

RTI Frameworks for Adolescents: Designing and Implementing Intensive Reading Interventions for Adolescent ELs

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 - Preventing Dropout Among At-Risk Youth: A Study of Project Goal with English Learners (R305A150058)

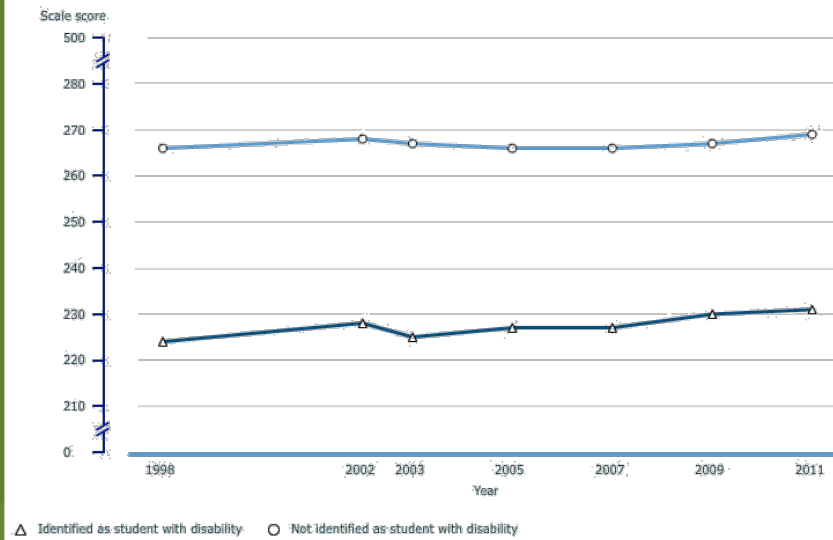


Overview

- Adolescent Literacy Crisis
- Why English Learners?
- Challenges Implementing RTI with Adolescent ELs
- How to Implement Intensive Reading Interventions for Adolescent ELs

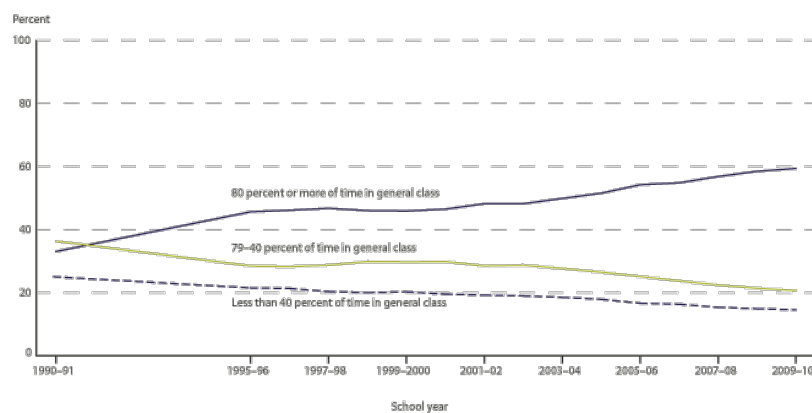
ADOLESCENT LITERACY CRISIS

NAEP Grade 8 National Results



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Percentage of Students Ages 6–21 Served Under Individuals With Disabilities Education Act



SOURCE: Office of Special Education Programs, Annual Report to Congress on the Implementation of IDEA, 1990-2010; IDEA database, www.ideadata.org/PartBdata.asp

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What Is So Disturbing?

- In 2011, **68%** of fourth-grade students and **62%** of eighth-grade students **with disabilities** scored **below basic** on NAEP Reading.
- In 2011, **29%** of fourth-grade students and **20%** of eighth-grade students **without disabilities** scored **below basic** on NAEP Reading.
- From 2009 to 2011, **reading** results for students with disabilities **declined**.

Secondary Intervention Effects

- Meta-analysis of intervention studies with struggling readers in grades 4-12 (82 study-wise effects over 30 years)
- Mean meta-analytic effect = .21 on standardized measures
- Effect sizes have diminished over time (Scammacca et al., 2015)

Why Larger Effects in Elementary?

