

Reading Intervention for English Learners with Significant Reading Difficulties

Diane Haager, Ph.D.

California State University, Los Angeles



- *"We believe that the public school system must meet the comprehensive learning needs of each student to reach high expectations. Equity of access to quality public education is the right of every student and the responsibility of the State [of California]."*

- California Department of Education, 2008

Instruction: The Core of RTI

- *“Teachers have one universal wish that influences almost every instructional decision they make— to maximize their students’ learning. Many factors influence teachers’ ability to teach effectively. Contextual factors are often outside of teachers’ direct control. . . What the students bring to the classroom in terms of prior knowledge, culture, experience, and skills also influences the end result. As teachers, we may have direct control only over **what we bring to the classroom: our own knowledge, skills, experience, and beliefs about teaching.**”*

Haager, Klingner & Aceves

How to Teach English Language Learners: Effective Strategies from Outstanding Educators,
2010

Disproportionate representation

A persistent problem in special education is the overrepresentation of culturally and linguistically diverse students in special education, particularly for select groups (African American and Latino) and in the mild to moderate disability categories (Klingner & Barrera, 2006; Rueda, Klingner, Sager & Velasco, 2008).

Issues in disproportionate representation

- Inappropriate assessment practices and tools
- Inappropriate or inefficient pre-referral and referral practices
- *Lack of teacher expertise in effective methods for teaching ELs*
- *Lack of early intervening services*

The Promise

- *“The RTI model holds promise as a way to improve outcomes for culturally and linguistically diverse students and reduce their disproportionate representation in special education.”*

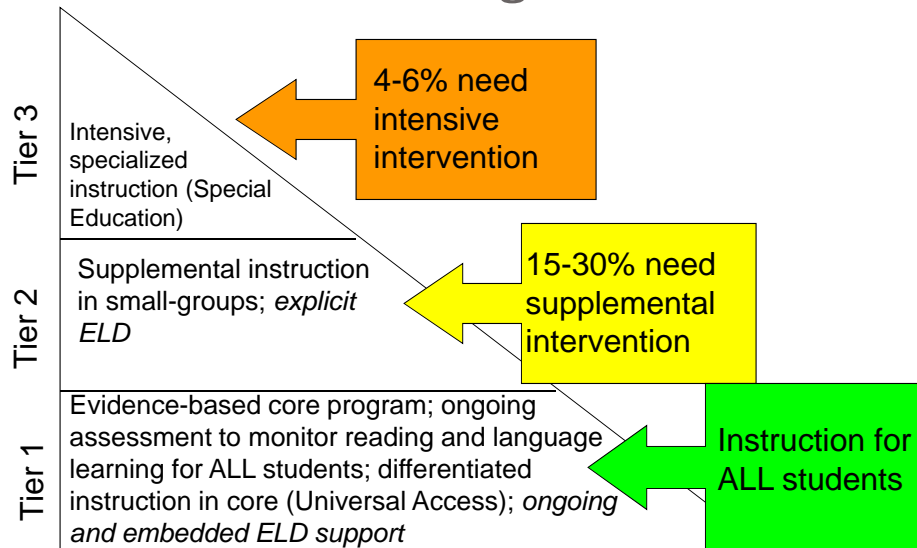
- Klingner, Sorrells & Barrera, 2007

The Caution

- *“Fundamental to the notion of the three-tier model of reading intervention is that instructional practices at each level should be based on scientific evidence about ‘what works.’ It is essential, however, to find out specifically what works **with whom, in what contexts, and under what circumstances.**”*

Klingner, Sorrells & Barrera, 2007

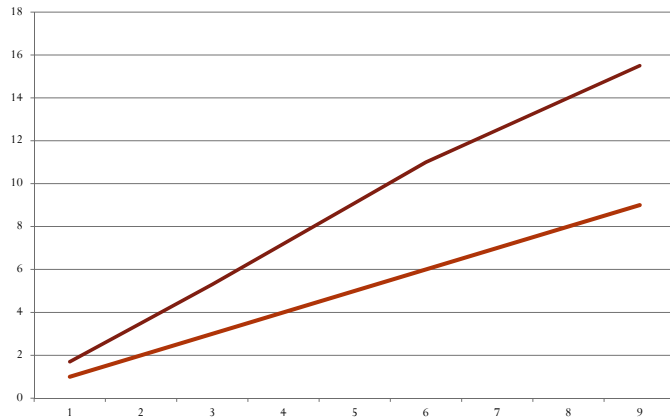
Three Tiers of Reading Instruction



Why is it important to provide high-quality reading intervention in the early grades?

- Reading failure continues to be the single most common occurrence leading to special education referral for both native English speaking children and ELLs (August & Siegel, 2006; Donovan & Cross, 2002; Snow, Burns & Griffin, 1998).
- Most students with learning disabilities are two or more years behind in reading and continue to fall further behind as they move through K-12 years. (Torgesen, et al., 2001)
- Most students who are identified after two or more years of experiencing reading difficulty fail to fully benefit from special education help. (Vaughn, Wanzek, Woodruff & Linan-Thompson, 2007)
- The end result = Matthew Effect (Stanovich, 1986)

The Gap Widens...



The Matthew Effect

The Challenge

- To engage schools and teachers in creating a system that advances *all* students to higher levels of proficiency, in reading and language
 - by providing excellent core instruction, and
 - by providing supplemental intervention for those students who fall below proficiency levels
 - by providing excellent language support

