Evidence Based Reading Instruction and Immediate Intensive Intervention

Marcia L. Grek, Ph.D.
Florida Center for Reading Research

Comprehensive System of Personnel Development
May 13, 2004
Goals for Today

1. Learn about the purpose, content, and process, for reviews of instructional materials conducted at FCRR.

2. Learn how to access FCRR’s web-based Reports and related resources.

3. Learn important factors to consider when selecting instructional materials that help accelerate learning for students who struggle with reading.

4. Learn about Immediate Intensive Intervention
Purpose of FCRR Reports

- To be a reliable resource for school districts as they make decisions about instructional materials
- To report the alignment of instructional materials to *Reading First* guidelines and the degree to which they are consistent with current scientifically based reading research (SBRR)
Content of FCRR Reports

- Description
- Alignment with Reading First
- Review of Research
- Strengths and Weaknesses
- Contact information of Florida districts that implement the program
- Link to the program’s website
- References
Content of FCRR Reports

• Description
  – Type of program: who, what, where, why
  – Materials
  – Instructional Design
  – Lesson Format
  – Assessment
Content of FCRR Reports

• Alignment with Reading First
  – How each component is addressed
  – Explicit and Systematic
  – Ample practice opportunities
  – Professional development
  – Use this as a “teaching tool” for our readers
  – Describe specific weaknesses or concerns
Content of FCRR Reports

- Review of Research
  - Instructional Content and Design
  - Empirical Research Summaries
- Strengths and Weaknesses
- Contact information of Florida districts that implement the program
- Link to the program’s website
- References
Content of FCRR Reports

• Is
  – Informational
  – factual

• Should not be construed as an
  – Advertisement
  – Endorsement
  – “Approved” product
Process for FCRR Reports

• Florida School districts request a review.
• A comprehensive review of teacher and student materials is conducted.
• A thorough literature review is conducted and all available research is gathered. This research is analyzed and succinctly summarized.
Process for FCRR Reports

• More information is gathered through
  – observations of the program in classrooms.
  – conference calls with principals and teachers who use the program.
  – meetings with the author/publisher.
  – the program’s website.
Curriculum Review Team
Members

• Collaborative effort by a review team with one team member taking the lead for each program.

• Former classroom teachers with Doctoral or Master’s Degree in Elementary, Special, or Reading Education.

• Experience teaching struggling readers, teaching reading methods courses at the university level, and developing reading curriculum.
Goals for Today

1. Learn about the purpose, content, and process, for reviews of instructional materials conducted at FCRR.

2. Learn how to access FCRR’s web-based Reports and related resources.

3. Learn important factors to consider when selecting instructional materials that help accelerate learning for students who struggle with reading.

4. Learn about Immediate Intensive Intervention
How to access FCRR Reports

1. Go to www.fcrr.org
2. Click on FCRR Reports
The Florida Center for Reading Research (FCRR) has been asked to establish 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 (e.g. Initial Instruction and Technology Resources).

**A Reader's Guide to FCRR Reports**

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

**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.
**FCRR Reports**

**Initial Instruction**
A Comprehensive Core Reading Program is intended to be the instructional tool used to guide high quality initial instruction in K-3 classrooms.

**Programs to provide interventions for children lagging behind**
These materials are intended for flexible use as part of differentiated instruction or as guides for additional interventions that meet student learning needs in specific areas of deficiency (phonemic awareness, phonics, fluency, comprehension, and vocabulary).

**Technology**
Programs that use technology to support instruction.

**Programs implemented by Tutors/Mentors**
These materials may be appropriate for Volunteers (Tutors or Mentors) to implement. It is important to note that training and supervision is a critical component for successful student outcomes.

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

**Interventions/Remedial Programs for students in grades 4-12**
These materials can be used to guide interventions for students in grade 4-12 who are lagging behind in reading.