It may be that the interventions are not less effective but that we have fewer false positives than with secondary students.

OR...

It may be that older students have more intractable reading problems.

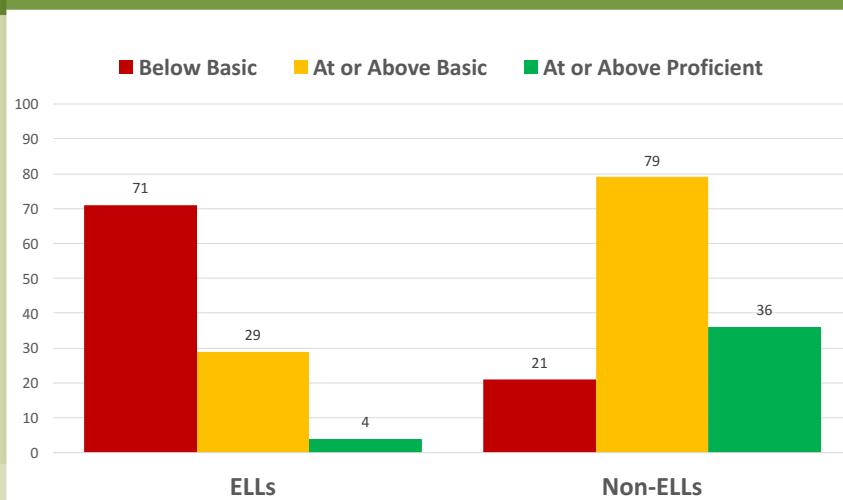
OR...

ADOLESCENT ENGLISH LEARNERS

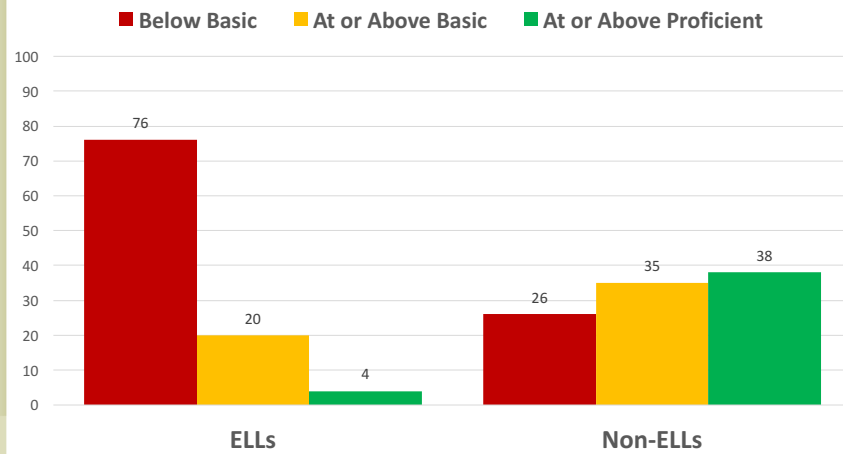
Why English Learners (ELs)?

- **ELs:**
 - Make up approximately 9.3% of all students in public schools (Kena et al., 2016)
 - Are the fastest growing subgroup of students in the U.S. (Francis et al., 2006)
 - Are more likely than non-ELs to drop out of school (Hernandez, 2012; Kennelly & Monrad, 2007)

