



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**

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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



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

How to Measure Reading Volume

When we want to examine the volume of reading, we have three possible measures that all work pretty well. We can simply record the time the student has spent reading, we can count the number of pages the student read, or we can count the number of words the student read. All three measure provide us with volume information and all three have been used in various studies of reading volume. Here are the strengths and weakness of all three approaches to gathering data on reading volume.

Measure	Strengths	Weaknesses
Time spent reading	Simplest to measure	Some kids read faster
Number of pages read	More accurate than time	Some pages have more words
Number of words read	Most accurate	Takes more time to collect

I prefer gathering data on the number of words that were read because it seems to me to be the most reliable evidence, but I have also gathered both time spent reading and number of pages data as measure of reading volume. But when some students are reading 100 words per minute and others are reading 200, the data do not actually reflect the differences in reading volume. Likewise with pages read, because when struggling readers are reading a *Frog and Toad* book and the better readers are reading a *Junie B. Jones* book, the page totals do not adequately represent the differences in the number of words that were read. When we count (or estimate) the numbers of words that readers actually read, we get the most precise information on just how much reading practice has actually occurred.

Mini-Research on Reading Volume: Response to Intervention Workshops

Child	Dates: Week 1	Approximate Words Read	Goal/Notes	Dates: Week 3	Approximate Words Read

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?

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 th	40.4	2,357,000
50 th	12.9	601,000
10 th	1.6	51,000



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)



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...



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)



How do teachers maximize reading time in all classroom structures?

