Intensive Instruction for Middle School/High School

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Intensive Instruction

Agenda

• Who needs it?
• What instruction is needed?
• How to structure the reading block.
• Possible strategies including use of technology for extra practice
Intensive Instruction

Who needs it?

• What does a struggling middle/high school reader look like?
  - Unable to read text fluently
  - Cannot fully comprehend
  - Lack of motivation
  - Unable to decode
Before Reading

**Good Readers**
- Think about what they already know about a topic
- Know the purpose of their reading
- Are motivated to begin
- Have a sense of what they will learn

**Poor Readers**
- Begin to read without thinking about the topic
- Do not have a clear purpose for reading
- Lack interest and motivation to begin
- Have little sense of what they will learn
# During Reading

<table>
<thead>
<tr>
<th><strong>Good Readers</strong></th>
<th><strong>Poor Readers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay attention to words and meaning at the same time</td>
<td>Focus too much on individual words and miss the big ideas</td>
</tr>
<tr>
<td>Read fluently</td>
<td>Read slowly</td>
</tr>
<tr>
<td>Concentrate while reading</td>
<td>Have difficulty concentrating especially during silent reading</td>
</tr>
</tbody>
</table>
During Reading

**Good Readers**
- Use efficient strategies to figure out new words and confusing parts of the text
- Monitor their own comprehension
- Stop to repair faulty comprehension

**Poor Readers**
- Are not skilled in applying word reading strategies and are easily defeated by difficult words or confusing parts
- Lack efficient strategies for monitoring their own comprehension
- Seldom stop to repair faulty comprehension
After Reading

**Good Readers**
- Understand how pieces of information fit together
- Easily identify what is important
- Want to read more

**Poor Readers**
- Have difficulty seeing connections
- Focus on unimportant points
- Find reading unpleasant
Four Types of Learners
(Kame‘enui and Simmons, 2000)

• Advanced
• Benchmark
• Strategic
• Intensive
Strategic

- 30th to 49th percentile (on FCAT)
- Gaps in skills and knowledge
- 1-2 years behind
- Can read but not with depth
- Does not apply him/herself and may appear unmotivated
- Content area work may be challenging
- May not complete homework
Intensive

- Below the 30th percentile (on FCAT)
- Low performing
- Limited reading skills
- Frustrated and unmotivated
- Behavior and absentee problems
- Cannot do content area work
- Does not turn in homework
Assessment

Level 1 or 2 on FCAT

• Who needs intensive instruction?
• Who needs close monitoring?
• Who will be placed in intensive reading?
Assessment

Progress Monitoring
ORF, Computer-based or Core program assessments, GMRT, TOSWRF, TOWRE, CBM, GRADE, DRA, Lexia CRT

• How are interventions working?
• Who needs extra support?
• How should groups be formed?
• Which skills need to be emphasized?
Assessment

Diagnostic

CTOPP, DAR, GMRT, GORT-IV, TOWK, GRADE, Lexia CRT, EVT, SDRT, WDRB, WRMT, TOWRE, PPVT-III

• What are a student’s strengths?
• What are a student’s weaknesses?
• Are other students exhibiting similar profiles?
Assessment

Outcomes
FCAT/NRT

• Have we accomplished our goals for a student? A class? A district?
• What are things to change next year? To continue?
Level 1 or 2 on FCAT

Progress Monitoring

Diagnostic Assessments
Who Needs Intensive Reading Instruction?

- Any middle or high school student at Level 1 or Level 2 on the FCAT
- Any student in grades 11-12 who has not passed the FCAT
What instruction is needed?

**Strategic Learners**

- Regular core program (usually 2 periods in middle school) with added support class
- Targeted intervention
- Separate reading intervention of 1-2 periods
- Progress monitoring every 3-5 weeks
What instruction is needed?

**Intensive Learners**

- Separate intensive intervention of at least 2 hours
- Frequent progress monitoring
- Explicit, systematic and direct instruction
Effective Intensive Reading Programs

Motivation
Decoding skills
Fluency
Vocabulary
Comprehension
Effective Reading Instruction

• “Reading instruction effectiveness lies not with a single program or method but, rather, with a teacher who thoughtfully and analytically integrates various program, materials, and methods as the situation demands.”

