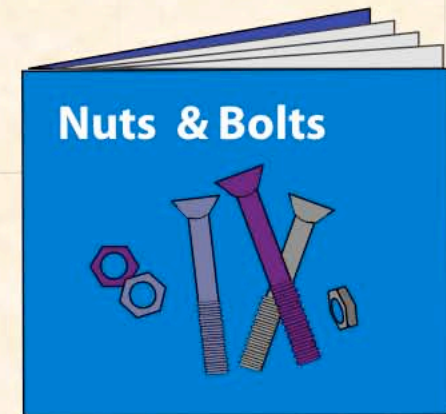
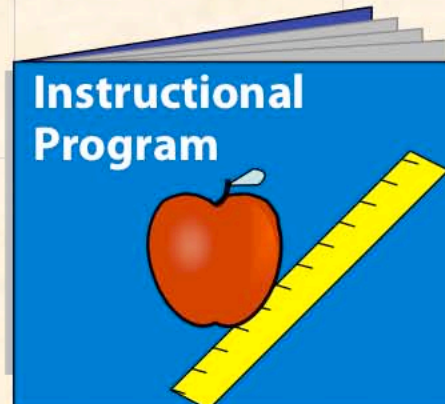
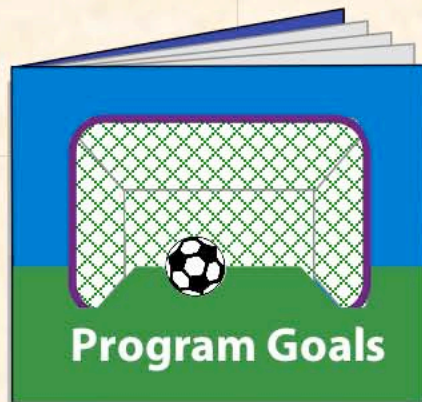
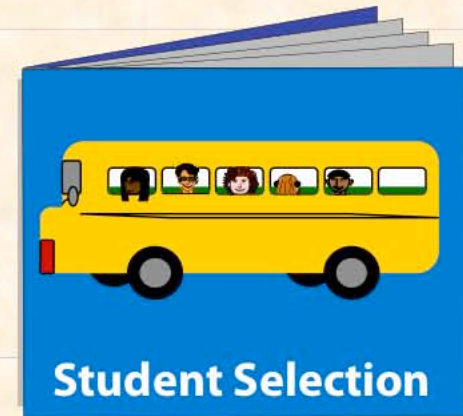
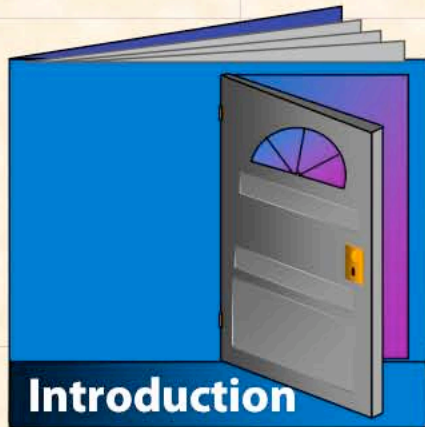
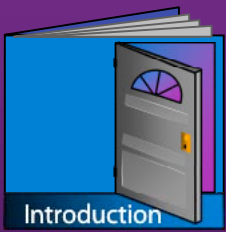


# Establishing an Intensive Reading and Writing Program for Secondary Students (Revised)

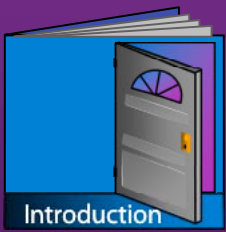




# Workshop Objectives

## Participants will learn about:

- **The purpose of an intensive reading and writing program**
- **The specifics of the “Read for Success” program**
- **The student selection process for the program**
- **The goals of students, preservice teachers, school district personnel, and university faculty**
- **The instructional program**
- **The nuts and bolts of program development**



# What Is the Purpose of the Program?

**The purpose of the intensive reading and writing program is:**

- **To provide intensive, individualized instruction to meet struggling secondary students' literacy needs, and**
- **To increase secondary students' reading and writing abilities in content area instruction.**



# Why Do We Need This Intensive Reading and Writing Program?

- Reading failure correlates with school failure (Marsh, 1993).
- Students with below-average reading skills are twice as likely to drop out of school as those who read on or above grade level (U.S. Department of Education, 1996).
- Once students fall behind in acquiring critical basic reading skills, intensive interventions are necessary (Vaughn & Schumm, 1996).
- Explicit instruction is needed to teach the kinds of reading skills required in secondary school (Wolfram, 1992).
- There is a documented need for a systematic approach to writing instruction (Atwell, 1998).
- Twenty-five percent of American adults lack the basic literacy skills required in a typical job (Moats, 1998).