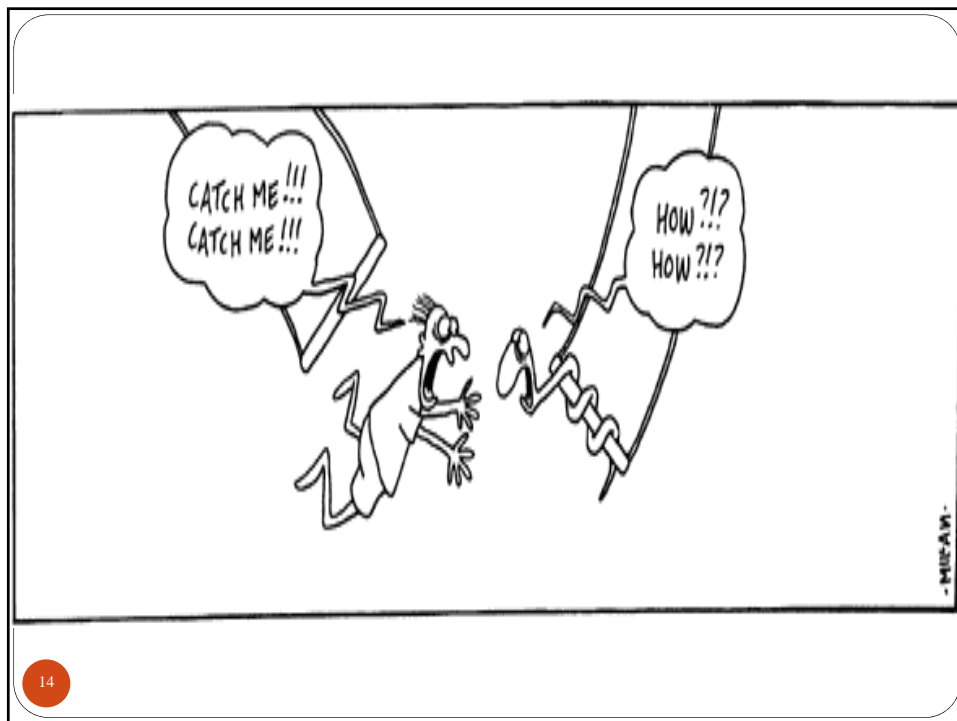
Goals for Today

- Understand how to determine the individual learning needs of ELL students struggling with reading
- Examine evidence-based reading intervention strategies:
 - Phonemic Awareness
 - Decoding
 - Fluency
 - Vocabulary
 - Comprehension



Essential components of reading intervention for ELLs

- Diagnostic assessment that leads to targeted instruction
- Structure and schedule for intervention
- High quality intervention instruction
- Progress monitoring assessment
- Collaborative team for planning, monitoring and decision making



Assessment to identify student needs after eligibility is determined

- Diagnostics
 - Skills inventories
 - Placement tests
 - Phonics screener
 - Informal Reading Inventory
 - Formal diagnostic tests
- Progress Monitoring
 - Measuring students' response to instruction provides further insight into their specific needs
 - CBM is essential for ensuring student progress and individualizing instruction

These tools provide insight into what to emphasize.

Informal diagnostics: the interventionist's toolkit

- For each student, teachers need info about
 - Phonemic awareness
 - Letter-sound knowledge and decoding
 - Oral reading fluency
 - Sight word acquisition
 - Vocabulary and comprehension
- Possible tools- DIBELS, phonics inventory, sight word inventory, maze or other comprehension tasks, portfolio of accumulated work



Case Study: ROBERT

5th grader with significant reading difficulty

**TEST 1: SAN DIEGO QUICK ASSESSMENT
OR GRADED WORD LIST (GWL)**

GRADED WORD LIST (GWL) SCORING SHEET

Name _____ Date 4-15-05

School Mariano Elementary Tester _____

PP	P	1
see ✓	you ✓	road ✓
play ✓	come ✓	live ✓
me ✓	not ✓	thank ✓
at ✓	with ✓	when ✓
run ✓	jump ✓	biggest ✓
go ✓	help ✓	how ✓
and ✓	to ✓	always ✓
look ✓	work ✓	right ✓
row ✓	one ✓	spring ✓
here ✓	this ✓	today ✓
	independent ✓	independent ✓

2	3	4
our ✓	city ✓	decided ✓
please ✓	middle ✓	serve ✓
myself ✓	moment ✓	amazed ✓
town ✓	frightened ✓	silent ✓
early ✓	exclaimed ✓	wrecked ✓
send ✓	several ✓	improved ✓
visit ✓	lonely ✓	occasionally ✓
believe ✓	drew ✓	entered ✓
quietly ✓	since ✓	realized ✓
carefully ✓	straight ✓	interrupted ✓
instructional ✓	instructional ✓	

(-2) (4)

San Diego Quick Graded Word List

Misread Words

- are-our
- how-wow
- our-or
- quietly-quickly
- frightened-frowned
- exclaimed-examined
- drew-grew
- straight-strange

Possible Difficulties

- Vowel digraphs, diphthongs
 - (ou, ow, ew, ai)
- Relying on onsets
- Multisyllabic decoding
- Letter sounds, reversals
 - (d-g)
- silent consonant clusters
 - (igh)

Bob and his father like to work on old cars. His father has five old cars that belong to him. One of them is black with a white top.

Bob is very young, so none of the cars belong to him. He would like to have his own car when he gets big.

Sometimes Bob and his father go to a car show. At the car show there are many old cars.

One time Bob's father took his black and white car to the car show. One of the men looked at the cars to see which one was best. He gave Bob's father a prize because his car was so pretty.

[112 Words] [Number of word recognition errors 1 / 79 Dolch Words]

Questions:

F 1. What do Bob and his father like to do? (Work on old cars)

F 2. How many old cars does Bob's father have? (Five)

F 3. What color is one of his cars? (Black and white, or black with a white top)

F 4. Why do none of the cars belong to Bob? (Because he is young, or because he is too young)

F 5. What would Bob like to have when he gets big? (His own car)

F 6. Where do Bob and his father go sometimes? (To a car show)

F 7. What is at the car show? (Many old cars, old cars, or many cars)

F 8. What did Bob's father take to the car show? (His car, or 1 is black and white car)

F 9. Why did the man look at the cars? (To see which one was best, or prettiest)

F 10. Why did the man give Bob's father a prize? (Because his car was so pretty)

Number of Questions Missed	Number of Word Recognition Errors					Reading Level			
	0-1	2-3	4-6	7-8	9-10	11	+	•	×
0	0	0	0	0	0	0	+	•	×
1	+	•	•	•	•	•	+	•	×
2	•	•	•	•	•	•	+	•	×

Kathy ^{had} always wanted to go for a ride on an airplane. One day her father told her that she could ride on an airplane to visit ^{her} grandmother and ^{her} grandfather. She ^{was} very happy and could hardly wait to get started.

When the time came to go, her father went to the ticket counter and paid for the airplane ticket. Her mother helped her get on the airplane. Then a lady told her to buckle her seat belt and she even helped her with it.

Soon the airplane was going very fast ^{down} the runway. Kathy was afraid at first but soon the airplane was in the air. Kathy ^{peered} out of the window at the ground below, where the houses and cars looked very small. The lady gave Kathy ^{something} to drink and a sandwich to eat.