NAEP 8th Grade Reading Achievement



NAEP 12th Grade Reading Achievement

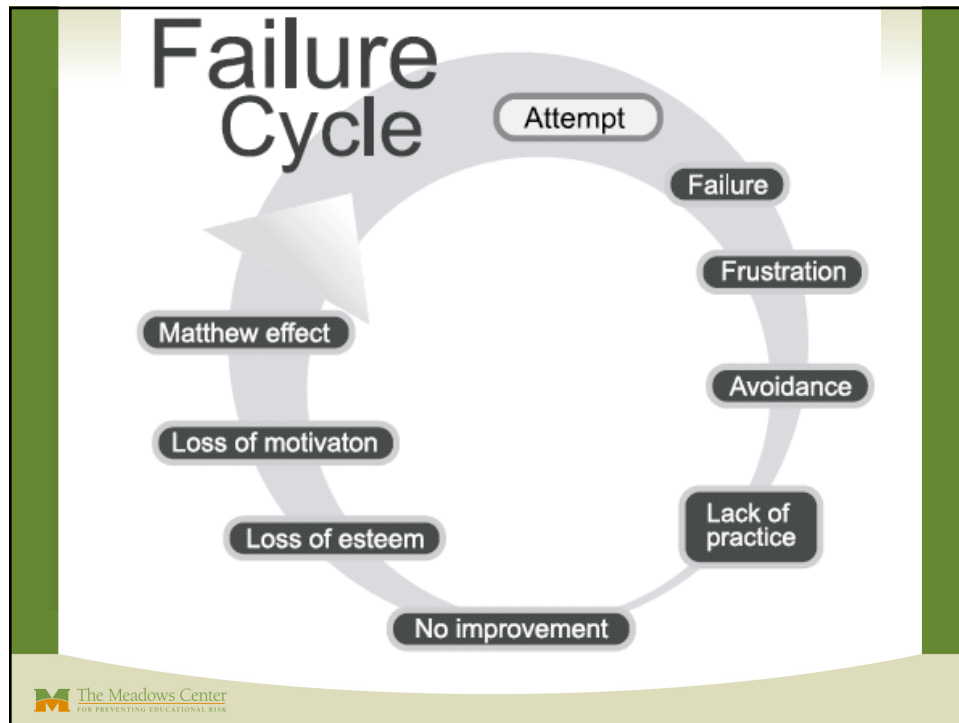


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Consequences of Poor Reading Achievement

- Increased risk for dropping out of school or failure to complete school on time (Hernandez, 2011), which leads to:
 - Lower rates of work force participation
 - Reduced wages/earnings (Synder, de Brey, & Dillow, 2017)

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CHALLENGES IMPLEMENTING RTI WITH ADOLESCENT ELS

Screening

- **Concern:** Few universal screeners have been validated with ELs, particularly adolescent ELs
 - Highly relevant measures exist
- Screening = Identifying opportunities to intervene

Tier 1 Instruction

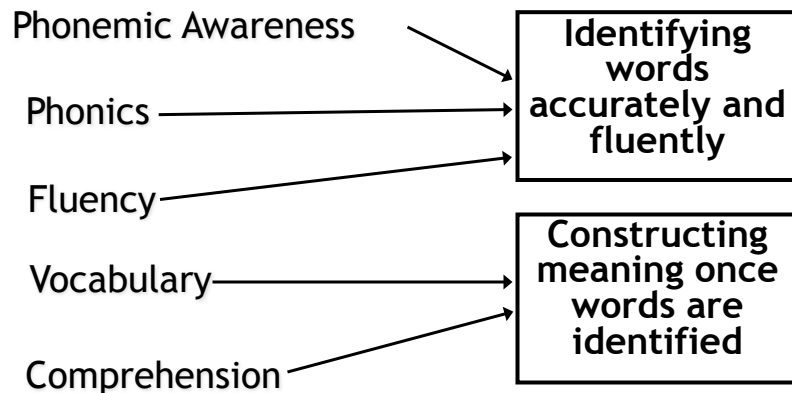
- **Concern:** Core instruction should include documented ELD instruction. Many middle schools and high schools struggle with this.
 - Evaluate and document the adequacy of instruction in key academic areas
 - Measure fidelity
 - Monitor student progress

Tier 2/3 Instruction

- **Concern:** Less research exists supporting the efficacy of specific interventions with adolescent ELs
 - Explicit, systematic instruction shows promise
 - Struggling adolescent ELs demonstrate similar skill deficits to monolingual struggling readers
 - Comprehensive, intensive interventions

How to Implement Intensive Reading Interventions for Adolescent ELs

Effective Reading Instruction



How Can We Increase Reading Achievement?