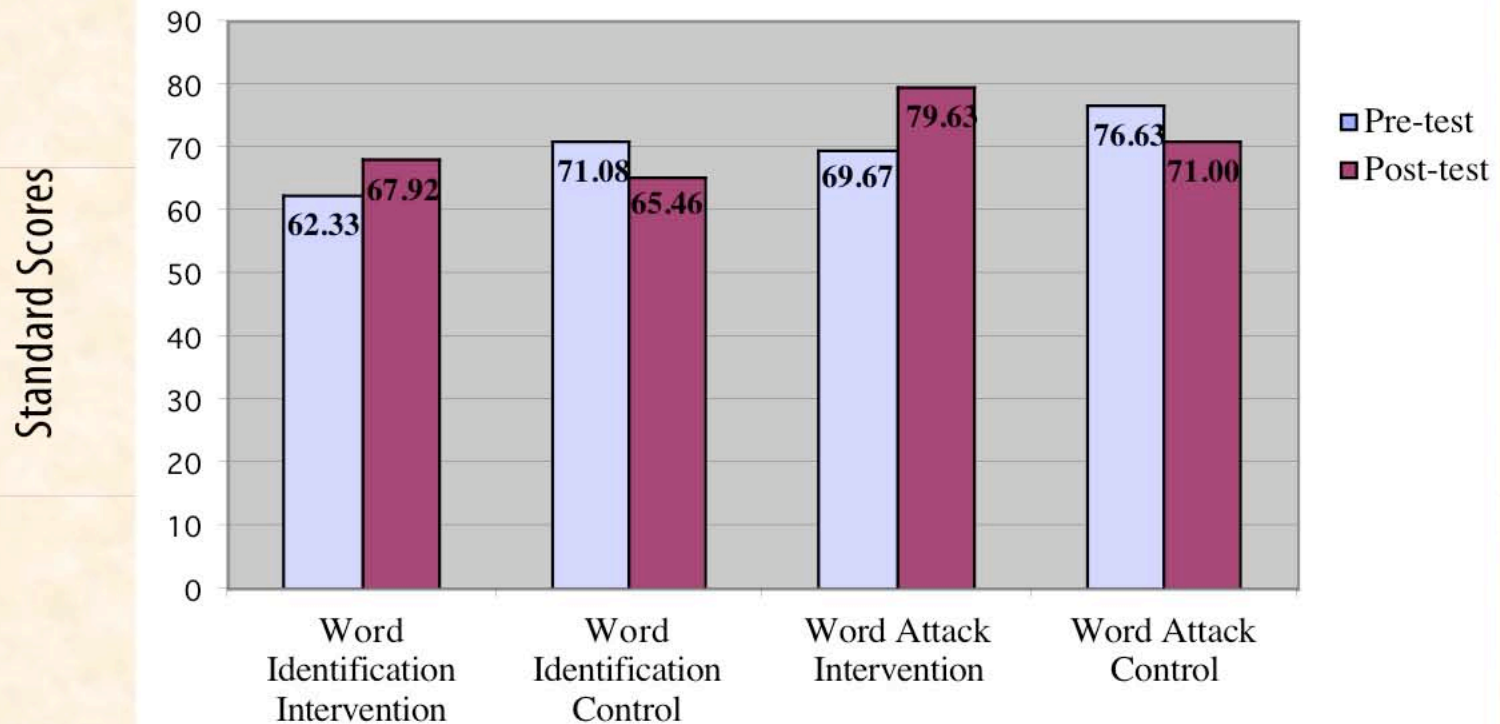
# Overview of the “Read for Success” Program: Implementation Guidelines

- Establish the need for this type of program
- Begin collaboration between local school district and university
- Organize personnel
- Publicize program
- Identify, assess, and group students
- Assign preservice teachers to groups of students
- Implement research-based instructional strategies
- Evaluate preservice teachers
- Reassess students



# Reading Performance of Students in the "Read for Success" Program

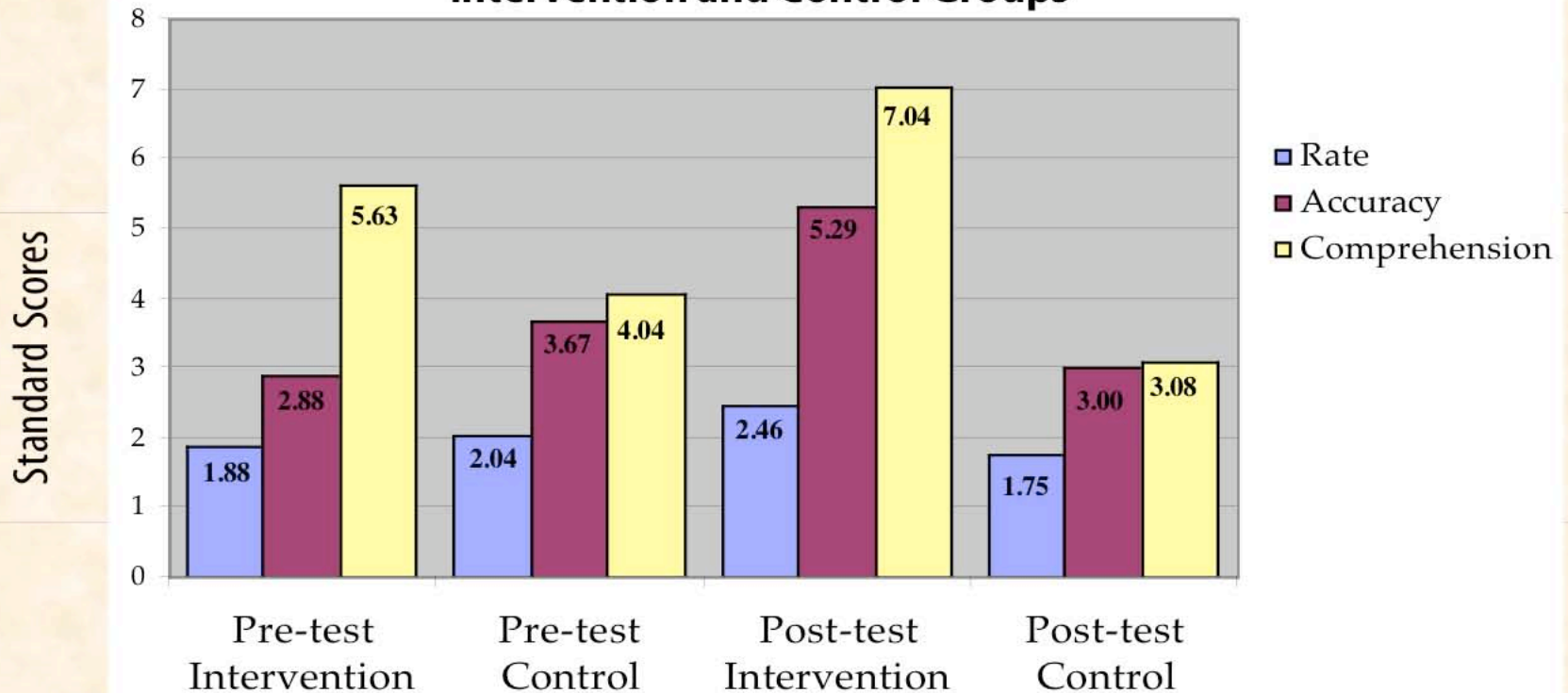
**Woodcock Reading Mastery Test—Revised  
Average Pre-test and Post-test Standard Scores for the  
Intervention and Control Groups**





