Improving Reading Achievement:
A Sample Application of the RtII Framework within a Standards Aligned System

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Materials

- For this presentation, please also reference the **Planning Document Packet**.
- The Planning Document Packet includes the following 3 components:
  - Tier 2-Strategic Instruction Planning Guide (pp. 2-7)
  - Tier 2 Reading Action Plan (p. 8)
  - Sample Observation/Self-Reflection Tools (pp. 9-10).

Think, Pair, Share!

When implementing a Read Aloud (teacher reads aloud to students) with the whole class or when teaching core reading instruction, consider the following questions for your work with English language learners and students with low language and vocabulary skills.

- How do students with low language and vocabulary skills participate during Read Alouds? -- Actively? Semi-actively? Passively? At what level do they comprehend critical vocabulary and the text?
- Who does most of the talking during Read Alouds/reading instruction? Teachers/Instructional Assistants or students? Why?
- How do you help students with emerging language and vocabulary knowledge access cognitively challenging content during Read Alouds/reading instruction? How do you help students *deeply* learn and *expressively* use new vocabulary?
- What would a Tier 2 intervention look like?

Agenda

- Context
  - Meaning Differences
  - Read Aloud Project
- Tier 2 Intervention Planning
- Tier 2 Progress Monitoring
- What about Tier 3?
  - Take Away Assignment

General Context
Meaningful Differences

Meaningful Differences

Children enter school with "meaningful differences" in vocabulary knowledge (Hart & Risley, 1995).

What doesn't matter:

race/ethnicity, gender, birth order

What matters:

relative economic advantage

Meaningful Differences

By the time the children were 3 years old, <u>parents</u> in less economically favored circumstances had said fewer different words in their cumulative monthly vocabularies than the <u>children</u> in the most economically advantaged families in the same period of time (Hart & Risley, 1995).

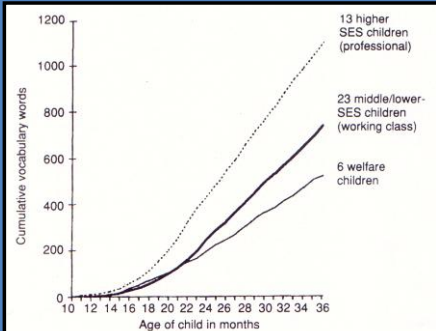| Cumulative Vocabulary	
Children from professional families	1100 words
Children from working class families	700 words
Children from welfare families	500 words

Figure 2. The widening gap we saw in the vocabulary growth of children from professional, working-class, and welfare families across their first 3 years of life. (See Appendix B for a detailed explanation of this figure.)

Cumulative Experience

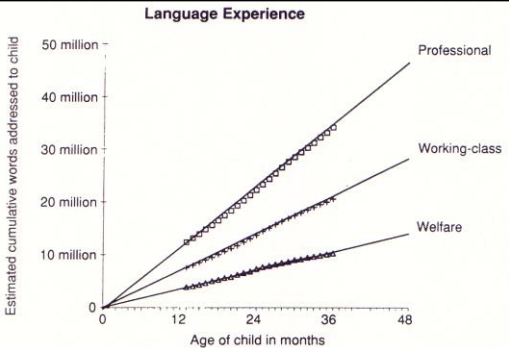|	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200-hour year	4 years
Welfare	616	62,000	3 million	13 million
Working Class	1,251	125,000	6 million	26 million
Professional	2,153	215,000	11 million	45 million

Hart & Risley, 1995

Figure 19. Estimated cumulative differences in language experience by 4 years of age. (See Appendix B for a detailed explanation of this figure.)

Cumulative Experience

- In an average 14-hour waking day, a child spoken to 50 times will hear 700 utterances.
- A child spoken to 800 times per hour will hear more than 11,000 utterances.
- In one year, that amounts to the difference between exposure to 250 thousand utterances versus 4 million utterances. (Hart & Risley, 1995)

Why is Vocabulary Knowledge Important?