**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.
Goals for Today

1. Learn about the purpose, content, and process, for reviews of instructional materials conducted at FCRR.
2. Learn how to access FCRR’s web-based Reports and related resources.
3. Learn important factors to consider when selecting instructional materials that help students who struggle with reading.
4. Learn about Immediate Intensive Intervention
What to Look for When Selecting Reading Programs: An Overview
Why be concerned with selecting reading programs?

• We have evidence that curriculum matters.
  – Instruction that’s guided by a systematic and explicit curriculum is more effective, particularly with at-risk learners, than instruction that does not have these features.

• Need excellent materials
• Teachers do not have time to develop materials
Characteristics of Scientifically Based Reading Programs

Instructional Content

Instructional Design

Empirical Evidence
Instructional Content = Ingredients
Instructional Content

• Core elements of scientifically based programs include explicit and systematic instruction in the following:
  – phonemic awareness
  – phonics
  – fluency
  – vocabulary
  – comprehension strategies
Phonemic Awareness

Phonemic awareness is the ability to hear, identify, and manipulate individual sounds in spoken words (Torgesen, 1998).
Phonemic Awareness

• Research
  – PA improves word reading, spelling, and comprehension
  – Poor readers who enter first grade with weak PA are most likely to be the poor readers in fourth grade

• Instruction
  – Auditory Activities
  – Needs to follow the developmental hierarchy of phonological awareness
Five Levels of Phonological Awareness

1. Rhyming & Alliteration
2. Sentence Segmenting
3. Syllable Blending & Segmenting
4. Onset-Rime Blending & Segmenting
5. Phoneme Blending & Segmenting
Phonics

An understanding of the alphabetic principle—the relationship between phonemes and graphemes.
Phonics Research

• “Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction” 
  (*Put Reading First*, p. 13).

• “Systematic and explicit phonics instruction significantly improves children’s reading comprehension” 
  (*Put Reading First*, p. 14).
Phonics Instruction

• Systematic: pre-specified sequence of letter–sound correspondences taught in a logical order
  • most common sounds taught first
  • progresses from simple to more complex
  • once a few letter sounds are learned, students are taught a decoding strategy
  • students apply recently learned phonics to reading connected text

• Explicit
  – taught directly (teacher modeling, providing guided practice, and independent practice)
Fluency

• The ability to read text
  – quickly,
  – accurately,
  – and with proper expression  

(NRP 2000).
Fluency Research

• “Repeated and monitored oral reading improves reading fluency and overall reading achievement”

(Put Reading First, p. 24).
Fluency Instruction

- Articulate the importance & provide modeling
- Reading Levels
- Monitor fluency progress
- Oral reading with feedback
- Variety of research based strategies
  - Repeated Readings, Timed, Partner

Florida Center for Reading Research (FCRR)
Vocabulary

• The knowledge of the meanings and pronunciation of words that are used in oral and written language.
Vocabulary Research & Instruction

- Can be developed
  - directly (teach important, difficult, and useful words)
  - indirectly

- Teach word learning strategies
  - How to use dictionaries and reference aids
  - How to use word parts to determine meaning of words
  - How to use context clues to determine meaning

- Provide multiple exposures to words
- Read aloud to students
- Encourage independent wide reading
Comprehension

- The ability to make sense of text and to monitor for understanding.
Comprehension Research

• “Text comprehension can be improved by instruction that helps readers use specific comprehension strategies.”

• “Effective comprehension strategy instruction is explicit, or direct.”