# Reading Performance of Students in the “Read for Success” Program (cont.)

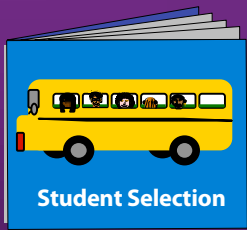
**The Gray Oral Reading Test—III  
Average Pre-test and Post-test Standard Scores for the  
Intervention and Control Groups**



# Student Selection







# What Are the Academic Characteristics of Struggling Secondary Readers and Writers?

## **Word Study:**

- Have difficulty decoding words, especially multisyllabic words

## **Fluency:**

- Read at a slow pace and with many errors

## **Vocabulary:**

- Know few words and lack understanding of word meanings

## **Comprehension:**

- Do not use self-monitoring skills before, during, and after reading to facilitate comprehension of text

## **Writing:**

- Have difficulty planning, drafting, revising, and/or editing written work



# Program Goals

## Goals for Students:

- **Learn strategies to become more efficient readers and writers**
- **Generalize strategies to learning in content area instruction and to other learning environments**
- **Increase self-confidence in reading and writing**

## Goals for Preservice Teachers:

- **Obtain practical experience teaching struggling secondary students**
- **Design, implement, and evaluate effective instruction**
- **Apply research-based strategies in a classroom setting**
- **Improve teaching effectiveness based on supervisor feedback**
- **Strengthen communication skills with students, parents, and administrators**



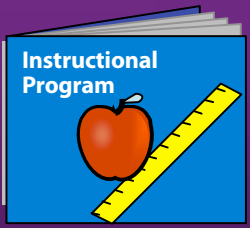
# Program Goals (cont.)

## Goals for the School District:

- Provide effective literacy programs for struggling readers and writers
- Increase the number of students who successfully complete required state assessments
- Engage in research with a university

## Goals for the University:

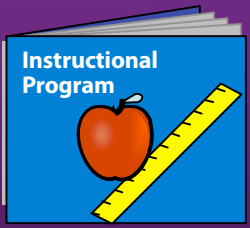
- Provide preservice teachers with opportunities to work with struggling students in school settings
- Build a collaborative relationship with a school district
- Conduct research to determine effective literacy programs



# Secondary Setting Demands

## Content Area Reading and Writing:

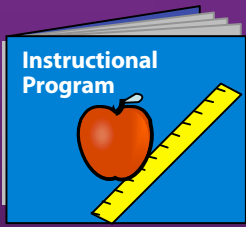
- Reading and writing are prerequisites to successful content area learning.
- Students are expected to read and understand content in various text formats.
- Students are expected to have knowledge of effective reading and writing strategies to comprehend content area materials.
- Vocabulary demands become more complex and incorporate multisyllabic words.



# Critical Features of an Effective Reading and Writing Program

## Instructional Materials:

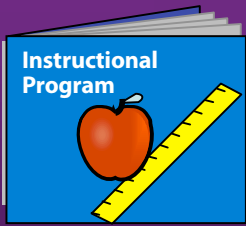
- **High-interest/controlled-vocabulary materials**
- **Written at students' instructional reading level**
- **Contain age-appropriate content**
- **Motivate students to read**
- **Decrease frustration**
- **Can be linked to the curriculum**



# Critical Features of an Effective Reading and Writing Program (cont.)

## Delivery of Instruction: The Teacher

- **Uses advance organizers and activates students' prior knowledge**
- **Provides explicit content presentation**
- **Models and demonstrates by "think alouds"**
- **Gives corrective feedback**
- **Demonstrates and uses scaffolding techniques**
- **Uses language during instruction that is comprehensible and meaningful to students who are English language learners**



# Critical Features of an Effective Reading and Writing Program (cont.)

## Instructional Grouping

- Engages students in learning with low teacher-student ratios (1:4)
- Facilitates individualization by grouping students based on skill level

## Student Progress Monitoring

- Measures the content being taught
- Includes record-keeping (e.g., graphs, checklists) to track progress
- Is conducted on a weekly basis
- Promotes data-driven instructional decision making
- Monitors student mastery of instructional objectives
- Involves students in self-evaluation



# Assessment Is a Crucial Part of Every Reading and Writing Program

## Conduct **initial** assessment to:

- Determine baseline for academic levels
- Establish student groups

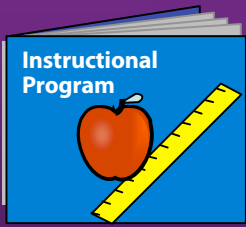
## Conduct **ongoing** assessment to:

- Monitor student progress
- Inform instructional decision making

## Conduct **final** assessment to:

- Determine student academic growth
- Investigate program effectiveness





# Monitor Student Progress Regularly

## **Curriculum-based assessment:**

Evaluate daily instruction

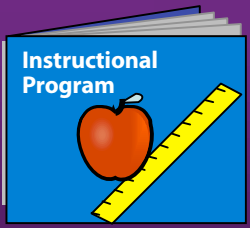
(e.g., teacher-made tests, fluency measures, homework)