• (Duffy & Hoffman)
Effective Intensive Reading Programs

- Explicit
- Systematic
- Instructional routines which include explicit instruction, modeling, guided practice, student practice and application with feedback, and generalization
- Initial instruction in group areas of weakness
- Differentiated instruction and small group instruction
- Ongoing progress monitoring and flexible grouping
Effective Intensive Reading Programs

- Taught by a highly qualified instructor
- Uses Scientifically-Based Reading Programs, Materials, and Strategies
- No less than 90 minutes of uninterrupted time daily
- Reduced student to teacher ratio
The Florida Center for Reading Research (FCRR) has established a review process for analyzing reading curricula and materials available for use in Florida. Please read the reports carefully. We have organized them such that a single report may be located under more than one category. You may also view an alphabetical listing or a summary table of FCRR Reports.

A Reader's Guide to FCRR Reports

This important one page document describes the purpose, content, and process of FCRR Reports.

Tier 3 Intervention Programs

Florida students who have been retained two times in third grade (Tier 3) are in need of instruction that is more intensive, more explicit, more systematic, and more motivating than instruction they have previously received. This section provides lists of programs that have been reviewed by FCRR and considered appropriate to be implemented with these students.

Frequently Asked Questions About FCRR Reports

This section contains a list of frequently asked questions and answers concerning FCRR Reports.

Information About Methods for Reviewing Materials and Programs

This section contains important information for school districts to consider when making decisions about instructional materials and programs.
Summary Table for FCRR Reports

Please note that FCRR Reports are prepared in response to requests from teachers and other school personnel for review of specific materials. The reports are intended to be informational and factual. We hope that these reports will be helpful to teachers, principals, and district personnel in their choice of materials for use in the classroom. Whether or not a product has been reviewed does not constitute endorsement or lack of endorsement by the FCRR.

Specific information can be found at the bottom of the table or by rolling the mouse over each category within the table.

<table>
<thead>
<tr>
<th>Program</th>
<th>Type of Program</th>
<th>Grade Reviewed</th>
<th>Reading Component</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Accelerated Literacy Learning (ALL)</td>
<td>2</td>
<td>1</td>
<td>+++</td>
<td>a, d, i, m</td>
</tr>
<tr>
<td>Accelerated Reader</td>
<td>2, 3</td>
<td>K-12</td>
<td>n/a, n/a</td>
<td>d, e</td>
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<tr>
<td>Breakthrough to Literacy</td>
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<td>K-2</td>
<td>++ ++ ++ +++</td>
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<tr>
<td>Classworks</td>
<td>2, 3, 5</td>
<td>K-8</td>
<td>+ + n/a +</td>
<td>m</td>
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<tr>
<td>Compass Learning Odyssey Reading</td>
<td>2, 3</td>
<td>K-12</td>
<td>++ ++ ++ +++</td>
<td>n</td>
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<tr>
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<td>2, 5</td>
<td>4-12</td>
<td>+++</td>
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<tr>
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<td>K-3</td>
<td>+++</td>
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<tr>
<td>Early Success</td>
<td>2</td>
<td>1-2</td>
<td>++ ++ ++ +++</td>
<td>m</td>
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<td>Fast Track</td>
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<td>K-3</td>
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<td>Great Leaps</td>
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<td>2, 3, 4, 5</td>
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<td>+ + + n/a ++</td>
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<td>K-1</td>
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<td>a, b, c, d, f</td>
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</table>
Key: Summary Table for FCRR Reports

- **Type of Program**
  1 = Core Reading Program
  2 = Supplemental or Intervention Program
  3 = Technology-Based Program
  4 = Program that may be implemented by a tutor or mentor
  5 = Intervention or Remedial Program for students above third grade

- **Reading Component** (PA = Phonemic Awareness, P = Phonics, F = Fluency, V = Vocabulary, C = Comprehension)
  + = some aspects of this component taught and/or practiced
  ++ = most aspects of this component taught and/or practiced
  +++ = all aspects of this component taught and/or practiced
  n/a = Not Addressed in this program. In other words, this element of reading is not a goal of this program.

- **Special Considerations**
  a. explicit
  b. systematic
  c. student materials aligned
  d. ample practice opportunities provided
  e. practice only
  f. oral language only
  g. phonemic awareness and phonics program
  h. phonics program
  i. fluency program
  j. vocabulary program
  k. comprehension program
  l. extensive professional development required
  m. expertise required to make informed curriculum decisions
  n. extensive organization of materials required
  o. school-wide implementation required
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Core Reading Programs
A Comprehensive Reading Program is intended to be the initial instructional tool used to guide high quality instruction in K-3 classrooms.

Supplemental and Intervention Programs
These materials are intended for flexible use as part of differentiated instruction or as interventions that meet student learning needs in specific areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Most students can benefit from the extra practice provided by Supplemental Programs. Other students will need an Intervention Program that guides more intensive instruction.