Put Reading First, pp. 49, 53
Comprehension Instruction

- Monitoring comprehension (promoting metacognition)
- Using graphic and semantic organizers – e.g., teaching the use of a Venn diagram to compare and contrast 2 characters from a story
- Main Idea
- Summarizing
- Text Structure
Instructional Content = Ingredients
Instructional Design = Recipe
Instructional Design

• Features of well-designed programs include:
  – explicit instructional strategies
  – coordinated instructional sequences
  – ample practice opportunities
  – aligned student materials
Explicit Instruction

1. Teacher Models and Explains

2. Teacher provides Guided Practice
   • Students practice what the teacher modeled and the teacher provides prompts and feedback

3. Teacher provides Supported Application
   • Students apply the skill as the teacher scaffolds instruction

4. Independent Practice
Coordinated Instructional Sequences

Phonological → Phonemic Awareness

Phonics
Fluency
Vocabulary
Comprehension Strategies
Coordinated Instructional Sequences

- **Phonemic Awareness:**
  - Students practice orally segmenting and blending words with /m/

- **Phonics:**
  - Students learn to connect /m/ with the letter m

- **Fluency & Comprehension:**
  - reading word lists that include words that have /m/ and other previously learned letter sounds
  - reading decodable passages (using repeated readings) that include many words with /m/

- **Spelling**
  - spelling words that include /m/ and other letter sounds previously learned
Ample Practice Opportunities

• Students are provided opportunities to apply what they have been taught in order to accomplish specific reading tasks.
• Should follow in a logical relationship with what has just been taught in the program.
• Once skills are internalized, students are provided with opportunities to independently apply previously learned information.
Aligned Student Materials

• The content of student materials (texts, activities, homework, manipulatives, etc.) work coherently with classroom instruction to reinforce the acquisition of specific skills in reading.

• Student aligned materials include a rich selection of coordinated materials at various readability levels to help build skills through practice.
Examples of Aligned Student Materials

– If students are taught specific letter-sound relationships, they should have the opportunity to practice applying that knowledge to decoding words in text. Instruction should support the kind of reading practice students are assigned.

– If students are taught specific vocabulary words, they should have the opportunity to read materials containing those words, or engage in writing activities that apply those words in sentences or paragraphs.
# Scientifically Based Reading Programs

## Instructional Content
- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

## Instructional Design
- Explicit Instructional Strategies
- Coordinated Instructional Sequences
- Ample Practice Opportunities
- Aligned Student Materials

## Ingredients

![Ingredients Image]

## Recipe

![Recipe Image]
• Reading programs can make a valuable contribution to raising the reading achievement of at-risk students, however…
Reading Programs PLUS

LEADERSHIP

EFFECTIVE INSTRUCTION

ASSESSMENT

PROFESSIONAL DEVELOPMENT

SCIENTIFICALLY BASED READING PROGRAMS
Delicious Chocolate Cake!
Happy, independent, fluent readers!
Goals for Today

1. Learn about the purpose, content, and process, for reviews of instructional materials conducted at FCRR.
2. Learn how to access FCRR’s web-based Reports and related resources.
3. Learn important factors to consider when selecting instructional materials that help accelerate learning for students who struggle with reading.
4. Learn about Immediate Intensive Intervention
• Congress recently passed the *No Child Left Behind Act*. Part of that law authorized spending approximately 5 Billion dollars over the next six years to improve reading instruction in grades k-3. This is called the *Reading First* Initiative.

• The goal of Reading First: Every child in America reading at grade level by the end of grade three within 12 years.
Reading First’s model for preventing reading failure in grades K-3: Three big Ideas

1. Increase the quality and consistency of instruction in every K-3 classroom. Provide initial instruction that is appropriate to the needs of the majority of students in the class.

2. Conduct timely and valid assessments of reading growth to identify struggling readers.

3. Provide high quality, intensive interventions to help struggling readers catch up with their peers.
$5 + 3 + ii + iii = \text{NCLB}$

5  Five **skills** on which early reading instruction should focus

3  Three types of **assessment** to guide instruction
   Screening
   Progress monitoring
   Diagnosis

ii  High quality **initial instruction** is critical

iii **Immediate intensive interventions** for children lagging behind in the growth of critical reading skills
What are the areas most likely to require iii for students in RF schools?