- Importance of vocabulary knowledge to school success, in general, and reading comprehension, in particular, is widely documented (Becker, 1977; Anderson & Nagy, 1991).

- The National Research Council (1998) recently concluded that vocabulary development is a fundamental goal for students in the early grades.

Specific Context
The Read Aloud Project

Read Aloud Efficacy Studies

- **Year 1:**
  - Read Aloud Efficacy (Pacific Northwest)
    - 6 intervention and 6 comparison classrooms
    - 225 students

- **Year 2:**
  - Read Aloud Efficacy and Fidelity (Pacific Northwest)
    - 12 intervention classrooms
    - 237 students
  - Small Group Enhancement Instruction (Booster Development Study)

- **Year 3:**
  - Read Aloud Efficacy (D.C. Metropolitan Area)
    - 20 intervention and 19 comparison classrooms
    - 635 students
  - Booster Pilot Study (Pacific Northwest)
    - 18 intervention classrooms
    - 106 students

- **Year 4:**
  - Read Aloud + Booster Efficacy (D. C. Metropolitan Area)
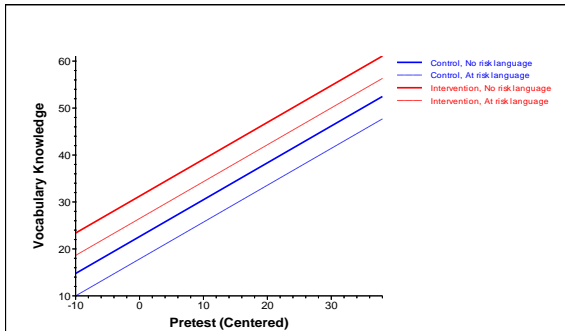   - 24 intervention classrooms
    - 181 students

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Using Data
to Determine Next Steps

Using Data
to Determine Next Steps
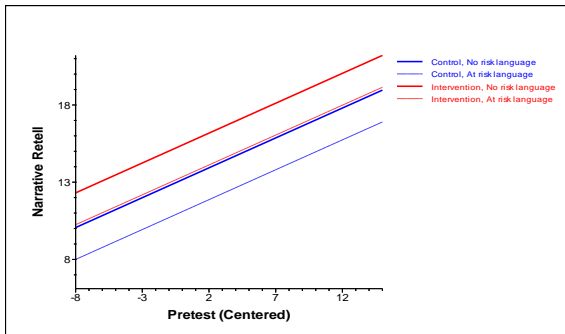
Methodology

- <u>Purpose</u>: To investigate the impact of small group ("Booster") instruction on the comprehension and vocabulary of first grade children identified with language and vocabulary deficits.
- <u>Design</u>:
  - Experimental Randomized Block Design
    - Blocked on classroom.
    - Students were then paired and randomly assigned to intervention or comparison.
- <u>Sample</u>:
  - Schools: 9 Title 1 schools across the Pacific Northwest in semi-urban school districts.
  - Classrooms: 18 1st grade classrooms.
  - Students: 106 students at risk on language pretest.

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Procedures

- Students in both the intervention and comparison groups participated in 9-weeks of the whole class Read Aloud Curriculum.
- Students in the intervention group received the Booster Intervention.
  - Additional small group instruction for 20-minutes, 2 x per week, during a 9-week implementation of the 19-week Read Aloud Curriculum.
- Students in the comparison group did not receive additional small group instruction.

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Whole Class Read Aloud Curriculum
Tier 1

- **9 science-based thematic units**
  - 19 weeks [Note: Booster study was implemented during the first 9 weeks of Read Aloud Curriculum implementation]
    - 9 units and an introductory pre-unit
  - 2 weeks/unit
  - 2 related books/unit
    - 1 narrative, 1 information

- **7 30-minute lessons/unit**
  - 3 lessons on the information book
  - 4 lessons on the narrative book

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Small Group Booster Curriculum
Tier 2