- Provide Intensive Reading Intervention
 - Characterized by:
 - Smaller, more homogenous groups
 - Increased time
 - (through increased frequency of sessions, length of sessions, or duration of intervention)
 - Explicit, systematic instruction with additional opportunities for practice and corrective feedback

(Vaughn, Denton, & Fletcher, 2010; Vaughn et al., 2014; Zumeta, 2015)

Studies of Intensive Reading Interventions

- Two randomized controlled trials of a 2-year daily intensive reading intervention
- **Inclusion Criteria:**
 - Both Studies: 9th graders who had previously failed or were within $\frac{1}{2}$ standard error of failing their 8th grade state reading assessment
 - Study 2: Current designation of LEP or designation within the previous 5 years

Identifying Students At-Risk for Reading Difficulty

- No need to provide additional screening
- Use preexisting data to determine eligibility:
 - State Reading Assessment Scores
 - Local End of Course Benchmark Scores

Scheduling Intervention

- Students should receive intervention in addition to their regularly scheduled English Language Arts course.
 - 15 or fewer students per class, grouped by ability
 - 45-60 minutes daily, possibly for multiple years
- Taught by a trained reading specialist, special education teacher, interventionist, or English teacher.

Sample Schedule

Class Period	Course
1	English/Language Arts
2	Art (elective)
3	Mathematics
4	Social Studies
5	ELL Reading/Writing
6	PE (elective)
7	Science
8	Reading Intervention (elective)

Reading Intervention

- Components
 - Phonics/Word Study
 - Fluency
 - Vocabulary
 - Comprehension Strategy Instruction
 - Motivational Support
- Taught in 2 phases

Intervention Phase I

- ★ • Phonics/Word Study ★
- Fluency
- Comprehension Strategy Instruction
 - Generate and Answer Questions
 - Comprehension Monitoring
 - Fix-Up Strategies for Unknown Words
 - Generating Main Ideas
 - Paraphrasing
 - Summarizing

Phonics/Word Study for Adolescents

- Decoding instruction often ends after second grade, but:
 - Number of multisyllabic words increases dramatically beginning in third grade.
 - These longer words are often content words that carry the meaning of the passage.
- 80% of multisyllabic words contain at least one prefix or suffix and all decodable word parts contain vowels.

A “_____” is a _____ of _____ from the same _____. Eras in _____ are named by the _____ that ruled over the _____ during that _____. Since China was _____, it was ruled by more than a _____, each of which helped _____ grow and _____ to _____ the _____ we know today. Two of the most _____ were the Tang _____ and the Song _____. Under the rule of these two _____, China saw _____ and _____ which _____ the _____ and grow. Many of these _____ made an _____ China’s _____ as well, helping _____ the world.

A “dynasty” is a sequence of rulers from the same family. Eras in Chinese history are named by the dynasty that ruled over the country during that period. Since China was unified, it was ruled by more than a dozen dynasties, each of which helped China grow and advance to become the country we know today. Two of the most important dynasties were the Tang Dynasty and the Song Dynasty. Under the rule of these two dynasties, China saw significant technological and commercial developments which helped the country prosper and grow. Many of these developments made an impact outside China’s borders as well, helping civilizations around the world.

Key Elements of Phonics/Word Study

Students should be taught how to:

1. Read vowel sounds (phonemes) in isolation when shown corresponding letter(s) (graphemes)
Example: ai makes /ā/
2. Identify vowel graphemes/letters in word parts and whole words
Examples: “tain” (maintain); claim
3. Pronounce common prefixes and suffixes in isolation
4. Identify prefixes and suffixes in words.
5. Use a flexible strategy to decode unknown words.
6. Apply the strategy to read longer, multisyllabic words in isolation, sentences, and connected text.