Three main reasons children struggle in learning to read (NRC report)

1. Lack of preparation, or lack of talent that interferes with ability to understand the alphabetic principal (phonics) and learn to read words accurately and fluently

2. Lack of preparation, or lack of talent in the general verbal domain (i.e., vocabulary) that limits comprehension of written material

3. Low motivation to learn or behavior problems that interfere with learning in the classroom
A central problem in reading instruction arises, not from the absolute level of children’s preparation for learning to read, but from the diversity in their levels of preparation (Olson, 1998)
Diversity in Preparation and Ability for Learning to Read

Diversity of Educational Response

100

30 70
Diversity in Preparation and Ability for Learning to Read

Diversity of Educational Response

1 | 100

1 | 70

30
Classroom Organization: Learning Centers for differentiated groups

- **Teacher-Led Center**
  - Small group instruction
    - Teaching “on purpose”
    - Careful observation of individual students
    - Addresses particular individual needs
    - Opportunities for responsive scaffolding

- **Student Centers**
  - Academically engaged
  - Accountability
  - Group, Pair, Cooperative, Individual
The consensus view of most important instructional features for interventions

Interventions are more effective when they:

Provide **systematic** and **explicit** instruction on whatever component skills are deficient.

Provide a significant increase in **intensity** of instruction.

Provide ample opportunities for guided practice of new skills.

Provide systematic cueing of appropriate strategies in context.

Provide appropriate levels of scaffolding as children learn to apply new skills.
Do the relatively specific instructional program recommendations in Reading First mean that the federal government is advocating a “one size fits all” approach to instruction?

Absolutely Not!
• We all know that children vary enormously from one another in their instructional needs.

• To be most effective, instruction must be adapted to the needs of individual children.
• One child may require extra instruction in phonemic awareness and phonics to get a good start in reading.

• Another child might require extra instruction in vocabulary.

• Another child may come to school with strong phonemic awareness and letter knowledge, and may require very little instruction in phonics to begin reading to build fluency.

• Another child may know very little about letters and sounds upon school entry, and may require special instructional support in this area for some time.

• Still other children will require extended practice to develop reading fluency.
Interventions should be organized in tiers:

- TIER I
- TIER II
- TIER III

- Layers of intervention responding to student needs
- Each tier provides more intensive and supportive intervention
- Aimed at preventing reading disabilities
TIER I: Core class instruction

- TIER I is comprised of three elements:
  1. Core reading program
  2. Benchmark testing of students to determine instructional needs at least three times a year
  3. Ongoing professional development
<table>
<thead>
<tr>
<th>Focus</th>
<th>For all students in K through 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Scientific-based reading instruction and curriculum emphasizing the five critical elements of beginning reading</td>
</tr>
<tr>
<td>Grouping</td>
<td>Multiple grouping formats to meet student needs</td>
</tr>
<tr>
<td>Time</td>
<td>90 minutes per day or more</td>
</tr>
<tr>
<td>Assessment</td>
<td>Benchmark assessment at beginning, middle, and end of the academic year</td>
</tr>
<tr>
<td>Interventionist</td>
<td>General education teacher</td>
</tr>
<tr>
<td>Setting</td>
<td>General education classroom</td>
</tr>
</tbody>
</table>
TIER II: Supplemental instruction

- Tier II is small-group supplemental instruction in addition to the time allotted for core reading instruction.

- Tier II includes programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier I.
<table>
<thead>
<tr>
<th><strong>Focus</strong></th>
<th>For students identified with marked reading difficulties, and who have not responded to Tier I efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program</strong></td>
<td>Specialized, scientifically based reading program(s) emphasizing the five critical elements of beginning reading</td>
</tr>
<tr>
<td><strong>Grouping</strong></td>
<td>Homogeneous small group instruction (1:3, 1:4, or 1:5)</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Minimum of 30 minutes per day in small group in addition to 90 minutes of core reading instruction</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Progress monitoring twice a month on target skill to ensure adequate progress and learning</td>
</tr>
<tr>
<td><strong>Interventionist</strong></td>
<td>Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external interventionist)</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>Appropriate setting designated by the school; may be within or outside of the classroom</td>
</tr>
</tbody>
</table>
TIER III: Intensive intervention

