

# Understanding Reading Instruction and Remediation

Supplemental Information  
The Advocate Academy  
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# Good Readers

Before	During	After
<ul style="list-style-type: none"> <li>• Set Goals</li> <li>• Note structure or organization of text</li> <li>• Create mental outline</li> </ul>	<ul style="list-style-type: none"> <li>• Decode accurately</li> <li>• Monitor word and connected text meaning               <ul style="list-style-type: none"> <li>– To clarify meaning</li> <li>– To make predictions</li> <li>– To understand ideas</li> </ul> </li> <li>• Uses background knowledge               <ul style="list-style-type: none"> <li>– To clarify meaning</li> <li>– To make predictions</li> <li>– To understand ideas</li> </ul> </li> <li>• Continuously evaluate predictions and revise as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Selective: focus on only one part, skip the rest</li> <li>• Summarize as they read</li> <li>• Make references</li> <li>• Make mental pictures</li> <li>• Monitor comprehension</li> </ul>
		<ul style="list-style-type: none"> <li>• Reflect on what read</li> <li>• Mentally summarize</li> <li>• Go to other sources to find additional info</li> </ul>

# Poor Readers

Before	During	After
<ul style="list-style-type: none"> <li>• Rarely Prepare</li> <li>• Don't set goals</li> <li>• Seldom consider how best to read a particular type of text</li> </ul>	<ul style="list-style-type: none"> <li>• Decoding difficulty</li> <li>• Lack of fluency, therefore...</li> <li>• Poor comprehension</li> <li>• Lack of sufficient background knowledge</li> <li>• Therefore, have trouble determining word meaning and connected text meaning.</li> <li>• Even if background knowledge is sufficient, often not able to activate it to aid in comprehension</li> <li>• Often unaware of text organization</li> </ul>	<ul style="list-style-type: none"> <li>• Do not reflect on what was read.</li> <li>• Almost never seek additional info on the topic.</li> </ul>

# Poor Readers Overall:

- Do not read strategically – i.e. use a number of comprehension strategies
- Poor metacognition
- Lose confidence
- Do not read widely; exposed to much less text than good readers, so much less practice

# Good Readers Overall:

- Are strategic – i.e. use a number of comprehension strategies
- Engage in metacognition “A person’s awareness of his own cognition”

# Supplemental Info

- Syllable Types and Rules
- Three Tier Model
- English Language Learners
- Text Structure Examples
- DIBELS
- School Wide Change



# The Six Syllable Types

- 1. Closed— hid**
  - Vowel is closed in by consonant
  - Vowel sound is short
- 2. Open— hi**
  - Ends in vowel
  - Vowel sound is long
- 3. Silent— hide**
  - Ends in vowel consonant e
  - Vowel sound is long
  - At the end of the word
- 4. Vowel Combination— hail**
  - Two vowels make sound together
- 5. R-controlled— hurt**
  - Contains a vowel plus r
  - Vowel sound is changed
- 6. Consonant-l-e— hob/hle**

## Rules of Syllabication

### VC-CV

1. When you find two consonants between two vowels, draw a line between them.  
admit= ad-mit | intend= in-tend

### V-C-V

2. When you find one consonant between two vowels you usually separate the word after the first vowel.  
locust= lo-cust | spoken= spo-ken

## Rules of Syllabication

### VC-V

3. If applying the second rule of syllabication, it does not make a word when pronounced, then put the consonant which comes between the two vowels with the first vowel, creating a closed syllable.  
camel= cam-el | dragon= drag-on

## Rules of Syllabication

### VCC-CV

- 4a. When you have two consonants in sequence, keep the blends intact.  
contemplate= con-tem-plate  
monster= mon-ster

### VCC-CV

- 4b. If the blend occurs in the first syllable, the third consonant goes with the second syllable.  
Marshmallow= marsh-mallow  
Bankrupt= bank-rupt

## Rules of Syllabication

### V-V

5. If there are two vowels together which are not a diphthong, divide between the vowels.  
lion= li-on | poet= po-et

## THE THREE TIER MODEL

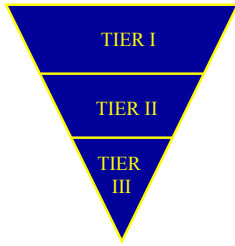
[texasreading.org/utcrcla/  
projects/3tier.asp](http://texasreading.org/utcrcla/projects/3tier.asp)

## Three Tier Model

It is a framework for effective planning.