- Content aligned with the Read Aloud Curriculum's units and information texts.
- Related information texts (researcher-developed "Big Books") were used for Booster Read Alouds.
- Instruction included:
  - Text-based discourse
  - Building background knowledge, vocabulary, and comprehension strategies (main idea and details)
  - Definitional understanding and expressive language use were emphasized to promote depth of word knowledge

Effect Sizes

- An effect size of 1.00 means that the average child in one group scored at the 84th percentile of the other group's score distribution.
  - In general, the higher the effect size, the greater the difference between the two groups (Gall, Borg, & Gall, 1996).
- Large: **.80**
- Moderate: **.30**
- Small: **.10**

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Impact of Intervention

- Intervention effects were significant on two of the three measures:

  Vocabulary Knowledge* Effect Size = 0.67
  Expository Retell*   Effect Size = 0.57

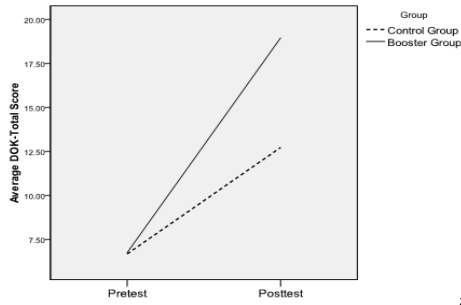- The intervention did not have an impact on the Narrative Retell measure.

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Differences in Student Depth of Vocabulary Knowledge by Condition

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Break Out
Discussion and Planning

- When thinking about potential Tier 2 intervention planning, what are some features of your specific context? What does your school data tell you? What do you know from professional experience?
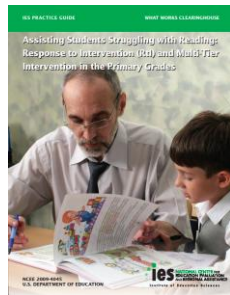

Formulating Specific and Coherent Evidence-based Recommendations

- IES Practice Guide, What Works Clearinghouse: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades.
  - http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_reading_pg_021809.pdf

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IES Practice Guide
Intervention Planning
and Implementation
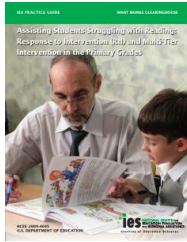
IES Practice Guide

- Recommendation 3:
  – Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically these groups meet between three and five times a week for 20-40 minutes (Tier 2).
  – Level of evidence: Strong

Tier 2 Instruction

- Small homogeneous groups ranging from 3 to 4 students
- Instruction/curricula should address the "big ideas" of reading
  – major components of reading instruction: comprehension, fluency, phonemic awareness, phonics/word study, and vocabulary
- Use student scores on universal screening to determine areas of instruction

Tier 2 Instruction

- Use systematic instruction
  - Building skills gradually and introducing skills first in isolation and then integrating them with other skills
- Use explicit instruction
  - Promote high levels of teacher-student interaction, including frequent opportunities for student practice and comprehensible and specific feedback
- Use intensive instruction
  - Schedule instruction 3 to 5 times per week for 20 to 40 minutes

Screening

- **DIBELS Word Use Fluency, K-3:**

  http://dibels.uoregon.edu/

  Tentatively, students in the lowest 20% of a school district using local norms should be considered at risk for poor language and reading outcomes, and those between the 20th and 40th percentile should be considered at some risk.
- **Test of Oral Language Development (TOLD) – Primary (3rd edition).**
  - All students in each classroom were screened at the start of the study to determine early language and vocabulary risk levels.
  - The ten lowest students in each classroom who scored below the 50th percentile on the Relational Vocabulary subtest of the TOLD were selected for the Booster intervention.

Break Out
Discussion and Planning

- Use the Tier 2 – Strategic Instruction Planning Guide to facilitate your discussion and/or planning (p. 2, Planning Documents).
  - Describe a Tier 2 intervention that you will likely implement.
  - If known, what students do you have in mind for this intervention (hypothesize)?
  - What screening tools will you use to help identify students for the Tier 2 intervention?
  - Who will be on the intervention planning and implementation team from your building?

How Should the Recommendation be Implemented?

