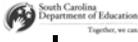


Response to Intervention for Classroom Teachers in Grades 1-5:  
Continuity of general ed and special ed services to benefit students

**CLASSROOM STRUCTURES TO BUILD READING VOLUME**

January 23 or 25, 2010  
Intervention specialists: Jane Johns, Sally Nottingham, JoAnne Solesbee, and Jennifer Young



South Carolina Department of Education  
Together, we can.

**“Houston we have a problem.”**

- Name the problem
- Assess the problem**
- Work the problem

*“How they gonna’ get good if they don’t read?”* Dick Allington

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**Assess the problem: How much are our lowest children actually reading in our classrooms?**

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**What did you learn?**

Work in triads at your table to share your results.

- What patterns did you notice?
- What are some possible reasons?
- What, if any, changes did you make in your instruction as a result of the information learned?
- What are some new plans for working your problem?

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Reading Volume of Fifth Grade Students of Different Levels of Achievement  
(Anderson, Wilson & Fielding, 1988)

Achievement percentile	Minutes of Reading per Day	Words per Year
90 <sup>th</sup>	40.4	2,357,000
50 <sup>th</sup>	12.9	601,000
10 <sup>th</sup>	1.6	51,000

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**High progress classrooms maximize reading time**

- Routinely had children reading from 40-45 minutes for each hour allocated to reading instruction
- Spent 5-10 minutes preparing children to read
- Spent 5-10 minutes engaging children in activities following reading
- While the children were reading, the teacher worked with children in small groups or individually side by side at their seats

Allington & Johnston (2000)

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### Less effective classrooms minimize reading time

- Time allocated for reading instruction was the same as for high progress classrooms but the time spent reading was typically quite different...

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### Less effective classrooms minimize reading time

- Spent 15-20 minutes preparing children to read
- Spent 20-25 minutes after reading with children engaged in a variety of follow-up activities including
  - Responding to questions
  - Completing workbook pages
  - Reviewing the story
  - Checking on vocabulary
  - Etc.
- In less effective classrooms, children typically read for only 15-20 minutes for each hour allocated to reading lessons. And in some classrooms, children read even less.

Allington & Johnston (2000)

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### How do teachers maximize reading time in all classroom structures?

- In independent reading
- In shared reading
- In guided reading

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### Short, Focused Mini-lessons

- Teach something that will add to their knowledge about books and reading
- Based on student need
- Provides a clear, memorable example
- Summarize teaching to one sentence to identify what you will teach
- Explicitly tell how this can help with reading and writing

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“Short, focused lessons are designed to pack a punch quickly so as not to interfere with reading time” (p. 18, Morgan et. al.).

- mini-lesson
- reading
- sharing

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### Sharing time is learning time

- Teacher gathers formative assessment data
- Teacher gathers examples for mini-lessons based on what students need
- Students learn from each other
- Students deepen their understandings
- Students see themselves as readers
- Students develop interest in more and varied books
- Students see themselves as members of the literacy club

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### Short, Focused Mini-lessons

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In your journal, make notes about some of the mini-lessons you might design to teach these things to your students

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## INCREASING READING VOLUME IN SHARED READING

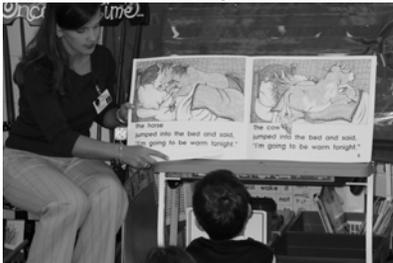
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### Shared Reading (Don Holdaway)

- An interactive reading experience intended to emulate story-book reading or bedtime reading. Children join in the reading of a big book or other enlarged text guided by a teacher
- Reading is fluent and phrased
- May include a mini-lesson about some feature of print or strategic action
- Shared Reading Experiences usually include reading 2 or more books; and may also include poetry

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### Shared Reading



One copy of an enlarged text that all students can see

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### Shared Reading



...May also include chart stories and poetry.

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### Why shared reading?