## **Observation:**

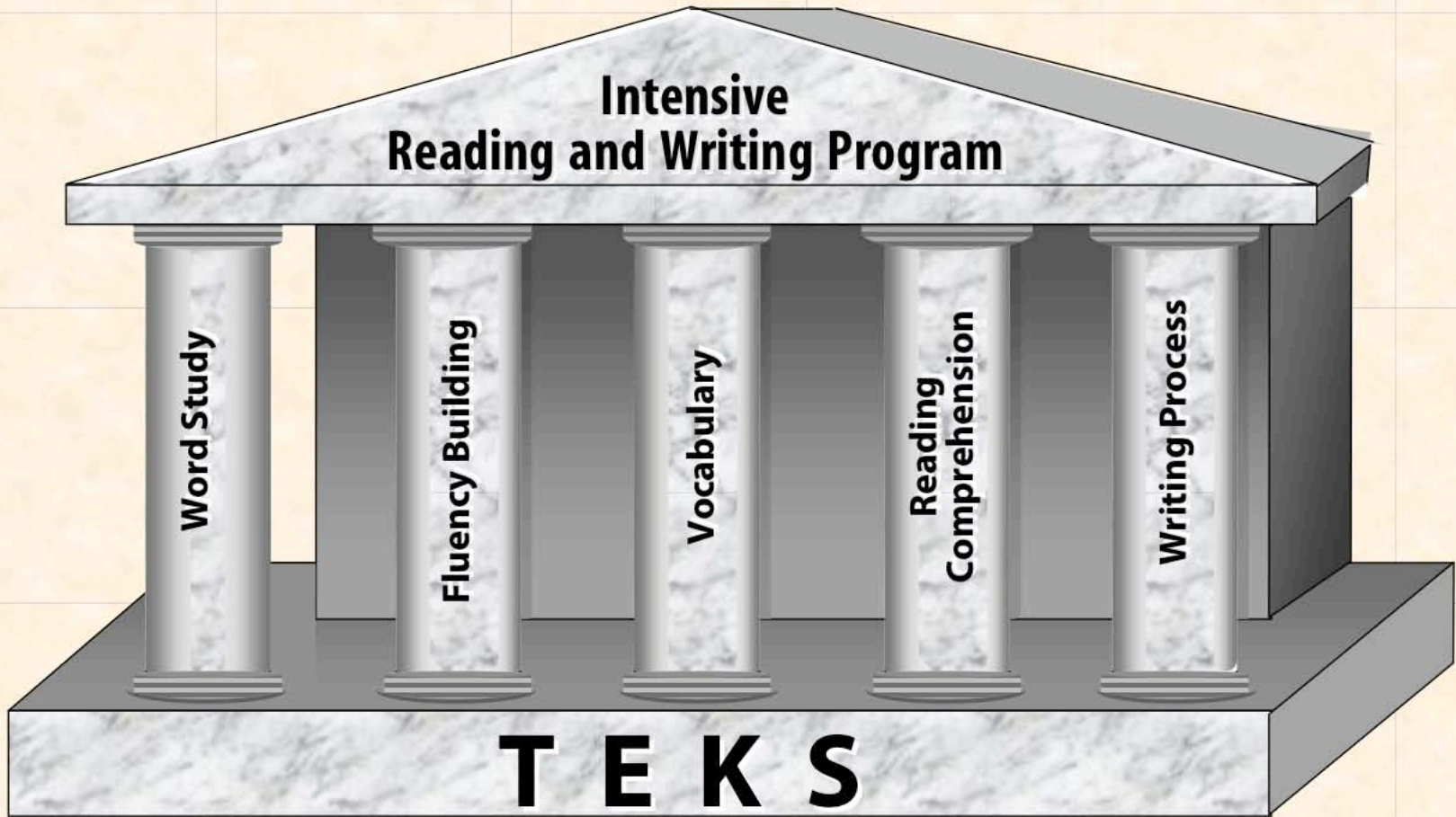
Note student performance

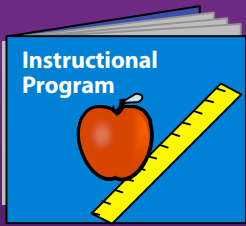
(e.g., reading behaviors, writing difficulties)





# Instructional Components





# TEKS: Word Study

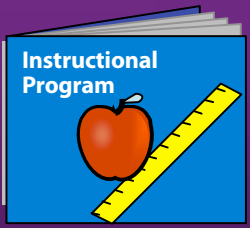
**STRUGGLING READERS**

**Limited**

**Letter-Sound Correspondences  
Structural Analysis  
Syllabication  
Semantic Cues**

**Efficient**

**EFFECTIVE READERS**



# Word Study

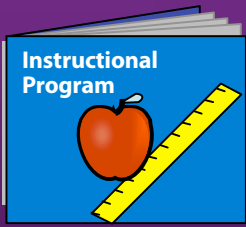
## Effective Instruction

### Teachers:

- **Model and provide steps for using knowledge of letter-sound correspondences.**
- **Focus on words from content area text and literature that students are reading.**
- **Teach word study as part of vocabulary building activities.**
- **Use materials that are challenging, but not too difficult.**
- **Model and provide steps for using contextual cues.**

### Students:

- **Apply strategies to figure out unknown words.**
- **Break apart multisyllabic words to decode words.**
- **Use newly learned words in a variety of contexts.**



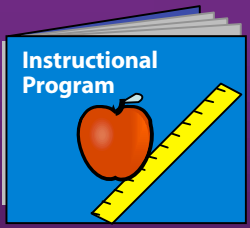
# Word Study Instructional Strategy: Word Building

