<u>0405</u>	<u>0506</u>
Kindergarten	2.1%	1.5%	.4%
1 <sup>st</sup> Grade	4.9%	3.5%	1.6%
2 <sup>nd</sup> Grade	7.4%	5.9%	3.5%
3 <sup>rd</sup> Grade	10.4%	8.8%	6.0%

## Conclusion:

The goal we are pursuing is very challenging:

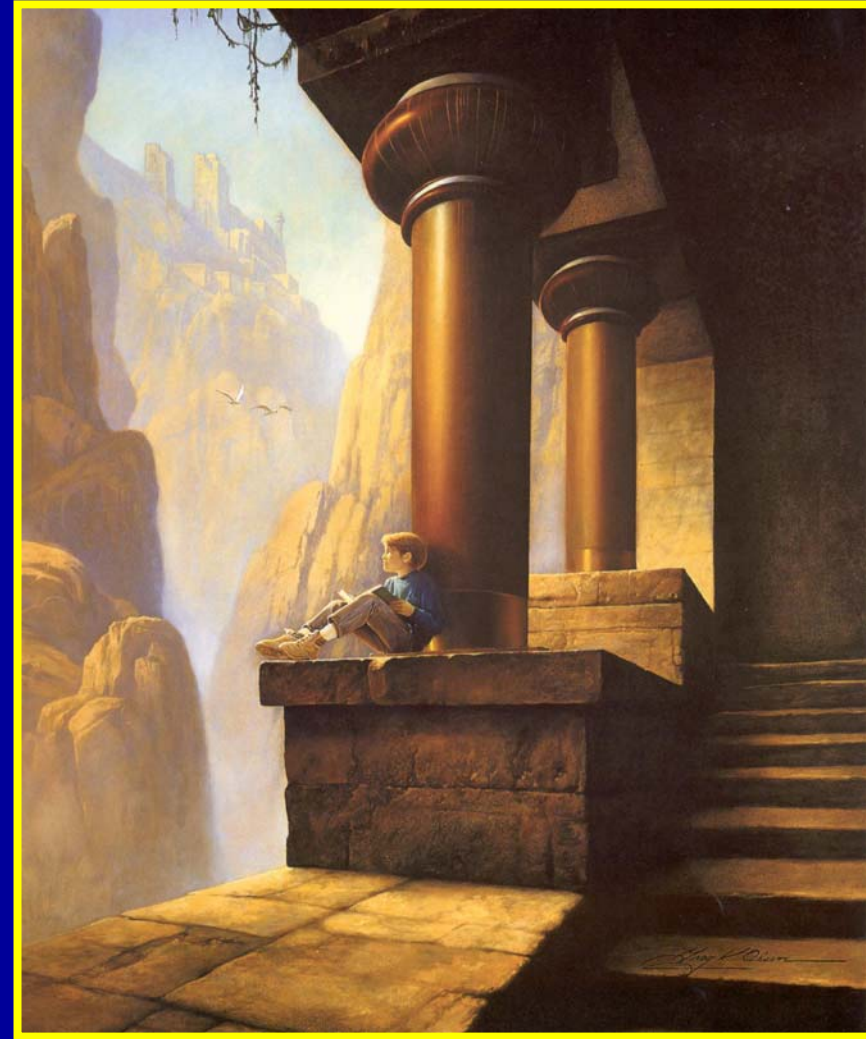
### It will require:

More effective school leadership

Consistent, high quality professional development for teachers

More effective instruction by every teacher

More focused allocation of school resources, and perhaps more resources in the end



But there is no question that the goal is critically important



A reason for working toward continuous improvement.....



Thank  
You