(139 Words) (Number of word recognition errors ⁴ / 90 Do-It Words)

Questions:

F 1. ✓ What had Kathy always wanted to do? (Go for a ride on an airplane)

F 2. ✓ Who told Kathy that she could ride on an airplane? (Her father) (She ^{was} mom)

F 3. ✓ Who was Kathy going to visit? (Her grandmother and grandfather)

F 4. ✓ How did Kathy feel about going? (She was very happy, happy, and/or she could hardly wait to get started)

F 5. ✓ Who helped Kathy get on the airplane? (Her mother) (She ^{was} mom)

F 6. ✓ What did the lady tell Kathy when she got on the airplane? (To buckle her seat belt)

F 7. ✓ How did Kathy feel when the airplane started going very fast? (She was afraid)

V 8. ✓ What did the word peered mean when it said, "Kathy peered out of the window"? (She looked, or she looked out of the window)

I 9. ✓ Why did the houses and cars look small below? (Because they were up in the air, far away, or high up in the air)

F 10. ✓ What did the lady give Kathy? (A drink and a sandwich) (Student must get both)

Number of Questions Missed	Number of Word Recognition Errors					Reading Level
	0-2	3-4	5-7	8-10	11-13	
0	•	•	•	•	•	•
1	•	•	•	•	•	•
2	•	•	•	•	•	•
3	•	•	•	•	•	•

Handwritten notes: "peered" (circled), "was pronounced by the computer" (written next to the text).

Reading Passages

2nd gr-independent level (misread 1 word phrase)
3rd gr-frustration level

Misread Words

- had-omission
- her-the
- was-saw
- counter-computer
- down-up
- peered-peaked

Possible Difficulties

- Omission, tracking words
- Reading accuracy
- Reversal
- Diphthongs
- Multisyllabic words
- Logical substitution
- Vocabulary difficulty

Reading Passages

Pauses before

grandmother, grandfather, sandwich

[multisyllabic words]

Did not read

something [multisyllabic word]

Passage Reading

Comprehension

- 2 Factual Questions are missed
- 1 Vocabulary Question is missed

Fluency

- 2nd grade passage
- Reading speed 65 wpm (within norms for 2nd grade reading level, but slow for 5th grade)
- Instructional Level
- ELL consideration: fluency can slow down when students begin to read for meaning

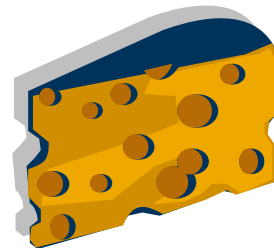


Further Recommended Investigation

- Assessment needed for:
 - Basic Sight Words
 - Complete phonics inventory, including multisyllabic words
 - Oral reading fluency (timed reading)

Further Assessment Results

- Basic Sight Words
 - 90% on high frequency words
- Phonics inventory
 - CVC 100%
 - Long vowel patterns, 75%
 - Vowel diphthongs, 30%
 - Multisyllabic nonsense words, 20%
- Oral reading fluency
 - 5th grade benchmark passage, 35 WCPM, 60% accuracy
 - 3rd grade passage, 38 WCPM, 75% accuracy



Instructional Plan: Intervention

- Instructional level is 2nd grade. It is possible to move Robert to a 3rd grade level within 8 weeks
- Decoding (8-week plan)
 - 2 weeks: Intensive instruction in long vowel patterns (review short)
 - 6 weeks: Intensive instruction in vowel diphthong patterns
 - 8 weeks: Intersperse multisyllabic decoding, simultaneously with vowel work
 - Study words in isolation and in context of sentences, passages
- Fluency (8-week plan)
 - Paired fluency activities, repeated reading, timed reading 2 X week
 - monitor at GOAL level of 3rd grade
- Reinforce reading for meaning, even when doing timed readings

Instructional Plan: Core Program

- Full participation in core program, with significant support for word study work.
- Comprehension
 - Group passage reading and strategies instruction
 - Focus on reading for meaning and avoiding guessing
- Vocabulary
 - Group passage reading
 - Preteach words with daily review of words taught
 - Establish vocabulary section of students' reading journals with opportunities for word use in reading & writing

Robert's intervention plan

- 30 minutes per day in intervention
 - Focus: word study and fluency
 - Preteach vocabulary from core
 - Reinforce English language development through listening comprehension, language use in small group
 - Reinforce interest and motivation for reading
- 90-120 minutes per day in Tier 1 with differentiation
 - Focus: Grade level standards
 - Assistance with passage reading, word study tasks
 - Small group, peer-assisted vocabulary, comprehension instruction
 - Writing instruction

Diane Haager, 2009

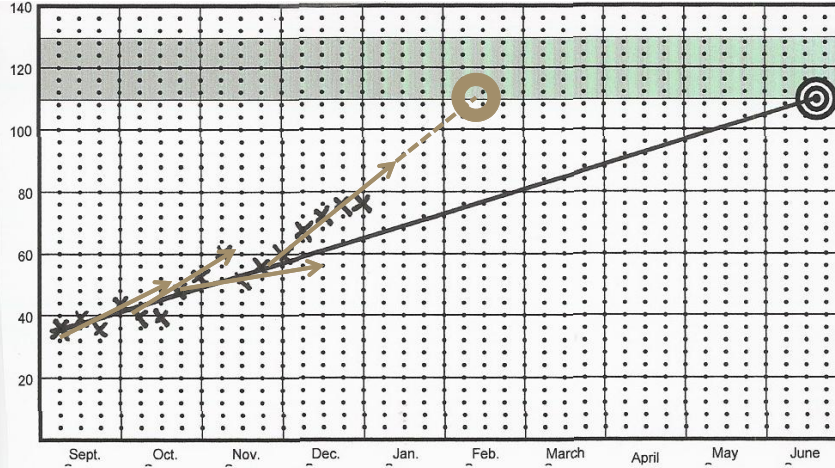
Intervention Lesson Planning Tool

Big Idea	Time	Intervention	Materials	Students
Phon Aw/ Decoding	_____ mins.			
Fluency	_____ mins..			
Vocab/ Comp	_____ mins..			
ELD	_____ mins.			

Diane Haager, 2011

Robert's DIBELS Progress Monitoring Graph

Monitor at Goal Level of 3rd Grade



What groupings emerge?