## What is word building?

**An activity that helps students combine individual letters to make words.**

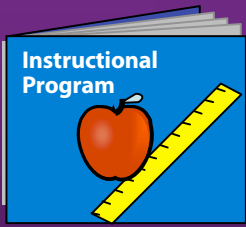
## Word building involves:

- **Manipulation of individual letters**
- **Knowledge and use of:**
  - **Letter-sound correspondences**
  - **Orthographic patterns**
  - **Structural analysis**
- **Use of self-monitoring**



# Word Study Instructional Strategy: Word Building Materials

- List of words for instruction
- Index cards with individual letters printed on them
- Index cards in different colors for vowels and consonants
- Plastic zipper bags to store letter cards
- Holder for placement of these letters
- Timer



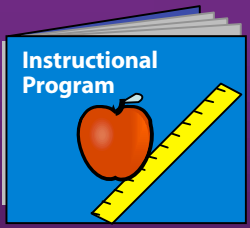
# Word Study Instructional Strategy: Word Building Implementation

## Preparation

- Select the final word.
- Make a list of shorter words that can be made from the letters of the final word.

## Instruction

- Distribute sets of individual index cards for the word.
- Designate the number of letters that the word should contain.
- Model word building by demonstrating the process.
- Ask students to manipulate the letters to make multiple words.
- Ask students to make the final word that uses all individual letter cards.



# Word Study Instructional Strategy: Word Building Assessment

- **Knowledge and use of letter-sound correspondences and structural analysis**
- **Application of syllabication rules**





# Word Building

Students manipulate letters to improve their letter-sound correspondence and structural analysis skills.

t r s p t a



# TEKS: Fluency Building

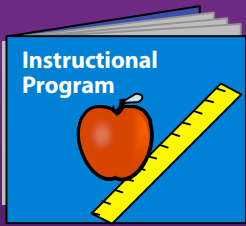
**STRUGGLING READERS**

**Limited/Labored**

**Knowledge of the Purpose of Reading  
Reading Rate  
Word Study  
Oral and Silent Reading**

**Fluent/Accurate**

**EFFECTIVE READERS**



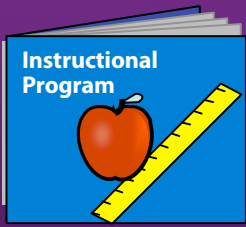
# Fluency Building: Effective Instruction

## Teachers:

- **Model fluent reading.**
- **Provide opportunities for students to practice reading orally.**
- **Choose appropriate materials at students' independent or instructional reading levels.**
- **Establish individual reading rate goals for students.**

## Students:

- **Practice with corrective feedback several times weekly.**
- **Reread same passage two to four times.**
- **Measure rate of reading.**
- **Chart progress towards a goal.**

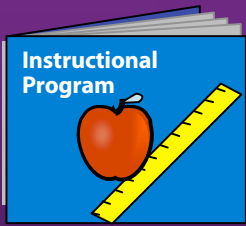


# Fluency Building: Reading Rate

**Reading rate** refers to how quickly students read.

According to Guszak (1972), the following are standard rates for oral reading of grade-level materials:

<b>Grade</b>	<b>Words per Minute</b>
<b>1</b>	<b>60</b>
<b>2</b>	<b>70</b>
<b>3</b>	<b>90</b>
<b>4</b>	<b>120</b>
<b>5</b>	<b>120</b>
<b>6</b>	<b>150</b>
<b>(and above)</b>	



# Fluency Building Instructional Strategy: Partner Reading

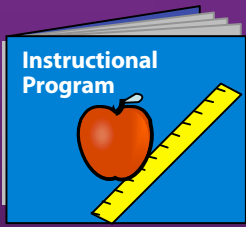
## What is Partner Reading?

**A fluency building technique designed to help students develop more accurate and fluent reading in connected text.**

## Partner Reading involves:

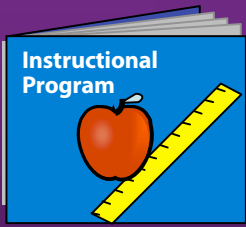
- **Oral reading practice with a partner**
- **Error correction strategies**
- **Comprehension questions**
- **Student progress monitoring**





# Fluency Building Instructional Strategy: Partner Reading—How to Assign Partners

- **Rank students according to reading ability.**
- **Divide the list in half. Label the first half List 1 (higher performing students) and the second half List 2 (lower performing students).**
- **Pair the top-ranked student on List 1 with the top-ranked student on List 2. Continue this process until all students are paired.**
- **For each student pair, the higher performing student (List 1) is designated as Partner A and the lower performing student (List 2) is designated as Partner B.**



# Fluency Building Instructional Strategy: Partner Reading Materials

- **High-interest/controlled-vocabulary text selected for Partner B's independent reading level**
- **List of error correction procedures**
- **Timer**
- **Graphs**
- **Comprehension questions to accompany the reading passage**
- **Folders for reading passages and graphs**



# Fluency Building Instructional Strategy: Partner Reading Implementation

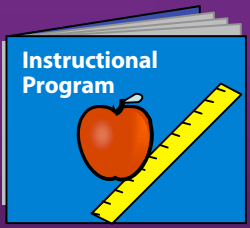
## Partner A (stronger reader)

- Reads the assigned pages for three minutes.
- Assists Partner B with difficult words.
- Takes a one-minute timed test.
- Provides error correction.
- Asks and answers comprehension questions.
- Charts data.

## Partner B (weaker reader)

- Reads the assigned pages for three minutes.
- Decodes difficult words with assistance from Partner A.
- Takes a one-minute timed test.
- Asks and answers comprehension questions.
- Charts data.