- (3.1) Use a curriculum that addresses the components of reading instruction (phonemic awareness, phonics, vocabulary, comprehension, and fluency) and relates to students' needs and developmental level.

IES Practice Guide: RtI Reading

Intervention Selection

- Tier 2 interventions are sometimes called *standard protocols* because they take a "one size fits all" or "pre-packaged" approach to address foundational skills and strategies that are essential to learning to read.
- Look for programs that are either commercially available intervention curricula, commercially available supplemental curricula, or intervention programs. IES Practice Guide: RtI Reading

Intervention Selection

- Programs should have demonstrated effectiveness (efficacy) through independent evaluations using rigorous experimental or quasi-experimental designs.
  - See the What Works Clearing House reports for programs and practices for the "beginning reading" topic area
    - http://ies.ed.gov/ncee/wwc/reports/
  - See Doing What Works for examples of research-based practices (e.g., response to intervention in primary grade reading).
    - http://dww.ed.gov/

Standards-Aligned

- 1.1 Learning to Read Independently
  - D. Read text using self-monitoring strategies
  - F. Understand the meaning of and use correctly new vocabulary
  - G. Demonstrate after reading understanding and interpretation of nonfiction text.
    - Retell or summarize the major ideas
    - Connect new information with ideas in the text to known information
- 1.2 Reading Critically in All Content Areas
  - Read and understand essential content of information texts and documents
- 1.6 Speaking and Listening
  - A. Listen to others
  - B. Listen to a selection of literature (fiction and/or fact)
    - Retell a story
  - D. Contribute to discussions
  - E. Participate in small group discussions
    - Deliver short reports (e.g., show and tell, field trip summary)

Core-Program Aligned
Tier 1

- 9 Units (+ a pre Unit)
  - 20 books total (2 books per unit)
- 7 Lessons in each Unit (2 lessons in pre Unit)
  - 3 lessons with information text
  - 4 lessons with narrative text
- 7 Lessons implemented across 2 weeks
- Lessons are designed to take about 20 to 30-minutes
- Units/Lessons are thematic

Thematic Units

- Unit 1: MAMMALS
  - Unit 2: Bats
  - Unit 3: Elephants
- Unit 4: REPTILES

* Two weeks per unit (6 lessons)
* 1 Information text and 1 Narrative text per unit

Building Frameworks

- Before-During-After
- Text Structure
  - Information Text
  - Story Text

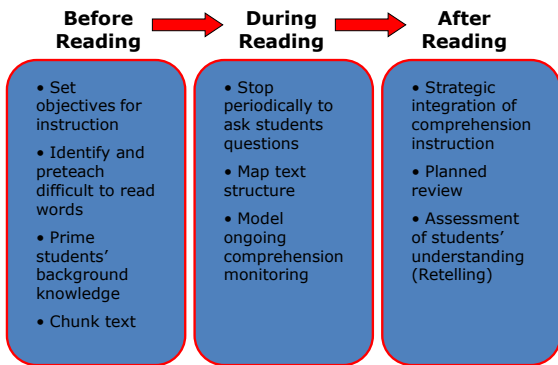**General Framework for Teaching Comprehension**

Before Reading	→	During Reading	→	After Reading
• Set objectives for instruction • Identify and preteach difficult to read words • Prime students' background knowledge • Chunk text		• Stop periodically to ask students questions • Map text structure • Model ongoing comprehension monitoring		• Strategic integration of comprehension instruction • Planned review • Assessment of students' understanding (Retelling)

Information Text Structure

- Many structures (e.g., sequence, compare/contrast, problem/solution).
- Gives information, explains, clarifies, defines.
- Teaches, reveals, informs, or amplifies the reader's understanding.

What are Some Types of Organizational Frames?