	Greg	Maria	Tomas	Andrew	Brandi	Christian
CVC	100	100	100	100	80	100
Digraphs	90	80	100	100	80	80
Cons blends	95	85	100	100	80	95
Long Vowels	70	70	90	80	60	80
Diphthongs	30	10	40	60	20	70
R-controlled	40	30	60	70	20	90
Multisyllabic	50	20	50	40	0	60

Supplemental Instruction: Phonemic Awareness

Phonemic Awareness: Teaching Tips

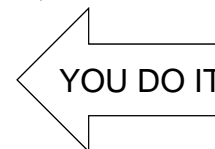
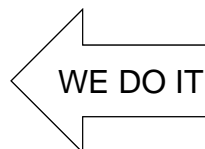
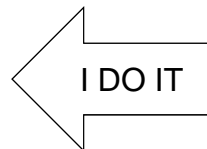
Skill	Description: Provide listening and multisensory activities that require students to:	Example:
Isolate	recognize individual sounds in a word.	What is the first sound in <i>mat</i> ?
Blend	Combine phonemes to form a whole word.	What word is /f/ /i/ /t/?
Segment	Separate words into individual phonemes and say each sound.	How many sounds in <i>sit</i> ? (three) Can you say them sound by sound? /s/ /i/ /t/
Delete	recognize the word that remains when a phoneme is removed from that word.	What is track without the /t/? (rack)
Add	make a new word by adding a phoneme.	What word do you have if you add /t/ to rack? (track)
Substitute	make a new word by replacing one phoneme for another.	The word is <i>rat</i> . Change /r/ to /m/. What's the new word?

Phonological Awareness and English Language Learners

- Phonological awareness in English can present special challenges to ELLs.
 - Some phonemes may not be present in a student's native language, and therefore might be difficult to distinguish auditorily from similar sounds.
 - Sound placement in words differs across languages.
 - Phonological tasks with unknown words are more difficult.
- Teachers can help ELLs by finding out which phonemes exist and do not exist in their native language and helping them hear new sounds.
- Explicitness is *critical*

Lesson Explicitness

- **Model** the intervention.
 - Teacher Steps
 - Describe it
- **Guide** students through the intervention.
 - Student Steps
 - Do it
- Provide **independent** practice.
 - Provide specific feedback and praise
 - Scaffold and use manipulatives as needed

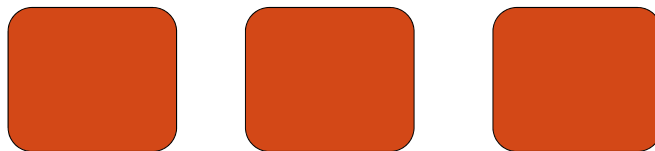


Intervention Materials



Segmenting and Blending 3 Sound Words Modeling

- Say a word: *bat*.
- Put down a tile for each sound you say: /b/ /a/ /t/.
- Blend the sounds: *bat*.



Haager, Dimino & Windmueller, 2007

Segmenting and Blending 3 Sound Words Guided Practice

Student Steps

Do it:

- What are the sounds in the word *sat*?
- Put down one tile for every sound you say.
- Blend the sounds.

Independent Practice

1. What are the sounds in the word *cup*?
2. Blend the sounds.



Correction Procedure

1. The word is *bat*.
2. The sounds in the word *bat* are /b/ /a/ /t/.
3. What is the first sound?
4. Put down one tile for the /b/ sound.
5. What is the second sound in *bat*?
6. Put down a tile for the /a/ sound.
7. What is the last sound in *bat*?
8. Put down a tile for the /t/ sound.
9. Say sounds in *bat* as you point to each tile.
10. Blend the sounds.



Adding an Initial Consonant Sound

Teacher Steps

- Word: at

Watch me put down one tile for every sound I say.



Blend the sounds. at

New Word: mat

Watch me put down one tile for every sound I say.



Blend the sounds. mat

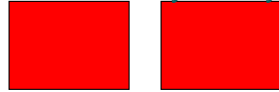
Tell students the sound you added to make the new word.

Adding an Initial Consonant Sound

Student Steps

- Word: at

Put down one tile for every sound you say.



Blend the sounds. at

New Word: mat

Put down one tile for every sound you say.



Blend the sounds. mat

What sound did you add to change
at to **mat**?

Supplemental Instruction: Decoding

Word Study for EL

- Review letters-sounds prior to doing word study
- Match vowel sounds with letters and think about how their mouth feels when they pronounce the words
- Tell meanings of selected words and have students practice using meanings
- Teach and practice high frequency words-irregular words
- As much as possible, point out similarities and differences of students' first language and English.

Word Study for Students with Learning Disabilities and English Language Learners
Texas Center for Reading and Language Arts, 2002

Decoding and ELLs

- The process of learning to read in English is easier when ELLs are already literate in their L1 and the orthographic systems of the two languages are similar.
 - Spanish and English share many similarities (e.g., the sounds represented by the letters *b, c, d, f, l, m, n, p, q, s,* and *t*).
 - However, vowels look the same in Spanish and English but represent different sounds. Therefore, English vowel sounds and their various spellings can be very challenging for ELLs.
- Unfamiliar phonemes and graphemes make decoding and spelling difficult.
- Learning letters and sounds can seem very abstract.

How much should you teach word meanings to ELLs during decoding instruction?

- Don't distract students from the main point of the lesson, the decoding concept
- Select a few words to teach meaning:
 - High-utility words that will appear often in the upcoming lesson
 - Words that are slightly challenging, but still will occur often in typical grade-level text (Beck, et al; Tier 2 words)
 - Keep explanations and illustrations very brief; integrate coverage of meaning and use of word into decoding lesson

S.T.A.R. Strategy For Reinforcing Vocabulary



- Set the Stage:** Preteach the words you will use in the activity
- Teach as You Go:** Reinforce the meanings throughout the lesson.
- Apply the Concept:** At the end of the lesson, ask students to form sentences, phases, or pantomimes to show they understand the meaning of the word
- Review and Repeat:** Review the words several times during subsequent lessons

Deborah's Intervention: Vocabulary embedded in the lesson



- Pre-teaching
 - Each day, Deborah identified 2-3 words from the day's lesson. She introduced the words with pictures and examples of their use. She gave a fill-in-the-blank prompt for students and asked them to turn to their neighbor and give a sentence with the word.
 - Example: purchase: to buy something with money
 - I *purchased* a _____ at the _____.

- During Lesson:
 - When the word came up in decoding, she stopped and asked one student to define it, one to use it in a sentence, and one to use it in a different sentence. She then showed students how it could have different endings (-s, -ed, or -ing)
 - During passage reading, she stopped and pointed out how the word was used in the story.
 - Follow up: Focus words were listed on a chart and frequently reviewed. Often, she praised students for using the words in spontaneous speech.

Spelling Words with the Long A Sound

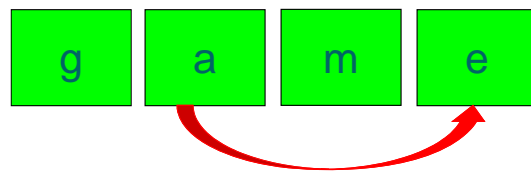
Teacher Steps

Word: *game*

Put down a letter for every sound you say.