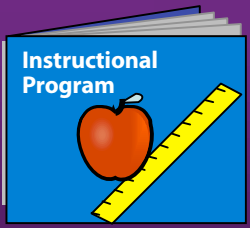




# Fluency Building Instructional Strategy: Partner Reading Assessment

**Increase in number of words read correctly in one minute**

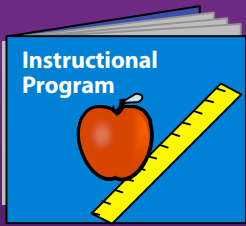
**Improvement in word recognition**



# Partner Reading

**Students work in pairs to build reading fluency.**





# TEKS: Vocabulary

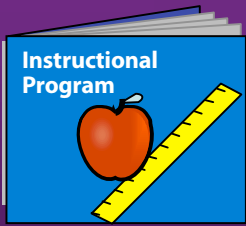
**STRUGGLING READERS**

**Few/Inefficient**

**Root Words and Affixes  
Words with Multiple Meanings  
Word-Meaning Strategies  
Reference Aids**

**Numerous/Efficient**

**EFFECTIVE READERS**



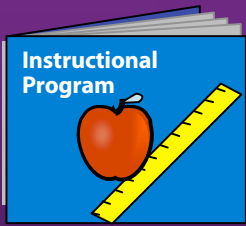
# Vocabulary: Effective Instruction

## Teachers:

- **Use explicit instruction to teach key words and technical vocabulary prior to reading.**
- **Limit the number of new words taught at one time.**
- **Provide multiple exposures to words across contexts.**
- **Provide opportunities for students to discuss and use new words in and out of class.**

## Students:

- **Use word meanings in a variety of contexts.**
- **Discuss relationships between words.**
- **Use strategies to figure out the meanings of new words.**



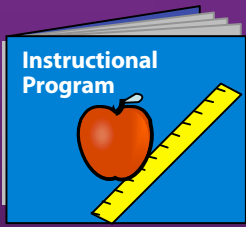
# Vocabulary Instructional Strategy: Semantic Mapping

## What is semantic mapping?

**A process to connect new knowledge to pre-existing knowledge, thereby increasing vocabulary.**

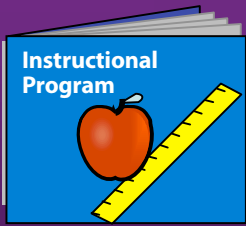
## Semantic mapping involves:

- **Activating prior knowledge**
- **Associating new words with prior knowledge**
- **Practicing new word meanings across contexts**
- **Revisiting, refining, and editing map organizers**



# Vocabulary Instructional Strategy: Semantic Mapping Materials

- **Expository or narrative text**
- **High-interest/controlled-vocabulary text**
- **Overhead projector**
- **Overhead transparency of a blank semantic map**
- **Copies of a blank semantic map for students**
- **Dictionary**



# Vocabulary Instructional Strategy: Semantic Mapping Implementation

## Stages

- **Identify the main topic and place it at the center of the graphic organizer.**
- **Have students brainstorm words associated with the main topic.**
- **Discuss word meanings and group words into broad categories.**
- **Ask students to provide labels for the categories.**
- **Ask students to generate subcategories.**
- **Discuss the words and the interrelationships of categories and subcategories.**



# Vocabulary Instructional Strategy: Semantic Mapping Assessment

- **Accuracy of word meaning**
- **Grouping of ideas into categories and labeling of categories**
- **Interrelationships between category and subcategory**





# Semantic Mapping: Expository Text

**Students increase vocabulary  
by relating new words to their existing knowledge.**





# TEKS: Reading Comprehension

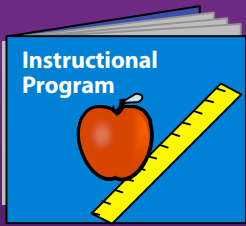
**STRUGGLING READERS**

**Limited Understanding**

**Prior Knowledge  
Purposes for Reading  
Self-Monitoring  
Types of Text Structures**

**Extensive Understanding**

**EFFECTIVE READERS**



# TEKS: Reading Comprehension (cont.)

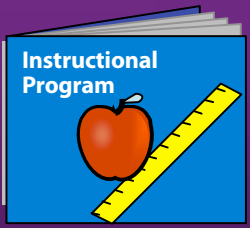
## STRUGGLING READERS

Difficult

**Differentiating Main Ideas  
from Supporting Details  
Drawing Inferences  
Paraphrasing  
Summarizing  
Finding Similarities and Differences  
Distinguishing Fact and Opinion  
Self-Questioning**

Easy

## EFFECTIVE READERS



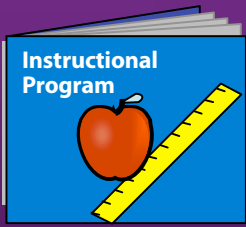
# Reading Comprehension: Effective Instruction

## Teachers:

- **Introduce strategies one at a time.**
- **Model strategies and use prompting, elaboration, and explanation to encourage use.**
- **Help students apply strategies before, during, and after reading.**
- **Help students apply strategies in content area classes.**

## Students:

- **Practice strategies in a variety of texts.**
- **Learn when, where, and how to apply comprehension strategies.**
- **Self-monitor.**



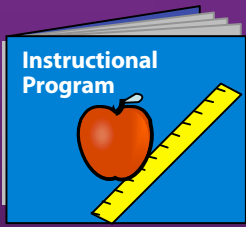
# Reading Comprehension Instructional Strategy: Collaborative Strategic Reading

## What is CSR?

**An instructional technique that uses cooperative learning and reading comprehension strategies.**

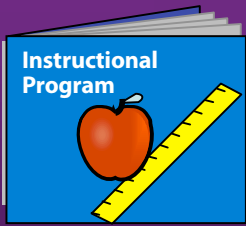
## Reading Comprehension Strategies include:

- **Previewing:** Students brainstorm and predict.
- **Click and Clunk:**
  - **Clicks:** Students understand portions of the text.
  - **Clunks:** Words, concepts, and phrases that students have difficulty understanding.
- **Get the Gist:** Students identify the most important information in the paragraph(s).
- **Wrap-Up:** Students review by asking questions about the passage and thinking about what was important.



# Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Materials

- **Consider high-interest/controlled-vocabulary expository and narrative text**
- **Select material with headings, illustrations, and boldface words to help students with predicting**
- **“Clunk” cards**
- **Learning logs**



# Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Implementation

## Model CSR Strategies

- Model the four strategies with the whole class, using a sample passage.
- Think aloud when modeling the strategies.
- Repeat the process for two to three days when first introducing CSR.

## Teach the Strategies

- Teach one strategy at a time.
- Have students practice each strategy with a partner or in cooperative learning groups.
- Model word building by demonstrating the process.
- Ask students to record their ideas when applying the strategy.
- Ask some students to share predictions, clunks, and gists with the whole class.



# Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Implementation (cont.)

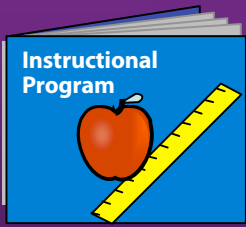
## Teach the Roles

- Assign students to cooperative learning groups.
- Assign roles to students.
- Teach students the tasks for each role.
- Prompt students to implement tasks for their roles.
- Repeat process for two to three days.

## Monitor Cooperative Learning Groups

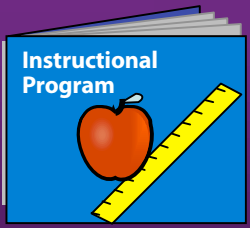
- Discuss rules for working cooperatively.
- Assign the reading passage and have students begin CSR.
- Remind students about role responsibilities.
- Circulate and provide assistance for behavior, “clunks,” “gists,” and wrap-up questions.





# Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Assessment

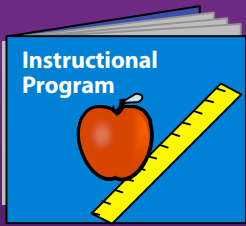
- **Quizzes based on student-generated wrap-up questions**
- **Essays**
- **Portfolios**
- **Presentations**
- **Visual representations**
- **Student Jeopardy using wrap-up questions and clunks**



# Get the Gist



**Students “Get the Gist”  
to summarize and remember what they read  
and to distinguish main ideas from details.**



# TEKS: Writing Process

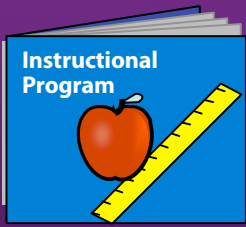
**STRUGGLING READERS**

**Limited Understanding**

**Audiences and Purposes  
Writing Process Stages  
Grammar, Usage, and Spelling  
Self-Evaluation**

**Extensive Understanding**

**EFFECTIVE READERS**



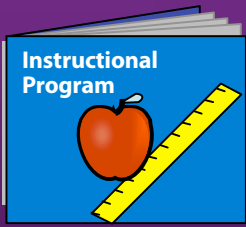
# Writing Process: Effective Instruction

## Teachers:

- **Teach students to set specific goals for writing improvement.**
- **Use mini-lessons to teach specific skills.**
- **Model different types of writing structures and characteristics.**
- **Provide feedback and conduct continual evaluation.**
- **Integrate writing instruction into all subject areas.**

## Students:

- **Participate in and provide peer feedback.**
- **Recognize that writing is a process.**
- **Recognize that learning to write takes time.**



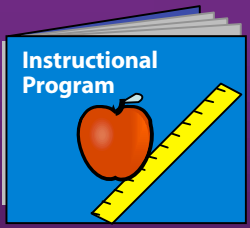
# Writing Process Instructional Strategy: Recursive Writing Process

## What is the writing process?

**The process of working recursively to plan, draft, revise, edit, and publish a written product.**

## The writing process includes:

- **Prewriting**
- **Drafting**
- **Revising**
- **Editing**
- **Publishing**



# Writing Process Instructional Strategy: A Closer Look at the Recursive Writing Process

## Prewrite



- Generating ideas
- Developing voice
- Planning organization

## Draft



- Organizing and reorganizing content
- Refining style

## Revise



- Adding and elaborating
- Deleting and combining
- Rearranging and reorganizing
- Altering style

## Edit

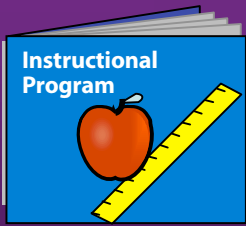


- Correcting usage
- Evaluating sentence structure
- Assessing conventions

## Publish



- Refining for audience
- Generating a product



# Writing Process Instructional Strategy: Recursive Writing Process Materials

- Pencil and paper and/or a computer or typewriter to motivate, enhance, and facilitate the writing process
- Semantic maps to organize thoughts and generate ideas
- Notebooks to provide a running record of student work
- Editing forms to target specific areas for revision and provide comments to the author
- Software programs to enhance all components of writing



# Writing Process Instructional Strategy: Recursive Writing Process Implementation

**Prewriting**



Students think critically about purpose, audience, content, and form.

**Drafting**



Students keep the writing plan in mind, monitor the plan for effectiveness, and anticipate and answer the reader's questions.

**Revising**



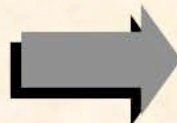
Students keep the plan in mind, monitor the plan for effectiveness, make necessary changes, and anticipate and answer the reader's questions.

**Editing**



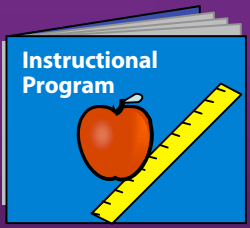
Students correct technical aspects of writing independently or collaboratively.