Technology-Based Programs
Programs that use technology to support instruction.

Programs that may be Implemented by Tutors or Mentors
These materials may be appropriate for Volunteers (Tutors or Mentors) to implement. It is important to note that training and supervision are critical components for successful student outcomes.

Intervention and Remedial Programs for Students Above Third Grade
These materials can be used to guide instruction for students who are lagging behind in reading.

Pre-Kindergarten Programs
These materials are intended to support literacy instruction for children in Pre-K classrooms.

Professional Development
These materials and procedures focus mainly on professional development to improve the knowledge and skills of teachers and other school personnel in the area of reading instruction. Ongoing professional development is essential to the long term success of any reading program.

Summary Tables of FCRR Reports
These tables provide summaries of our FCRR Reports. Educators are encouraged to read the full report to determine which programs best fit the needs of their students.
Effective Intensive Reading

Fluency

- Part of daily lesson
- Focus on accuracy, rate, and prosody
- Routines that include goal setting to measure and increase word-level fluency instruction and practice, reading accuracy and passage rate, teacher or peer feedback, and timed readings
- Fluency assessed regularly/daily
- Research-based strategies including repeated readings, peer reading, tape-assisted reading, choral reading, student-adult reading
Effective Intensive Reading

Vocabulary

- Systematic and explicit instruction in morphemic analysis
- High level terminology used in the classroom
- Ample activities to provide practice
- Opportunities for wide independent reading
- Repeated exposure to vocabulary in many contexts
- Limited number of words selected for robust, explicit vocabulary instruction
- Important, useful, and difficult words taught
- Student friendly explanations as well as dictionary definitions used
- Direct and indirect vocabulary instruction
- Computer technology
Effective Intensive Reading

Comprehension

• Monitoring/metacognition
• Multiple strategies
• Cooperative learning groups
• Opportunities to answer and generate questions
• Graphic and semantic organizers, including story maps
• Ample opportunities to engage in discussions relating to the meanings of text
• Narrative and expository text on independent and instructional levels
• Prior knowledge activation
• Before, during, and after reading comprehension strategies emphasized
Effective Intensive Reading

Comprehension

- Strategies applied for authentic purposes using appropriate text
- Strategy instruction cumulative
- Frequent opportunities to discuss story elements and compare stories
- Elements of story grammar used
- Summarization strategies taught
- Main idea strategies taught
- Opportunities to interpret information from charts, graphs, tables, and diagrams and connect them to text
Effective Intensive Reading

Phonics

- Explicit instruction in the use and weaknesses of context clues to determine word identity
- Explicit instruction in the meanings of roots and affixes to analyze the relationship of spelling to meaning of complex words
- Opportunities to read multisyllabic words daily.
Effective Intensive Reading

Phonemic Awareness

- Multisensory articulation
  - Mirrors-visual
  - Kinesthetic-feeling throat
  - Phonemic rehearsal-letter formation
  - Chunking-phonemic rehearsal-matching sound to print...phonics support
Effective Intensive Reading

Motivation

- Student selection of books
- Clear content goals
- Group activities
- Personal learning goals
- Immediate feedback on reading progress
How to structure a 90 minute Intensive Reading Block
Whole Class Instruction

Supplemental Reading program
Explicit and scaffolded modeling of differentiated strategies
Focus on comprehension, vocabulary, and fluency

25 minutes
Literacy Stations

60 minutes

Word Work

Small Group Teacher-Led Instruction

Computer

Fluency

Reading Practice
Small Group Teacher-Led Instruction

- Differentiated instruction
- Reading strategy instruction, application, and feedback
- Focus on 5 elements of reading
Word Work

• Morphemic Analysis: roots and affixes
• Vocabulary
• Decoding
• Making words
Fluency

• Timed reading of word lists, sentences, passages
• Paired Reading
Reading Practice

- Books on Tape
- Independent Reading
- Buddy Reading
- Literature Circles
Computer

• Supplemental technology programs

• Using word processor to write summary of text
Cool Down/Wrap Up

• Read Aloud
• Homework assignment
• Quick review of strategy or previously introduced vocabulary

5 minutes
120 minute Intensive Reading Block

• can be structured in a similar way - be flexible

• 30 minute whole class instruction

• 3 – 30 minute literacy stations

• 4 – 20 minute literacy stations
Questions

• Who needs it?
• What instruction is needed?
• How to structure the reading block.
• Possible strategies including use of technology for extra practice.