Tell students the silent E rule.

Before putting down the E, remind students of the rule.



Blend the sounds.

game

Spelling Words with the Long E Sound

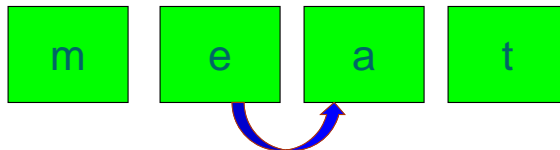
Teacher Steps

Word: *meat*

Tell students the double vowel rule.

Put down a letter for every sound you say.

Before putting down the A, remind students of the rule.



Blend the sounds.


meat

Blending: Minimal Pairs

- When words differ by only one speech sound or phoneme, they are called minimal pairs.
 - *Examples: Sit and sat; tan and ran; rod and rot*
- Minimal pairs instruction can help students understand that changing just one sound changes the meaning and pronunciation of a word.
- Minimal pairs instruction can improve *rapid, letter-by-letter decoding* with older students (Beck & Hamilton, 2000)
- *Example*

Blending & Segmenting activity: Segment-to-spell

Teacher says:

1. (*Provide students with letter tiles and a tile box.*) We are going to make some words with these letters tiles.
2. Tell me the sounds you hear in *sit*?
3. What is the first sound you hear in *sit*? 
4. Do you know a letter that makes that sound? Put the *s* in the first box.
5. What is the middle sound in *sit*?
6. Do you know a letter that makes that sound? Put the *i* in the box.
7. Sound out what you have so far.
8. What is the last sound you hear in *sit*?
9. Do you know a letter that makes that sound? Put the *t* in the last box.
10. Now, sound out what you have. Blend the sounds back together.
11. What word did you make?



Multisyllabic Decoding

Decoding Multisyllabic Words

Why is learning to decode multisyllabic words important?

- Facility with big words is essential for students as they read, write, and learn in all areas of school and life. Many big words occur infrequently, but when they do occur, they carry a lot of the meaning and content of what is being read (Cunningham, 1998).



Grade 4 State Assessment Practice Passage

Can you identify the missing multisyllabic words?






The Paynes _____ was formed when
_____ and the ground _____. It is
_____ by marsh and wet _____. There
are _____ of _____. _____ brief _____ it
has _____ to be _____ a lake. _____ for
that, the _____ has changed _____ through time.

Students who successfully decode multisyllabic words use a variety of strategies that include:

- Recognizing syllables in a word by identifying vowels and consonants
- Quickly recognizing as “chunks” the phonic patterns they have learned in single-syllable words
- Having a sense of where to divide syllables
- Recognizing common prefixes, suffixes, and base words
- Possessing the necessary “mental flexibility” to break a word and arrive at a close pronunciation, then use context to confirm the word

Word and Picture	Definition	Quote from Text	My Sentences
<p>recycle recycling recycled</p> 	<p>To <u>recycle</u> means to use something again</p>	<p>"People in cities across America are learning to <u>recycle</u> paper, glass and plastic."</p>	<p>I <u>recycle</u> soda bottles at home.</p> <p>We have a <u>recycling</u> bin in our classroom</p>
<p>unlock unlocks unlocking unlocked</p> 	<p>To <u>unlock</u> something means to open something held shut.</p> <p>Antonym: <u>lock</u> A gate is held shut by a lock. You can unlock a gate.</p>	<p>"Scientists are <u>unlocking</u> the mysteries of renewable energy."</p>	<p>Every morning, Mr. Whitney <u>unlocks</u> the school gate.</p>

HINTS* Strategy

- H  Highlight the prefix or suffix.
- I  Identify the consonant and vowel sounds in the base word.
- N  Name the base word
- T  Tie the parts together
- S  Say the word

Modeling: Using HINTS to decode *unhelpful*

- *The first step says to highlight the prefix or suffix. I'll circle the prefixes and suffixes in the word. Remember, a prefix is a word part that comes at the beginning of a word and a suffix is a word part that comes at the end of a word. (Circle un-) The prefix is un. What's the prefix? (Circle -ful) The suffix is -ful. What's the suffix? The remainder of the word is the base. (run finger under "help")*
- *Step 2 says, identify the consonants and vowels in the base word. I'll underline the vowel e. The consonants are hand lp. What is the vowel? What are the consonants?*

Modeling: HINTS (continued)

- *Step 2 (continued) Since the consonants snuggle up close to the vowel e, I know this is a closed syllable. The vowel sound is short in a closed syllable. (Point to e) What's the sound?*
- *Step 3 of HINTS says name the base word. The base word is the syllable help and the vowel is short /e/. What's the base word?*
- *Step 4 says, tie the parts together. I'll blend together un/help/ful (underscore parts with finger and say the parts).*
- *Step 5 is, "say the whole word". (unhelpful) What's the whole word? (unhelpful) Ask yourself if the word is real.*

Supplemental Instruction: Fluency

What is reading fluency?

**Fluency is a
combination of...**

reading speed
or automaticity

&

accuracy

prosody

Prosody: an important role in fluency

- Common understanding of fluency: high-speed word recognition that frees cognitive resources to construct meaning from the text.
- It is clear that fluency may also include the ability to group words into *meaningful grammatical units* for interpretation.
 - Rapid use of punctuation.
 - Determining where to place emphasis.
 - Where to pause to make sense of a text.
- The reader must carry out these aspects of interpretation rapidly and without conscious attention (automaticity).



Key Points

- Reading fluency can best be defined as automaticity in reading connected text. Automatic word recognition is important, but knowledge of word meaning, the ability to hold information in working memory, and the ability to connect written text with meaning are also involved
- There is a bi-directional link between fluency and comprehension. Fluency aids comprehension and vice versa.
- Many ELLs develop sufficiently in automatic word recognition but have difficulty with the vocabulary and meaning of the text, which slows them down



Key Points

- The following are some instructional strategies documented in research for building fluency in ELLs:
 - Repeated reading
 - Having students give an oral or written response to what they read
 - Sufficient opportunities to engage in *oral* reading which helps them to focus on word-level processing and provides opportunities for speaking
 - Receiving corrective feedback from adults
 - Small group formats increases adult-student interaction about text

Fluency instruction is based on these research based strategies:

Modeling

Word-Level Automaticity

Repeated Reading

Progress Monitoring

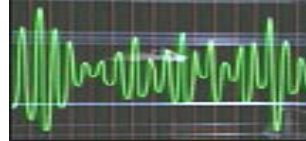
Pairing Reading Partners

1. Rank order students according to reading fluency.
2. Split the list in half to form pairs.
3. Pair the top-ranked student in the top-half (TH) with the top-ranked student in the bottom-half (BH); do the same for the two students who are second from the top in each half; continue this process until all have partners.