Common Prefixes & Suffixes

Prefixes: anti-, de-, dis-*, en-, em-, fore-, in-, im-, il-, ir-*, inter-, mid-, mis-, non-, over-, pre-, re-*, semi-, sub, super-, trans-, un-*, & under-

Suffixes: -able, -ible, -al, -ial, -ed*, -en, -er, -est, -ful, -ic, -ing*, -ion, -tion, -ation, -ition, -ity, -ty, -ive, -ative, -itive, -less, -ly*, -ment, -ness, -ous, -eous, -ious, -s/-es*, -y

***most frequent prefixes and suffixes**

Multisyllabic Word Reading Strategy

Overt Strategy

1. Circle the prefixes.
2. Circle the suffixes.
3. Underline the vowels.
4. Say the parts of the word.
5. Say the whole word.
6. Make it a real word.

EXAMPLE

reconstruction

Multisyllabic Word Reading Strategy

Covert Strategy

1. Look for prefixes, suffixes, and vowels.
2. Say the parts of the word.
3. Say the whole word.
4. Make it a real word.

Intervention Phase II

- Content Area Units for Skills Application
 - Based on an informational text connected to content curriculum in core classes
 - Includes:
 - Activation of Background Knowledge
 - Explicit Vocabulary Instruction
 - Comprehension Strategy Instruction
 - Graphic Organizers
 - Summary Writing
 - Continued word study and fluency support

Sample 9th-10th Grade Content Area Units

Science

- Cells
- Viruses
- Evolution
- Atoms
- **Electromagnetic Spectrum**
- Chemical Reactions
- Acids and Bases

Social Studies

- India
- Korea
- Middle Ages
- The Aztecs
- **Revolution**
- Industrial Revolution

Intervention Enhancements for ELs

- Advance Organizers/Activation of Prior Knowledge
- Graphic Organizers
- Enhanced Vocabulary Instruction
- Cooperative Learning Groups

Advance Organizers

- Teacher introduces new content area unit by:
 - Stating the unit objective and the goal for the day's lesson
 - Explaining the relevance of the lesson to students' lives

Advance Organizer Example

- **Example:** “Today, we’re going to begin a new unit on the Electromagnetic Spectrum. Our objective in this unit is to learn when radiation is harmful and when it is helpful. It’s important to learn about electromagnetic energy because it’s all around us. When you turn on the radio, watch TV, send a text message, or pop popcorn in a microwave, you are using electromagnetic energy. You depend on this energy every hour of every day. Without it, the world you know could not exist. Learning about electromagnetic energy will help us understand the world around us.”

Activation of Prior Knowledge

- Provide visuals or pictures of important key concepts
- Show short video clips relating to the content area topic
- Use charts and/or graphic organizers to “hook” students into the lesson and get them thinking about what they already know

Activation of Prior Knowledge

Statement	Reader's Opinion	Evidence	Section #	Discussion	Reader's Conclusion
Radiation is always harmful.					
The electromagnetic spectrum has no relevance to my everyday life.					
With the right tools, we can see anything on the electromagnetic spectrum.					

Graphic Organizers

The Electromagnetic Spectrum

Name	How they are made (Natural/Artificial Sources)	Uses	Dangers	
Gamma-rays				10^{20+}
X-rays				$10^{18} - 10^{19}$
Ultraviolet light				$10^{16} - 10^{17}$
Visible light				$10^{14} - 10^{15}$
Infrared light				$10^{12} - 10^{13}$
Microwaves				$10^{10} - 10^{11}$

Frequency
Short Wavelength
↑
↓
Frequency
Wavelength

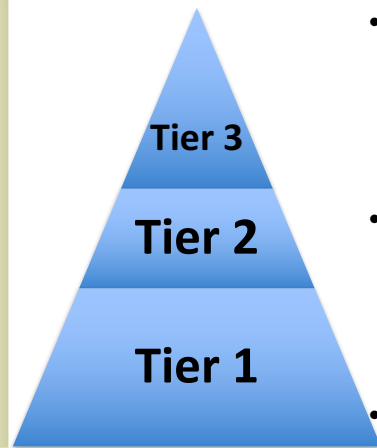
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Intensive Vocabulary Instruction