- Descriptive
- Enumerative
- Cause/Effect
- Compare/Contrast
- Problem/Solution
- Reaction
- **K-W-L with common questions**
  - **What you think you KNOW**
  - **What you WANT to Learn**
  - **What you LEARNED**

(Ogle, 1986)

✂
KWL Chart

K-W-L

What You Think You **K**now	What You **W**ant to Know	What You **L**earned

Curriculum Example

- K-W-L with focus questions
  - General Animals
    - What is a reptile? (What makes a reptile a reptile?)
    - What are some types of reptiles?
  - Specific Animals
    - What does it look like?
    - What does it eat?

Before Reading Routines

- Introduce the Text
  - Title, author, illustrator
- Set the Purpose
  - Storybook- to entertain
  - Information- to learn
- Predict (S) / Prime Background (I – KWL)
- Introduce Critical Vocabulary
  - (e.g., if vocabulary word is part of book title)
- Make Connections
  - (text to text, text to self, text to world)
- Provide a Focus for Reading
  - Story Focus Questions (S)
  - KWL Focus Questions (I)
- Prompt Self-Monitoring

During Reading Routines

- Read the Text with Pauses for Clarification
- Discuss and Clarify Text Related to the **Focus Questions** (e.g., story elements chart or KWL chart)
- Make and Confirm Predictions (S) / Text Features (I)
- Discuss Vocabulary
- Making Connections (text to text, text to self, text to world)
- Ask Different Types/Levels of Questions
- Make Inferences
- Prompt Self-Monitoring

After Reading Routines

- Personal Response (S)
- Model/Guide Students to Complete Part/All of Retell Sheets
- Model/Practice Partial/Full Retell
- Student Retell Practice ("Book Club" Partners)
- Review Vocabulary
  - Deep Processing
  - Student Generated Examples

K-W-L

✂
KWL Chart

What You Think You **K**now	What You **W**ant to Know	What You **L**earned
	What type of animals are bats?	-Bats are mammals. They have lungs and hair on their bodies. They are warm blooded.
	What do bats look like?	
	What do bats eat?	-Bats eat different kinds of food. Some bats eat insects. Others only eat fruit.
	Do bats drink human blood?	-Bats do not drink human blood.
	How do bats see at night?	-Bats have large wings, small bodies, and light-weight bones.
	What bats look like	
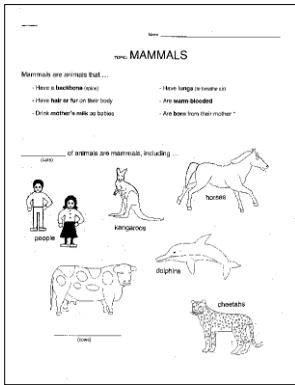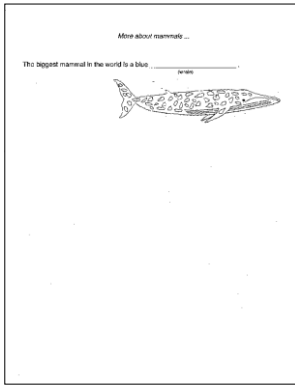
Topic: MAMMALS

Mammals are animals that ...
- Have a **backbone** (spine)
- Have **hair or fur** on their body
- Drink **mother's milk** as babies
- Have **lungs** to breathe air
- Are **warm-blooded**
- Are **born** from their mother

_____ of animals are mammals, including ...

people
kangaroos
horses
dolphins
cheetahs
(cows)

More about mammals ...

The biggest mammal in the world is a blue _____.
(whale)

Break Out
Discussion and Planning

- Use the Tier 2 – Strategic Instruction Planning Guide to facilitate your discussion and/or planning (pp. 2-4, Planning Documents).
  - Consider standards- and core-alignment. What instructional skills or components should be reinforced?
  - For a Tier 2 student participating in your intervention, what will their participation in the core (Tier 1) look like?

Intervention Selection

- Programs should focus on the core components ("big ideas") and foundational skills of reading.
- An intervention curriculum that covers 5 or 6 skills per day may not provide the intensity necessary to improve instruction.