<u>Top-Half</u>	<u>Bottom-Half</u>	<u>Pairs</u>
Top-ranked TH	Top-ranked BH	Pair A
Second-ranked TH	Second-ranked BH	Pair B
Third-ranked TH	Third-ranked BH	Pair C

* Additional consideration: pairing students based on language proficiency

Echo Reading: focus on prosody



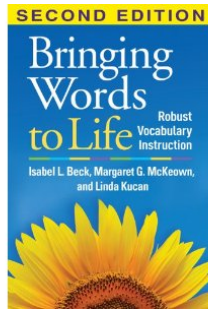
1. The teacher or partner reads a sentence or phase.
2. The student repeats it. (Be sure the student points to the words as they are read.)
3. Switch jobs.

Shake, Spill and Say

- **1. Place high frequency word cards in a container.**
- **2. A student shakes the container.**
- **3. The student reads the words that fall out face up.**

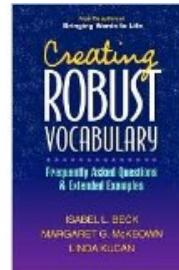
* With ELLs: use in sentence or phrase

Supplemental Instruction: Vocabulary



2013
Beck, McKeown & Kucan
Guilford Press

Building depth of
vocabulary



2008
Beck, McKeown & Kucan
Guilford Press

Selected Instructional Activities

- Using your curriculum materials or selected texts, use the following activities to review vocabulary words and deepen their knowledge.
 - **Free association:** ask students to say any words they think of when they hear the academic vocabulary word
 - **Comparing terms:** select two related terms and use graphic organizers (e.g., Venn diagram) to compare.
 - ___ and ___ are similar because they both ___
 - ___ and ___ are different because ___ is ___, and ___ is ___.
 - **Classify terms:** create categories and have students sort terms into groups

• From Marzano & Pickering, 2005 (ASCD)

Integrating vocabulary instruction into intervention instruction

- Collaborate with classroom teachers to determine whether to use vocabulary words taught in the core program or pull words from your intervention materials
 - For words from core: Provide explicit instruction, discussion and guided practice with selected words
 - For words from intervention materials, preteach using explicit procedures, engage with words during read-aloud, extend understanding through follow-up
 - Build time into intervention to read aloud using narrative and expository texts that include Tier Two words

Building vocabulary through read-aloud

- **Preteach and reteach:** Preteach words prior to reading to ensure students will understand the text. Reteach words after reading to build vocabulary
 - (Beck, McKeown & Kucan, 2008)
- **Noticing words:** After preteaching words, stop and “visit” words during teacher or student read-aloud to build depth of understanding of words.
 - “Oh, look! There is our word ‘compare’. What does that word mean again? Let’s reread this sentence to notice how it is used in this passage. How might you use this word in math? In buying a new car? In...”

Text-based vocabulary instruction

(Beck, McKeown & Kucan)

- Select Tier Two words
- Contextualize the words based on their use in the text (e.g., a character has a *clever* idea)
- Craft student-friendly definitions/explanations for the words (*someone who is clever is good at figuring things out and solving problems*)
- Create contexts for using the words that go beyond the text (*if you keep losing your key, it would be a clever idea to wear it on a chain around your neck*)
- Develop follow-up activities
- Assess understanding

Follow-Up Activities

(Beck, McKeown & Kucan)

- Example/ Nonexample
 - “If I say something *clever*, say the word, ‘clever.’ If not, don’t say anything.”
 - Keeping thumb tacks in a box on a hook by the bulletin board
 - Putting ice cream in my warm lunch bag
- Generating situations, contexts and examples
 - First constrain the request to a specific context (the classroom).
“What would make a teacher say this to the class?”
 - What *dedicated* students you are!
 - What a *clever* idea!
 - Create prompts that ask students to generalize the same words to new contexts.
 - What might a clever dog do when his owner comes home?

Follow-Up Activities

(Beck, McKeown & Kucan)

- Writing activities
 - Provide students with sentence stems and ask them to complete them. Your stem must include 'because' so the students have to explain their thinking.
 - The King was *miserable* because ____.
 - Think of a time when you felt *miserable*. Write about what made you feel that way.
- Returning to the story context
 - Ask students to find the vocabulary word in the text where it was first encountered. Give them a writing prompt that engages them with the word in this context.
 - "Kenny had a clever idea. Find and read the paragraph in the story that talks about that. Write a paragraph explaining how he came up with the idea. Explain how his clever idea changed the outcome of the story."

Supplemental Instruction: Comprehension

Informational text structure

- Start with familiar topics and texts that include clear and easy-to-recognize structural elements (e.g., compare and contrast)
- Use graphic organizers to focus on text structure
- Teach key words that are 'clues' to structure (see table)

Table 6. Structures of informational text

Structure	Description	Example	Common Clue Words	Sample Activities
Description	What something looks, feels, smells, sounds, tastes like, or is composed of	Characteristics of a hurricane		Have students use the details in a descriptive paragraph to construct an illustration or three-dimensional display.
Sequence	When or in what order things happen	A storm becomes a hurricane	first, then, next, after, later, finally	Assign each student to represent one event in a sequence. Ask the class to line up in order and, starting at the front of the line, to explain or enact their respective events in turn.
Problem and Solution	What went wrong and how it was or could be fixed	Hurricane Katrina destroyed homes and stores, so groups like the Red Cross had to bring food and medicine from other parts of the US	because, in order to, so that, trouble, if, problem	Provide opportunities for students to act out key phases of a passage.
Cause and Effect	How one event leads to another	What happened to the people who lived in Louisiana after Hurricane Katrina	because, therefore, cause, effect, so	Have students match up pictures representing "causes" and "effects" in a game-like activity.
Compare and Contrast	How things are alike and different	How hurricanes are the same as or different from tornadoes	both, alike, unlike, but, however, than	Set out overlapping hula hoops, one to represent each side of the comparison, and have students sort visual representations of each characteristic into the shared and different areas of each hoop.

Source: The list of structures was derived from Williams et al. (2007) and Duke (2000). The panel developed the definitions and examples for illustrative purposes.