- Descriptive, not prescriptive
- Emphasizes ongoing data collection and immediate interventions and planning
- Can go with any SBRR program
- Requires flexible grouping
- Requires strong use of data as a guide

## Interventions should be organized in tiers

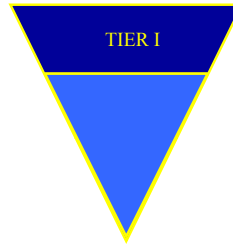


Layers of intervention responding to student needs

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

Core reading program

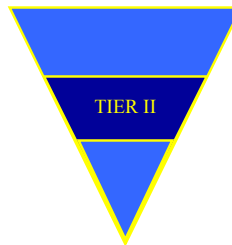
Benchmark testing of students to determine instructional needs at least three times a year

Ongoing professional development

## TIER I: CORE CLASS INSTRUCTION

<b>Focus</b>	For all students in K through 3
<b>Program</b>	Scientific-based reading instruction and curriculum emphasizing the five critical elements of beginning reading
<b>Grouping</b>	Multiple grouping formats to meet student needs
<b>Time</b>	90 minutes per day or more
<b>Assessment</b>	Benchmark assessment at beginning, middle, and end of the academic year
<b>Interventionist</b>	General education teacher
<b>Setting</b>	General education classroom

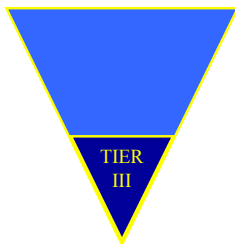
## TIER II: Supplemental instruction



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

## 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.

## TIER III: INTENSIVE INTERVENTION (cont'd)

<b>Focus</b>	For students with marked difficulties in reading or reading disabilities and who have not responded adequately to Tier I and Tier II efforts
<b>Program</b>	Sustained, intensive, scientifically based reading program(s) emphasizing the critical elements of reading for students with reading difficulties/disabilities
<b>Grouping</b>	Homogeneous small group instruction (1:1- 1:3)
<b>Time</b>	Minimum of two 30-minute sessions per day in small group or 1:1 in addition to 90 minutes of core reading instruction.
<b>Assessment</b>	Progress monitoring twice a month on target skills to ensure adequate progress and learning
<b>Interventionist</b>	Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external interventionist)
<b>Setting</b>	Appropriate setting designated by the school

## What does it take to effectively manage interventions?

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Regular meetings in which student progress is discussed

Regular observations to be sure that instruction is being delivered in an effective manner

Well trained teachers or paraprofessionals who receive regular in-service support

## The English Language Learner

## Adaptations for ELL Students

### Oral Language:

General: Expose them to frequent models of good language from students and teachers; extensive read-alouds; scaffold the objective, the activity and teacher's language input.

### Phonological Awareness (PA) for ELL:

- PA teaching is done in English
- Before requiring students to perform any PA task, preview the vocabulary being used.
- Speak slowly, clearly, and in a loud enough voice in a quiet teaching environment and model the desired responses
- Use pictures of the words being used and take time to explain their meaning.

## Adaptations for ELL Students

### Phonology

- Teach how to make the isolated English speech sounds by demonstrating what to do with your mouth.
- Targeted practice with activities that would elicit the specific sounds

## Adaptations for ELL Students

### Vocabulary

- Tie in their own background knowledge.
- Give opportunities for active use of the words through role play and fun activities.
- Explain what the word means, use concrete objects, pictures to accompany the explanations, and the printed words.

## Which Text Structure, When, Why, and For Whom?

## Types of Instructional Text

Text type	Text features	Text Purpose
<b>Predictable Text</b>	<ul style="list-style-type: none"> <li>Familiar content and language</li> <li>Repetition of words and phrases</li> <li>Rhyme and rhythm</li> <li>Familiar sequence</li> <li>Cumulative patterns</li> <li>Pictures support text</li> </ul>	<ul style="list-style-type: none"> <li>Learning about print</li> <li>Print conveys meaning</li> <li>Learning how books work</li> <li>Tracking print</li> <li>Using illustration clues</li> <li>To promote fluency</li> </ul>

## Types of Instructional Text

Text type	Text features	Text Purpose
<b>Decodable text</b>	<ul style="list-style-type: none"> <li>Emphasis on Phonics</li> <li>Letter-sound relationship introduced systematically</li> <li>Minimum of high frequency words</li> </ul>	<ul style="list-style-type: none"> <li>To develop letter-sound knowledge</li> <li>To develop automatic decoding</li> <li>To scaffold "breaking the code"</li> <li>To model decoding</li> </ul>