**Publishing**



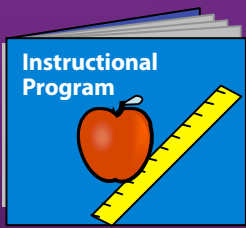
Students present writing products to selected audiences.



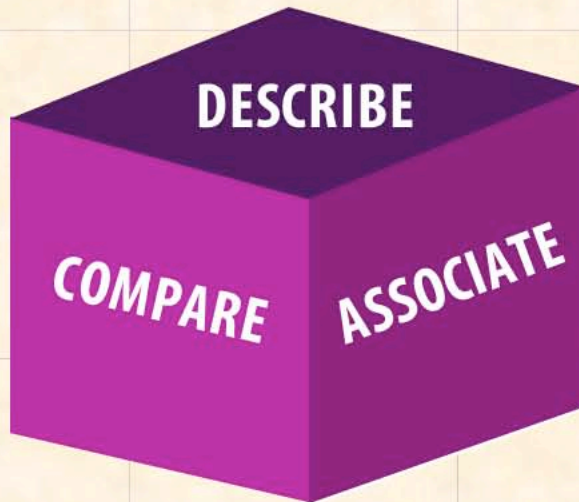


# Writing Process Instructional Strategy: Recursive Writing Process Assessment

- **Organization**
- **Knowledge of purpose, audience, and format**
- **Word usage**
- **Sentence and paragraph elaboration**
- **Spelling and syntax**
- **Punctuation and capitalization**
- **Length of the product**



# Cubing



## DESCRIBE

What color, shape, size is it?

## COMPARE

What is it similar to, different from?

## ASSOCIATE

What does it make you think of?

## ANALYZE

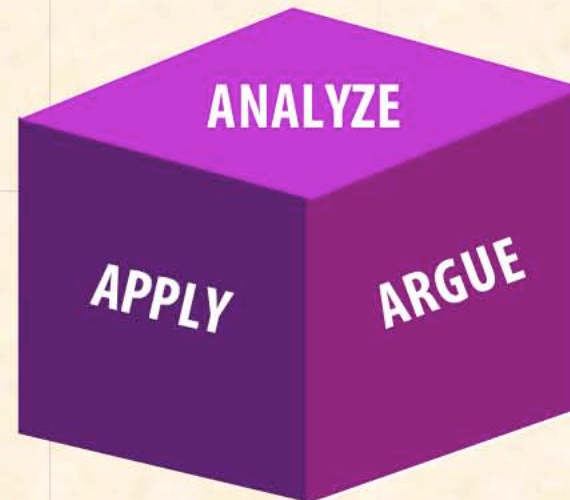
How is it made?

## APPLY

Tell what you can do with it.

## ARGUE

Are you for or against it?

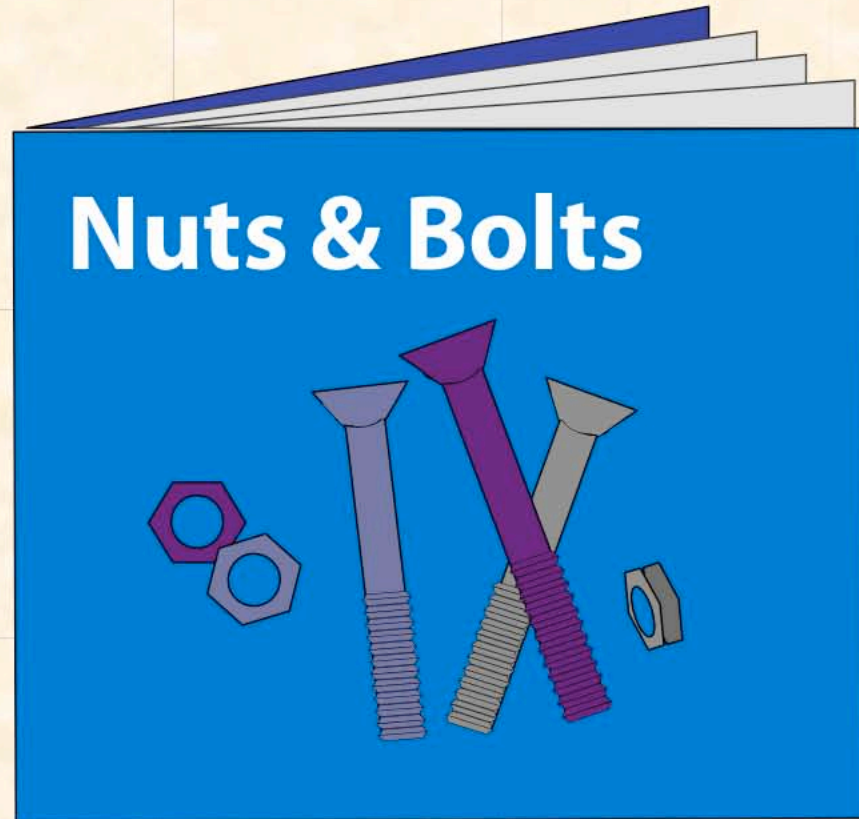


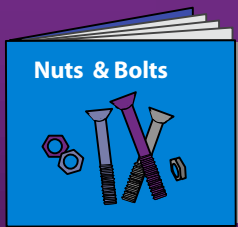
## ANALYZE

## APPLY

## ARGUE

# Nuts and Bolts





# Nuts and Bolts: Considerations for Setting up Your Program

**Human Resources**



**School-based leadership team, university faculty, school district personnel, preservice teachers**

**Student Selection Criteria**



**Number of students, reading and writing achievement levels, ages, and grades**

**Site**



**Local campus, at a university**

**School Calendar**



**Summer, after school; number of hours**

**Student Transportation**



**Bus, walking**

**Funding**



**Grants, tuition, local funds**