Guide students through focused, high-quality discussion of the meaning of text

- *“Such discussions among students or between the students and the teacher go beyond simply asking and answering surface-level questions to a more thoughtful exploration of the text. Through this type of exploration, students learn how to argue for or against points raised in the discussion, resolve ambiguities in the text, and draw conclusions or inferences about the text.”*

Four factors of successful discussion

- Select texts that are compelling enough to spark a discussion.
- Create a discussion guide to include higher-order questions to prompt deep thinking and articulation of ideas
- If higher-order questions are challenging to students, use follow-up questions to assist them.
- Have students engage in peer discussion about text

Making Connections to Background Knowledge

Background knowledge helps students construct meaning from the text.

Accessing background knowledge is a motivator for students.

Accessing background knowledge alerts the teacher to students' misconceptions.

(Dimino, 2000)

Activity: Latin Translation

Latin Translation

Graecia in Europa est. Athenae in Graecia est. Gallia in Europa est. Italia in Europa est. Roma in Italia est. Hispania quoque in Europa est. Hispania et Italia et Graecia in Europa sunt.

Aegyptus in Africa est. Aegyptus in Europa non est. Graecia non in Africa est. Italia non in Africa est. Graecia in Europa est. Italia quoque in Europa est.

Arabia non est in Europa, sed in Asia. Syria quoque in Asia est. Syria non in Europa est. Hispania in Europa est. Hispania non in Asia est.

Activity: Fill in the blanks

Fill in the Blanks

_____ The problems that confront **p**_____ in raising **ch**_____ from **in**_____ to adult life are not easy to _____. Both **f**_____ and **m**_____ meet with many **di**_____ in their concern for satisfactory **pro**_____ from the **e**_____ stage to later life. It is important that young **ch**_____ have plenty of **s**_____ and good **f**_____ for healthy growth. **B**_____ and **g**_____ should not occupy the same **b**_____ or sleep in the same **r**_____. They are often afraid of the **d**_____.

(Billmeyer, 1996)

Snippets

“Snippets are tiny pieces of (students’) lives they can write about. The teacher chooses a snippet from the book and models how it connects to her life, to another text, or to a bigger issue in the world.”

Snippets by Charlotte Zolotow
(collection of pictures, poems, etc.)

(Harvey & Goudvis, 2000)

Making Connections: Using Snippets

- Use Quotes from text
- Use Pictures from text
- Make connections by comparing...
- Self
- Other text
- World

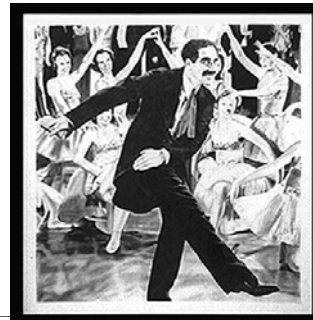


Making Connections: Using Snippets

“I find television to be very educating. Every time somebody turns on the set, I go in the other room and read a book.”

-- Groucho Marx

What connection can you
make to this quote?



Making Connections: Using Snippets

“There is more treasure in books than in all the pirate's loot on Treasure Island . . . and best of all, you can enjoy these riches every day of your life.” --Walt Disney

What connection can you
make to this quote?



Get the Gist: a Main Idea strategy

1. Name the **who** or **what** the paragraph is mostly about.
2. What is the most important information about the who or what?
3. Write the gist in ten words or less.

Seabirds

A seabird is any bird that spends most of its time at sea and depends on the sea and its islands for all its basic needs. The sea provides food and its remote islands and rocky outcroppings provide safe nesting and resting places. For 60 million years, these highly specialized diverse birds have adapted to life on the world's vast oceans.

modeling

1. Name the **who** or **what** the paragraph is mostly about

- A **seabird** is any bird that spends most of its time at sea and depends on the sea and its islands for all its basic needs. The sea provides food and its remote islands and rocky outcroppings provide safe nesting and resting places. For 60 million years, these highly specialized diverse birds have adapted to life on the world's vast oceans.

modeling

2. What is the most important information about the who or what?

- A seabird is any bird that spends most of its time at sea and depends on the sea and its islands for all its basic needs. The sea provides food and its remote islands and rocky outcroppings provide safe nesting and resting places. For 60 million years, these highly specialized diverse birds have adapted to life on the world's vast oceans.

modeling

- **Who or What**
 - Seabirds
- **Important Information:**
 - Seabirds spend most of their time at the sea.
 - Seabirds depend on the sea and its islands for their basic needs.
 - The sea provides food, resting and nesting places.
- **Write the gist in 10 words or less.**
 - Seabirds get what they need from the sea.
 - Seabirds depend on the sea for everything they need.

Four important things about gist

1. The gist must be a complete sentence.
2. The main who or what only counts as one word. “The United States Senate”
3. A good gist contains information that will help you remember the important details in a paragraph
4. There can be more than 1 good gist for a paragraph

Get the Gist

- **The Northwest coast is a narrow area of land that extends roughly south from Anchorage, Alaska to San Francisco, California. To the area’s east, are forests, plateaus, basins, and rivers. To the west is the Pacific Ocean. This area has a wet climate with mild winters and cool summers.**

Who or What:

Northwest Coast

Important Information:

Narrow area from Anchorage to San Francisco (large)

To the east are forests, plateaus, rivers, and basins

(varied geography)

To the west is the Pacific Ocean (varied geography)

Has mild weather with wet climate and cool summers

(mild climate)

Write the Gist in 10 words or less.

The Reading-Writing connection



Three recommendations

- Have students write about the texts they read.
- Teach students the writing skills and processes that go into creating text (narrative and informational).
- Increase how much students write.

- From *Writing to Read: Evidence for How Writing can Improve Reading*.
- Graham and Hebert, 2010

Instructional Ideas: Students writing about text

- Response journals
 - Give prompts to guide students in thinking about meaning, using Bloom's taxonomy as a guide
 - Remember, Understand, Apply, Analyze, Evaluate, Create
 - Align prompts with grade-level standards
 - Predict, clarify, main idea, etc.
 - Designate a separate section of the journal for vocabulary
 - Definitions, examples/drawings, use in passage, create own sentences
- The key idea is to *connect* reading, writing, listening, speaking

Instructional Ideas: Students writing about text

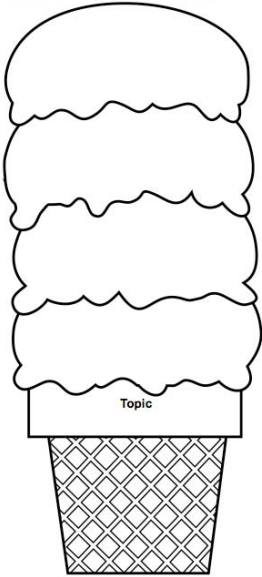
- Graphic organizers
 - Use as a planning step between reading and writing tasks; teaches students to *prepare* to write
 - Match the G.O. with the task purpose and type of text

Graphic Organizers and Semantic Maps


- http://edhelper.com/teachers/graphic_organizers.htm
- <http://eduplace.com/graphicorganizer/index.jsp>
- <http://www2.scholastic.com/browse/article.jsp?id=2983>

Name _____ Date _____ Name _____ Date _____

Ice-Cream Cone
Write your topic on the cone. Add details in order on each scoop.