- Academic vocabulary is taught intensively across several days using a variety of instructional activities (Baker et al., 2014).
- Academic vocabulary can include:
 - General Academic Words (Tier/Level 2)
 - Used across academic disciplines
 - Domain Specific Words (Tier/Level 3)
 - Used in a specific academic discipline

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Vocabulary Tiers



- **Tier 3**
 - Low frequency words that are from a specific “domain” or content area
 - **Examples:** atom, molecule, continent, pi
- **Tier/Level 2**
 - High frequency words that occur across contexts
 - **Examples:** hilarious, endure, despise, arrange, compare, contrast, investigate, transition
- **Tier/Level 1**
 - Basic everyday words such as girl, smile, table, run

Steps for Explicit Vocabulary Instruction

1. Have students say the word.
2. Provide a student-friendly definition of the word and visuals.
 - learnersdictionary.com
 - <http://www.ldoceonline.com>
3. Have students discuss what is known about the word.
4. Provide examples and nonexamples of the word.

Steps for Explicit Vocabulary Instruction

5. Engage in deep-processing activities, such as:
 - Have students generate examples
 - Discuss new words
 - Sort examples/non-examples
 - Complete Word-Maps/Graphic Organizers
6. Provide scaffolds so that students can create powerful sentences with the new word.

(August et al., 2005; Vaughn & Linan-Thompson, 2004)

Example Explicit Instruction: arbitrary

adj. not planned or chosen for a particular reason

Synonyms: random

Antonym: objective, reasonable

Sentence: The British created new rules and laws that seemed arbitrary to the colonists.

Example



Non-Example



Deep Processing Activity: Which Word Fits?

Figure out which word fits in each sentence correctly. Write the word on your whiteboard.

- After the company announced plans to reduce benefits, the union decided to _____ (arbitrary, retaliate, boycott) by calling for others to _____ (arbitrary, retaliate, boycott) the company.
- The colonists decided to defend themselves against the increasingly oppressive and _____ (arbitrary, retaliate, boycott) rule of England.

Deep Processing Activity: Turn and Talk

- Think about the answers to the following:
 - During a typical school day, do your emotions move along a *spectrum*?
 - Superhero question: How could a *satellite* benefit a superhero?
 - What is something in your life of which you measure the *frequency*?
- Tell your partner the answers. Be prepared to share answers with the class.

Vocabulary Word Map

Definition: Write the definition in your own words.

Word Relatives: Circle the related word that is real from the list below.

- a) retaliatism
- b) retaliation
- c) retaliable

Write another real word in the same family on the line below.

Context: Make a text-to-self or text-to-world connection. Complete the following sentence stem:

I retaliated against _____

retaliate

Does it make sense? Circle the sentence that does not make sense. Underline the part that does not make sense.

- a) The American Revolution was a retaliation by the colonists against the British.
- b) The British wanted retaliation because the colonists had taxed their tea.
- c) The colonists retaliated against high taxes on colonial tea by boycotting.

Powerful Sentence: Write a powerful sentence using the word. Make sure your sentence is at least 7 words.

Vocabulary Graphic Organizer

Yes, No, Maybe

Task	frequency
Definition (write it in your own words)	
Synonyms	
Powerful Sentence	
Examples/Non-examples	
Yes, No, Maybe (can each have a frequency?)	<ul style="list-style-type: none"> • Strobe Light • Stop Light • Flashlight

Cooperative Learning Groups

- Students work in groups of 4-5 to read and discuss the text:
 - Identify unknown words and use fix-up strategies to determine their meanings
 - Generate and revise main idea statements
 - Ask and answer different types of questions (Right There, Think & Search, Author & You)
 - Write review statements

Intervention Enhancements for ELLs

- Structured Opportunities to Use Academic Language Orally and in Writing Through:
 - Modeling
 - Sentence stems
 - Discussion of text with groups and partners
 - Formal discussion assignments
 - Active participation strategies
 - Partner Responses (i.e., Think-Pair-Share)
 - Written Responses (i.e., Whiteboards)

Questions?

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