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

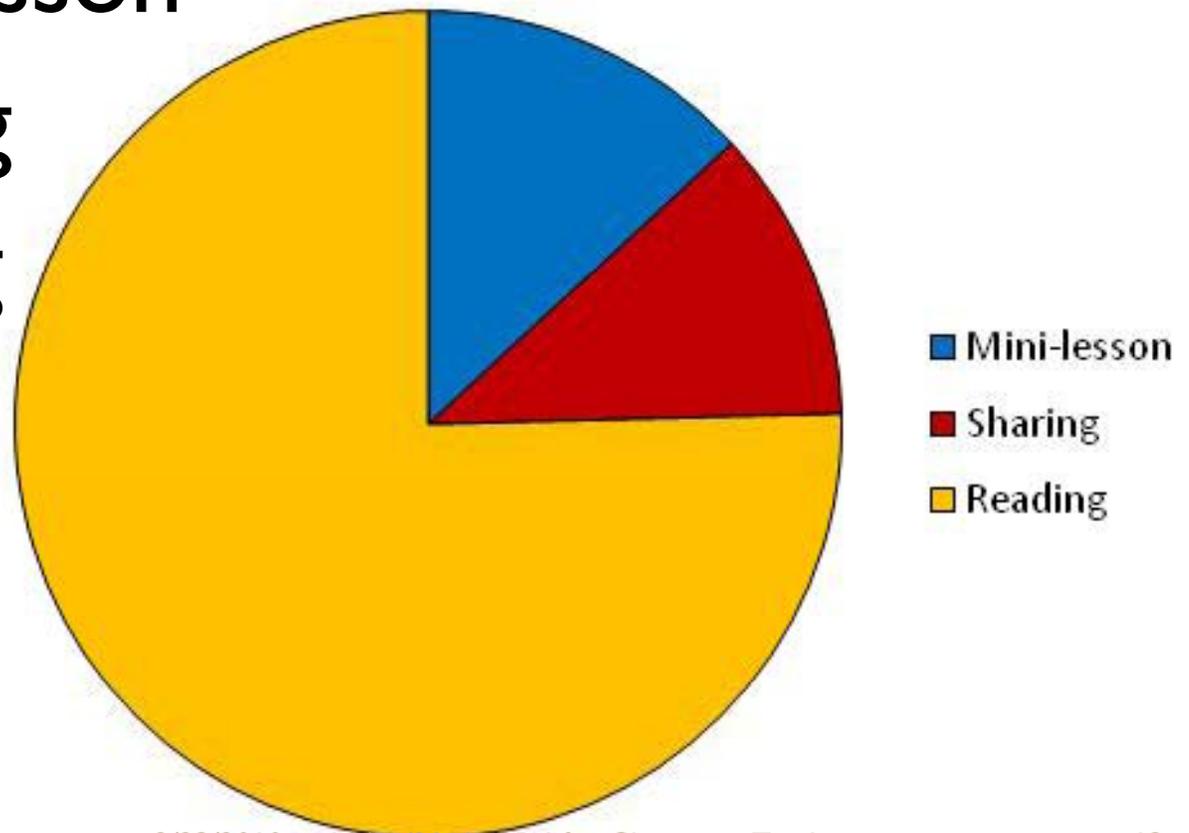


Short, Focused Mini-lessons

- 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

“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





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

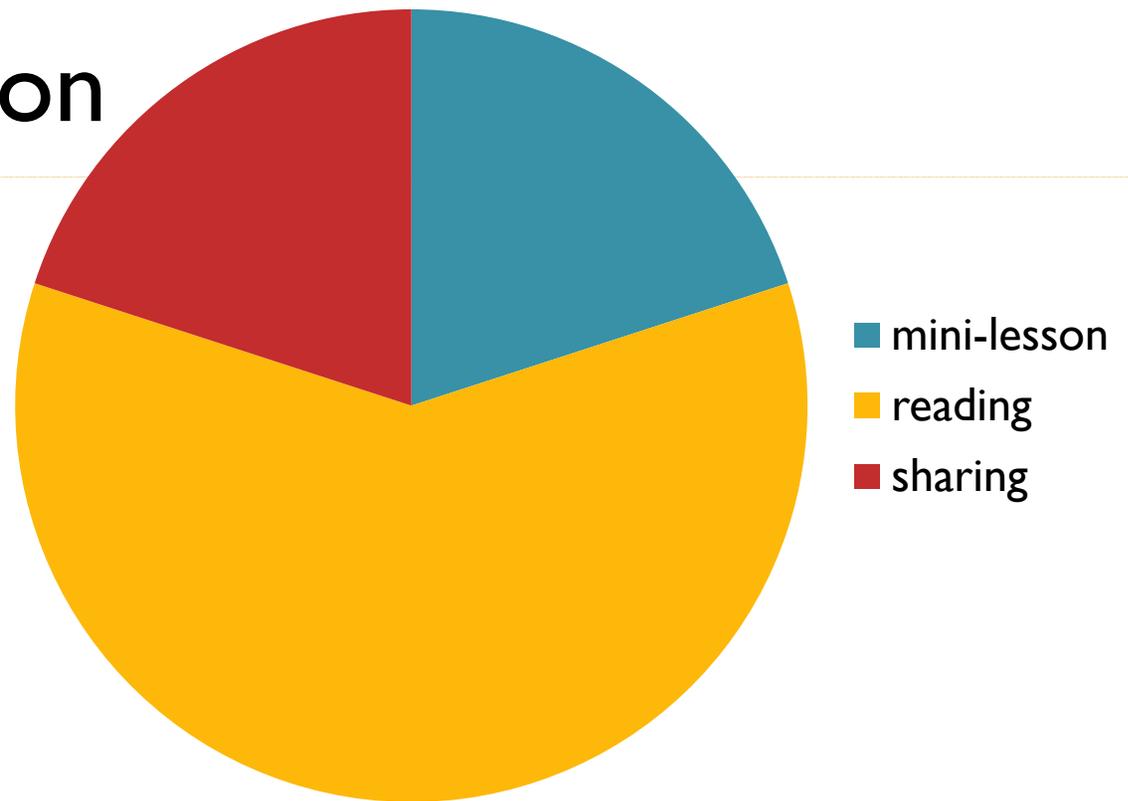


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In Independent Reading:

What are some of the things your children need to learn and learn how to do in order to make independent reading work (or work more effectively) in your classroom?