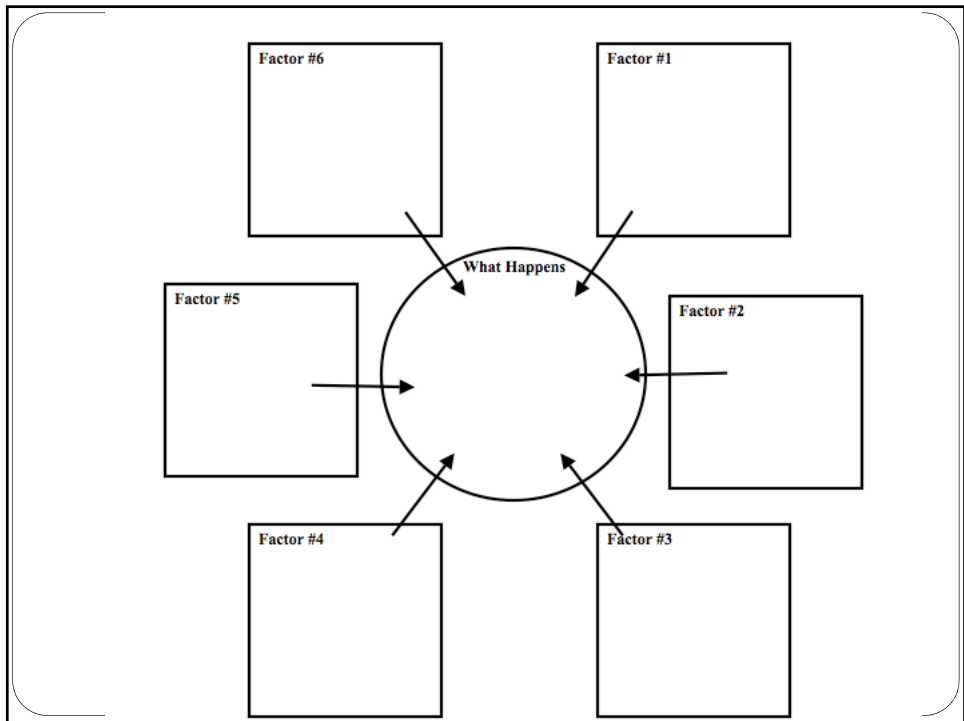
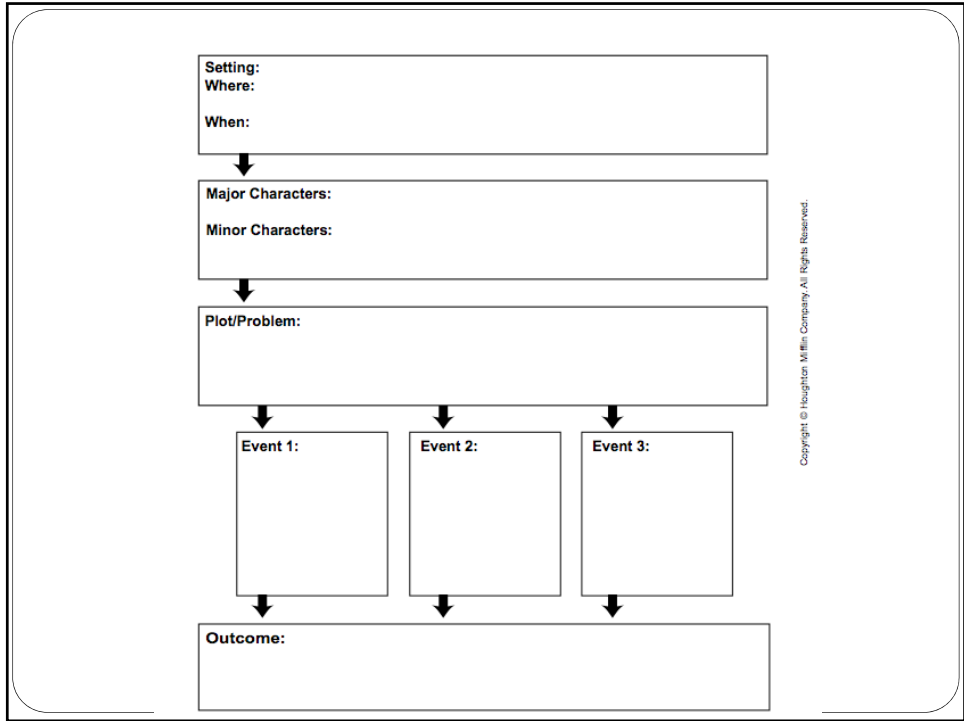
Time Line
Write dates for each event in time order from left to right. Add details along the line.



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Story Structure Analysis

- Narrative (Fiction)
- Vs.
- Expository (Fact)



Teach students the writing skills and processes that go into creating text (narrative and informational).

- Common Core Standards for Writing:
 - “To build a foundation for college and career readiness, students... learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar, audience, and they begin to adapt the form and content of their writing to accomplish a particular task or purpose. They develop capacity to build knowledge on a subject through research projects and to respond analytically to literary and information sources. To meet these goals, students must devote significant time and effort to writing...”

Common Core Standards for Writing

- Text types and purposes: writing narrative and informational text, varied purposes and audiences
- Develop the craft of writing
 - Plan, draft, edit, revise
- Research to build and present knowledge
- Range of writing

Increase how much students write

- Stating the obvious...
- Students who are *behind* in reading, need to spend more time practicing and refining their skills
- Students who are *behind* in writing, need to spend more time engaged in writing

Wrap Up

- Questions and Discussion
- Contact Info:
Diane Haager, Ph.D.
California State University Los Angeles
5151 State University Drive
Los Angeles, CA 90032
323/343-6158
diane@ecslearning.com