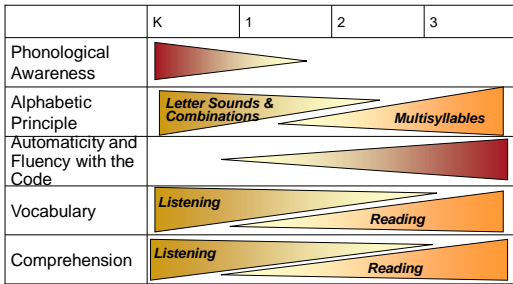### . . .the WHAT of instruction

IES Practice Guide: RtI Reading

Changing Emphasis of Big Ideas

	K	1	2	3
Phonological Awareness				
Alphabetic Principle	*Letter Sounds & Combinations*		*Multisyllables*	
Automaticity and Fluency with the Code				
Vocabulary	*Listening*	*Reading*		
Comprehension	*Listening*	*Reading*		

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Foundational Reading Skills: K-2

Grade	Skill
Kindergarten	• Phonemic awareness • Letter sounds • Listening comprehension • Vocabulary development
Grade 1	• Phonemic awareness • Phonics • Fluency (high frequency words) • Fluency with connected text (second half of the year) • Vocabulary • Comprehension
Grade 2	• Phonics • Fluency with connected text • Vocabulary • Comprehension

(IES RtI Practice Guide)

Focusing on Foundational Skills

- Comprehension-related programs should address:
  - Literal comprehension
  - Retelling and summarizing
  - Listening comprehension strategies
  - Spelling
  - Expressive writing
  - Read alouds

Small Group Booster Curriculum
Tier 2

- Core Components/Big Ideas of Reading
  - Vocabulary
  - Comprehension
- Fundamental Skills
  - Listening comprehension
    - Main idea identification
  - Vocabulary
  - Expressive language use

What should Booster instruction do?

- Increase student content knowledge and understanding.
- Increase the amount of student talk during small group instruction.
- Increase cognitively challenging talk during small group instruction.
- Increase student word knowledge and expressive vocabulary.
- Increase student participation and motivation during classroom Read Aloud time.
- Overall, use Read Alouds and instructional conversations to enhance and deepen students' understanding about the text and increase expressive vocabulary. 60

What is the structure of instruction?

- Designed flexibly to <u>pre-teach</u>, <u>enhance</u>, and <u>review</u>.
- Uses <u>text-based discourse</u> to promote vocabulary and comprehension (Gersten et al., 2001; Pressley & McCormick, 1995; Wilkinson & Silliman, 2000).
  - Information text structure is used as a framework for interactive "<u>instructional conversations</u>" (Goldenberg, 1992, 1993; Saunders & Goldenberg, 1999) to help students learn expository content, comprehension strategies, and critical content-related vocabulary.

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What is the structure of instruction?

- 4 units (+ a pre-unit)
  - 4 Read Aloud Big Books (1 information book/unit) linked thematically to content from the whole class Read Aloud Curriculum
- 2 weeks/unit
- 4 lessons/unit
- 4 lessons implemented across 2 weeks
- Approximately 20-minutes/lesson

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What are the instructional routines? Lesson 1

- Building/Priming Background Knowledge
  - What do you know about?. . .
  - Group discussion
- In-Depth Vocabulary Discussion
  - Say and repeat the word
  - Say and repeat the definition
  - Give an example
  - Ask follow-up questions (e.g., Is this an example of_____?, Why?, How do you know?)
  - Use word in super-sentence
  - Repeat word again
- Preview Read Aloud Big Book

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What are the instructional routines?
Lesson 2

- Vocabulary Catch-up
  - Review words from previous day
  - Introduce new words using slightly shorter routine:
    - Say and repeat the word
    - Say and repeat the definition
    - Give an example
    - Ask follow-up questions (e.g., Is this an example of_____?, Why?, How do you know?)
    - Repeat word again
- Main Idea Notes Sheet with Focus Questions
  - Review focus questions and how to use "placement" for notetaking
- Big Book Read Aloud/Reading Detectives
  - Read Aloud
  - Pause, discuss, write notes that address focus questions

What are the instructional routines?
Lesson 3

- Quick Review
  - Brief review of Main Idea Notes and Focus Questions
- Big Book Read Aloud/Reading Detectives
  - Continue Read Aloud
  - Pauses with text-based discussions
- Vocabulary Fun
  - Play vocabulary review game (or, repeat In-depth Vocabulary Discussion from Day 1 if needed)
  - GAMES: 20 Questions, Deal or No Deal, etc.