- To provide high success reading experiences with high teacher support to
  - Enjoy and share story reading
  - Engage in reading alongside more expert others
  - Read harder texts fluently,--with phrasing, expression, intonation
  - Gain exposure to literary language, text structures, and print concepts more sophisticated than those encountered at independent or instructional levels

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### 10 things classroom teachers can do to increase volume in shared reading :

- Limit teacher talk
- Expect fluent, phrased reading; read fluently
- Read several pieces daily
- Keep mini-lessons short
- Provide quick previews of new books
- Students: eyes on text!
- Choose books “just right” for shared reading
- Balance student talk and reading
- Purposeful reading
- Use assessment data

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The purpose of differentiated reading instruction and of any intervention is to **cause students to read more and to read better**

**DIFFERENTIATING CLASSROOM INSTRUCTION FOR ALL STUDENTS IN GUIDED READING**

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### Why guided reading?

- Small group context allows greater differentiation to meet needs of students
- Teacher is able to support and guide students’ emerging strategic processes (guided practice)
- Teacher selects instructional level text (not independent, not shared) matched to students’ the changing abilities and needs

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### Purpose of Guided Reading

The aim of guided reading is to develop independent readers who question, consider alternatives, and make informed choices as they seek meaning.

-Margaret Mooney, *Developing Life Long Readers* (1988)

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### Purpose of Guided Reading

“Guided reading is a teaching approach that is designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency” *Guiding Readers and Writers Grade 3-6*, Fountas and Pinnell, 2001.

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### Purpose of Guided Reading

“When you provide small-group guided instruction that enables children to discover how to think about a text, they will be able to use their reading competency in all other classroom reading---independent reading, literature study, and the content areas. They will develop effective reading processes they can apply across the curriculum” *Guiding Readers and Writers Grades 3-6*, Fountas and Pinnell, p. 193, 2001.

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### Guided Reading

Teacher supports children’s reading of a new, instructional-level text

- Provides an overview of the book
- Allows children to look through the book prior to reading to gather information
- Teacher guides and prompts children to take strategic action to problem-solve at difficulty and to monitor their reading and their understanding.
- Focus is on strategic action
- NOT Round Robin and NOT choral reading

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### Video

- What did this teacher do to increase reading volume?
- What did you notice about the students in respect to reading volume?
- What did this teacher do to help students to read better?
- What did you notice about the students in respect to learning more about reading?

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### Eleven things to do in Guided Reading to cause students to read more and read better

- Know your student’s instructional needs and interests
- Carefully select texts based on the needs, interests of the group
- Carefully plan the focus of instruction for each group
- Expect students to preview books prior to reading to construct meaning
- Respond to students with explicit, timely instruction and prompting during reading

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### Eleven things to do in Guided Reading to cause students to read more and read better

- Listen to students read and encourage problem-solving
- Prompt students to use strategies
- Engage students in real conversations about the text and content vs. teacher questions and students answer
- Develop concepts as needed to understand and deepen understanding of text
- Change groups according to need
- Most important, give students time to read and include responses to reading in writing.

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### Analyzing our classrooms in Tier I

- How are we structuring our
  - Time?
  - Materials?
  - Environments?
  - Teaching ?
 ...to help children to read more and read better?

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### Activity

Work with a partner to sort each description of literacy activities onto a T

Eyes on text	Other activities

Be prepared to defend your decisions.

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### What do we mean by “text?”

- Connected text. That is...
  - Books
  - Stories
  - Poetry
  - Short stories
- As opposed to
  - Words

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### Look over Ms. Crayon’s time study

- What are children doing during each structure?
- In this classroom, what is the proportion of time children spend reading versus doing other things?
- What differences do you notice in the ways this teacher creates opportunities for children versus the way other teachers do this?
- What do you want to talk with her about?

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### Observing in our classrooms

- **Time:** Within each structure, how much time do children spend actually reading? How do you answer that question for the lowest readers in this classroom?
- **Materials:** Within each structure, do the books you have available to them help to create opportunities for reading connected text?
- **Other Activities:** Which ones do you consider to be critical? How much time should be devoted to them?

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### Devise a plan

- **How will you use this information** in your classroom(s) and in your school
- **to restructure time and materials**
- **to ensure that all of your children** (especially your lowest readers)
- **are engaged in high success reading most of the time?**

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