## Types of Instructional Text

Text type	Text features	Text Purpose
<b>Leveled Text</b>	<ul style="list-style-type: none"> <li>Organized sets of books</li> <li>Increasing levels of difficulty (gradient of text)</li> <li>Gradient of picture support</li> <li>Early levels include predictability</li> </ul>	<ul style="list-style-type: none"> <li>To deliver guided reading instruction</li> <li>To provide a balance of support and challenge</li> <li>To provide a gradient of vocabulary, size, and layout of print, illustrations, and complexity of concepts</li> </ul>

## TIER II: SUPPLEMENTAL INSTRUCTION (cont'd)

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

## Types of Instructional Text

Text type	Text features	Text Purpose
<b>Commercial Text</b>	<ul style="list-style-type: none"> <li>Written for a specific program</li> <li>Little Books (sets of leveled texts)</li> <li>Basal Readers (grade level anthologies)</li> <li>Controlled Vocabulary</li> <li>Prescribed sequence</li> </ul>	<ul style="list-style-type: none"> <li>To guide teachers planning and instruction</li> <li>To support flexible grouping</li> <li>To provide sequenced levels of difficulty</li> <li>To provide grade level text</li> </ul>

## Types of Instructional Text

Text type	Text features	Text Purpose
<b>Easy Readers</b>	<ul style="list-style-type: none"> <li>• Primary high frequency words</li> <li>• Builds basic sight vocabulary</li> <li>• Illustrations support and extend text</li> <li>• Beginning chapter books</li> <li>• Polysyllabic words</li> </ul>	<ul style="list-style-type: none"> <li>• To develop automaticity of basic phonics patterns</li> <li>• To provide practice and opportunity to develop fluency (decoding and comprehension)</li> <li>• To build sight vocabulary</li> </ul>

## Types of Instructional Text

Text type	Text features	Text Purpose
<b>Trade Books</b>	<ul style="list-style-type: none"> <li>• Authentic literature found in bookstores and libraries</li> <li>• Word choice not controlled</li> <li>• Sentence structure not controlled</li> <li>• Complex plot / information</li> <li>• More text per page</li> </ul>	<ul style="list-style-type: none"> <li>• To build listening vocabulary and promote language development</li> <li>• To foster motivation</li> <li>• To build sight vocabulary</li> <li>• To develop comprehension strategy</li> <li>• To provide all readers access to quality literature.</li> </ul>

T. Van DeCarr, 2001

## DIBELS Assesses the Big Ideas

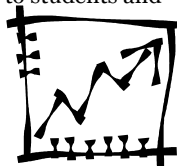
Big Idea of Literacy	DIBELS Measure
Phonological Awareness	Initial Sound Fluency Phoneme Segmentation Fluency
Alphabetic Principle	Nonsense Word Fluency
Accuracy and Fluency with Connected Text	Oral Reading Fluency
Comprehension	At least through grade 3: A combination of Oral Reading Fluency and Retell fluency
Vocabulary- Oral language	Word Use Fluency
<i>Indicator of Risk</i>	<i>Letter Naming Fluency</i>

## Dynamic Indicators of Basic Early Literacy Skills

“Benchmarks”  
“Progress Monitoring”  
Categories of Risk:  
Low Risk, Some Risk  
At Risk  
Dibels@uoregon.edu

## Progress Monitoring

Learning is assessed throughout the school year and results are used to inform instructional practice, differentiate instruction, focus professional development efforts, and provide feedback to students and parents.



Putting it all together while thinking out of the box...



## Alignment Within The School and Classroom

- Selection of programs
- Hiring of teachers
- Allocation of instructional time
- Differentiation of instruction
- Implementation Support
- Within School Expertise
- Formative Assessment to Inform Decisions
- Collaborative professional opportunities
- Allocation of PD time

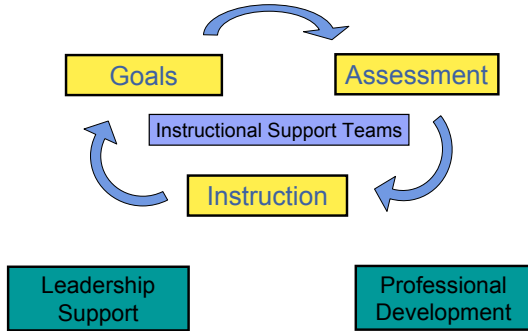


## Alignment Within the District Level

### District Policy and Practices:

- Goals and priorities
- Leadership focus
- Allocation of resources and personnel
- Reliance on evidence for curricular programs
- Schedules and services (minutes per day, extended learning opportunities, summer school)
- Investment and alignment of PD
- District expertise
- Between grade and school formative assessment

## School -Wide Reading Improvement Model



Adapted from U Oregon; Ideal Consulting Services, Inc.

## Contact Info

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