What are the instructional routines?
Lesson 4

- Animal Classification
  - Sort animal photos based on characteristics. Place on display board.
  - Discuss/apply characteristics to determine where current animal fits within classification schema.
  - Take turns finding/discussing other examples.
- Traffic Light Review and Preview
  - Green Light: Go! Quickly brainstorm everything that was learned.
  - Yellow Light: Slow Down and Think: Identify one or two of the most interesting facts.
  - Red Light: Stop and Get Ready: Show students a picture representing the next topic. Ask students to tell one thing they think they know about the next animal.

Break Out
Discussion and Planning

- Use the Tier 2 – Strategic Instruction Planning Guide to facilitate your discussion and/or planning (p. 4, Planning Documents).
  - What reading components/big ideas does your intervention address?
  - What foundational skills will be addressed?
  - Discuss/note any structural, pacing, routines, and/or scope and sequence features of the intervention.

How Should the Recommendation be Implemented?

- (2) Implement the program 3 to 5 times a week, for approximately 20 to 40-minutes.

Intensity

IES Practice Guide: RtI Reading

Intervention Implementation

- Implement for at least 5-weeks to discern which students may need further intervention. After 5-weeks, some students may have caught up.
- Sessions can range based on grade level (e.g., 20 to 30 minutes for kindergarten)
- Some descriptive evidence suggests that time spent on each area of instruction might be more important than total instructional time.   IES Practice Guide: RtI Reading

Small Group Booster Curriculum Tier 2

- Implemented for 20-minutes, two times per week, concurrently with the eight-week implementation of the whole class Read Aloud Curriculum (Tier 1).

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How Should the Recommendation be Implemented?

- (3) Build skills gradually and provide a high level of teacher-student interaction with opportunities for practice and feedback. **Systematic and Explicit**

IES Practice Guide: RtI Reading

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Systematic Instruction

- Build skills gradually
  - Introduce skills in isolation and then by integrating them with other skills
- Provide clear, corrective feedback
- Incorporate cumulative review

. . .the HOW of instruction

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Explicit Instruction

- Promote high levels of teacher-student interaction
- Ensure frequent opportunities for students to respond and practice
- Use instructional models and think-alouds (stop, reflect, and formulate and explanation of the thinking process)

. . .the HOW of instruction

How do I do that in the Tier 2 Booster? Increase Content Knowledge and Understanding

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Information Text Structure

- Though there are many structures (e.g., sequence, compare/contrast, problem/solution), information text always gives information, explains, clarifies, defines. It teaches, reveals, informs, or amplifies the reader's understanding.
- You learn from information text!

Curriculum Example

- Focus questions to help students learn main ideas. . .
  - General Animals
    - What is a reptile? (What makes a reptile a reptile?)
    - What are some types of reptiles?
  - Specific Animals
    - What does it look like?
    - What does it eat?
- Focus questions used to anchor Big Book Read Alouds, Main Idea Note Taking ("Placement"), and Animal Classification.

Things to Remember

Increasing Content Knowledge and Understanding
- Incorporate talk about "what good readers do."
  - For example: "Why is it important to flip through a book before we read it? Why will looking at the table of contents helps us tell what the book will be about?"
- Explicitly make connections to student participation in the whole class Read Aloud curriculum.
- When reading the Read Aloud Big Book, pause to summarize and clarify content.
- Utilize text-structure as the anchor for discussion.
- Use focus questions!
- Maintain engaging lesson pace.