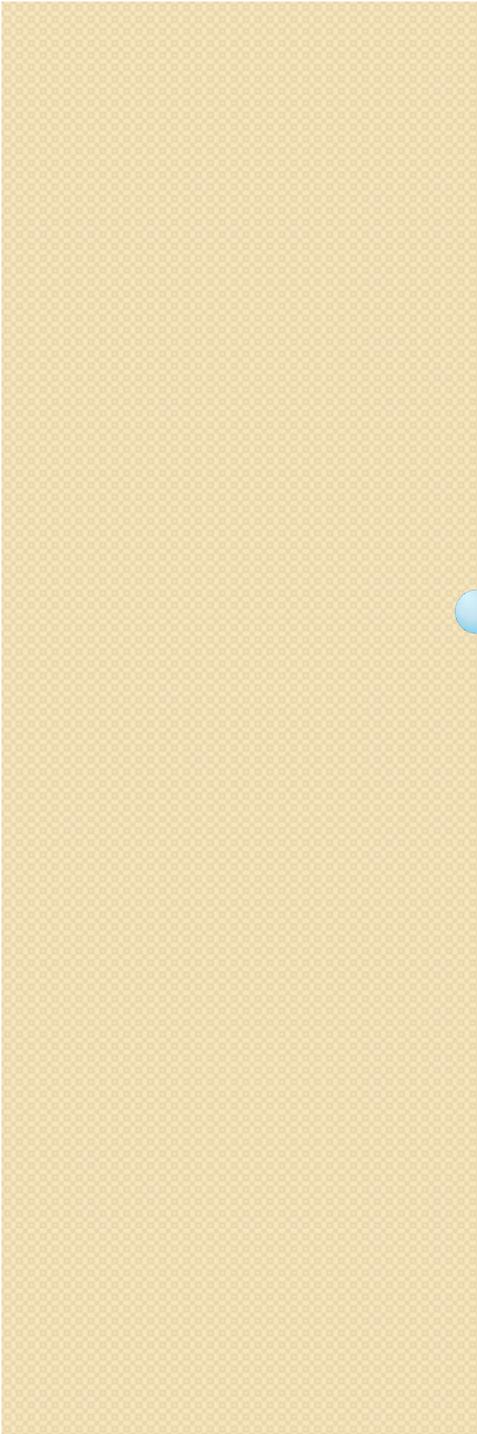


A Resource

- See page 20 of *Independent Reading* for a list of examples of mini-lesson possibilities, Figure 2.2. Which of these might you try to address some of the needs you listed in your journal?



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



**INCREASING READING
VOLUME IN SHARED
READING**



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

Shared Reading



One copy of an enlarged text that all students can see

Shared Reading



...May also include chart stories and poetry.

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



VIDEO



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?



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

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**

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



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)



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.



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.

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

Guided Reading





Video

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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



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.



Analyzing our classrooms in Tier I

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

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.

What do we mean by “text?”

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

**Sort these activities into two categories:
"Eyes on Text" & "Other Activities"**

- Calendar
- Morning Message
- Choral reading the story from the basal
- Shared reading of a text which all readers can see
- Reading aloud to students
- Word wall
- Phonics games
- Choral reading of a text where all readers have a copy
- Partner reading
- Independent reading of easy books
- Independent reading of books above the child's instructional level
- Listening to any book on tape and following along in the text
- Listening to a book on tape just above one's instructional level and following along in the text
- Computer center
- Making words with magnetic letters
- Writing stories and reports
- Responding to books through writing
- Word work
- Filling in a page in a workbook
- Making lists of anonyms, synonyms, word families
- Alphabet puzzles; phonics puzzles
- Reading a poem
- Reader's theater
- Listening to the teacher introduce a book
- Talking about books
- Labeling a picture
- Writing a patterned text with emergent readers (I like to go to... I like to go to... I like to go to...)

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- Listening to the teacher introduce a book
- Talking about books
- Labeling a picture
- Writing a patterned text with emergent readers (I like to go to...I like to go to...I like to go to...)
- Small Group guided reading of a book

Time Study for Ms. Crayon

Name: Miss Crayon

Date: Feb. 27th

Times	Structure	What Students are Doing						
8:00-8:15	Read Aloud	Students talk about chapter read yesterday. Students listen to teacher read today's chapter. Students add to anchor chart what they learned today.						
8:15-8:25	Shared Reading	Students read one book with teacher. Students talk about story.						
<p>Analyze Ms. Crayon's use of time, materials, structures, and instruction. What do you notice? How might she change/adjust what she is doing to ensure that all students (especially her lowest students) maximize opportunities to engage in high-impact reading?</p>								
8:25-9:05	Independent Reading	<table border="1"> <thead> <tr> <th>Observation about Ms. Crayon's use of time, materials, structures, or her instruction</th> <th>How might Ms. Marker change or adjust what she is doing to ensure that every student has maximum opportunities to engage in high-impact reading?</th> <th>How might you begin this</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Observation about Ms. Crayon's use of time, materials, structures, or her instruction	How might Ms. Marker change or adjust what she is doing to ensure that every student has maximum opportunities to engage in high-impact reading?	How might you begin this			
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9:05-9:15	Choral Reading							
9:15-10:15	Literacy Centers							
9:15-9:35	Small group (1)							



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?



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?



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?**



10 things administrators and support staff can do to support increased reading volume in classrooms

- Examine scheduling. Ensure consistent and uninterrupted time for reading.
- Conduct reading time studies across the school.
- Use time studies to coach classroom teachers to maximize student engagement in real reading.
- Support classroom teachers' learning in implementing independent, guided, and shared reading.
- Work with teachers to analyze and utilize assessment results to inform instruction.
- Arrange for teacher to teacher observation and mentoring.
- Video tape and share strong examples of things your teachers are doing to increase volume. Share on your school's shared drive.
- Assess reading environments and resources. Develop a plan to meet needs over time.
- Create a literacy room where teachers have access to a variety of texts.
- Work with parents and community for support, involvement, and understanding to increase reading volume at school and home.