- Tier III is intensive, strategic, supplemental instruction specifically designed and customized.
- Small-group or 1:1 reading instruction that is extended beyond the time allocated for Tier I and Tier II.
<table>
<thead>
<tr>
<th><strong>Focus</strong></th>
<th>For students with marked difficulties in reading or reading disabilities and who have not responded adequately to Tier I and Tier II efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program</strong></td>
<td>Sustained, intensive, scientifically based reading program(s) emphasizing the critical elements of reading for students with reading difficulties/disabilities</td>
</tr>
<tr>
<td><strong>Grouping</strong></td>
<td>Homogeneous small group instruction (1:1 - 1:3)</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Minimum of two 30-minute sessions per day in small group or 1:1 in addition to 90 minutes of core reading instruction.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Progress monitoring twice a month on target skills to ensure adequate progress and learning</td>
</tr>
<tr>
<td><strong>Interventionist</strong></td>
<td>Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external interventionist)</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>Appropriate setting designated by the school</td>
</tr>
</tbody>
</table>
How can immediate, intensive interventions be scheduled and delivered?

1. Delivered by regular classroom teacher during the “uninterrupted reading period”
2. Delivered by additional resource personnel during the “uninterrupted reading period”, or at other times during day
3. Delivered by classroom and resource personnel during after school or before school programs
4. Delivered by well-trained and supervised paraprofessionals during the “uninterrupted reading period” or other times
5. Delivered by peers during “uninterrupted reading period”
6. Delivered by computers throughout the day
How can we insure that interventions are delivered consistently with high quality?

• Professional development:
  • to provide knowledge of instructional strategies, and content
    • appropriate practice/skill building activities
  • use of assessment data to identify who should receive interventions and what their focus should be
  • Identification of high quality intervention programs/materials and professional development in their use and individualization.
A high-quality intervention program can provide a kind of on-going professional development for teachers in the critical elements and methods of instruction for phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies.
What materials are available to guide intervention instruction?

1. New “core reading programs” frequently have systematic intervention programs to use in coordination.

2. New “core reading programs” frequently have suggested intervention activities as part of the program.

3. There are many programs designed specifically for small group instruction in language, PA, phonics, vocabulary.

4. Many Programs are reviewed at [www.fcrr.org](http://www.fcrr.org) - FCRR Reports.
What does it take to manage successful interventions in a RF school?

1. Well trained teachers who understand the process of learning to read and how to identify children lagging behind in development.

2. Systematic and reliable assessments to monitor the growth of critical reading skills

3. Leadership within the school to allocate intervention resources appropriately, and to monitor the use of those resources

4. Appropriate materials available to help structure the interventions and provide instruction and practice activities at the appropriate level of difficulty

5. Personnel to assist the classroom teacher in providing intensive interventions to the students most in need
Goals for Today

- Learn about the purpose, content, and process, for reviews of instructional materials conducted at FCRR.
- Learn how to access FCRR’s web-based Reports and related resources.
- Learn important factors to consider when selecting instructional materials that help accelerate learning for students who struggle with reading.
- Learn about Immediate Intensive Intervention
A final concluding thought….

When you have a great and difficult task, something perhaps almost impossible, if you work a little at a time, every day a little, suddenly the work will finish itself.

Isak Dinesen
Thank You

www.fcrr.org
Some useful references:

*Put Reading First: Helping Your Child Learn to Read*


Some useful references:


Some useful references:

Some useful references


Some useful references


Reflective Questions

1. What is evidence based reading instruction?
2. Why is it important to implement evidence based reading instruction?
3. What is immediate intensive intervention?
4. Why is it important to implement immediate intensive intervention?
5. Where can school district personnel and staff obtain reliable information about evidence based reading instruction and immediate intensive intervention?