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How do I do that in the Tier 2 Booster? Increase Student Talk

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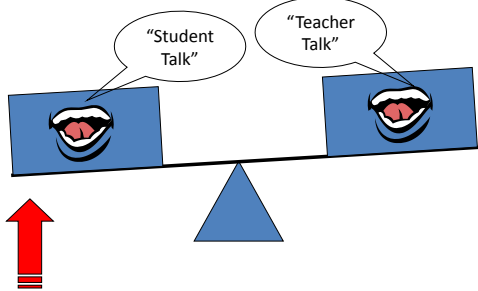
Plan How to Manage Small Group Talk Behavior

- **To build instructional efficiency and save time:**
  - Establish talk signals
  - Model, practice, and review signals
  - Keep the language simple and explicit (e.g., *"Every time you hear a vocabulary word, put your thumbs up."*)

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Use Verbal Group Responses

- T: The word is *carnivore.* Say *carnivore* with me.
- T/S: carnivore
- T: Your turn to say *carnivore.*
- S: carnivore

OR

- T: *Carnivore. Carnivore* is an animal that eats meat. . .an animal that eats meat. What is a *carnivore*?
- S: . . .An animal that eats meat.

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Use Nonverbal Group Responses

 OR

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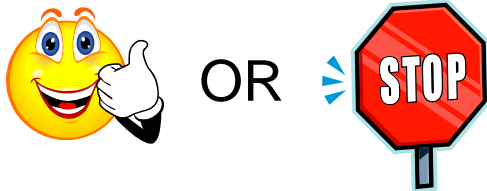
Hand Motions and Signing

Prediction

Step 1   Step 2

Which picture helped me predict?

What did I already know that helped me predict?

Ask Questions

Do I understand the author?

Why did the author _____?

Hand Motions and Signing

Clarify

Step 1   Step 2

Why do you say that?

Could you explain that further?

Sum Up

Step 1   Step 2

What is this selection about?

Can I find out more if I look back?

Use Talk Partners
"Turn to your partner and tell . ."

- Establish guidelines and a routine.
- In the beginning of the year, students can just turn to a neighbor. . .later pair students so partners consist of one higher and one lower performer.
- Start by practicing talk about familiar things (e.g., clothing, favorite foods)
- Use a concrete symbol for turn taking (e.g., "talk block," small plastic heart)
- Change partners with new units, themes, and shifts in content.
- Limit the amount of time partners talk (e.g., 2 minutes with reminders to take turns at 30 sec., 60 sec., etc.)
- Behavior expectations are ESSENTIAL!: Model and practice.

Things to Remember

Increasing Student Talk
- Provide clear models and instructions.
- Use group and partner responses.
- Use positive behavior management.
- Transition efficiently.

85

How do I do <u>that</u> in small groups?
Increase Cognitively Challenging Talk

"Student Talk"   "Teacher Talk"
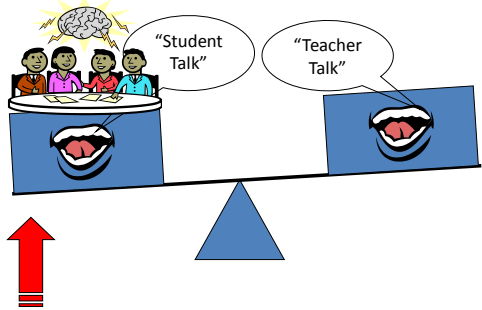
86

Cognitively Challenging Talk

- **Students are doing the hard work of thinking**
  - Express ideas in their own way
  - Build on each others' responses
  - Use the text to verify, discuss, and interpret
- **Teacher <u>guides</u> and <u>facilitates</u> discussion**
  - Helps students focus on new ideas
  - Prompts students to elaborate and connect ideas
  - Prompts students to use the text to verify, discuss, and interpret

(e.g., Beck & McKeown, 2001, 2004, 2006; Neuman, 2006; Saunders & Goldenberg, 1999; Tharp & Gallimore, 1988).

87

Cognitively Challenging Talk

- Focus on what the text means
- Develop ideas and make connections
- Use text to support student's thinking
- Consideration and discussion of meaning
- Use text as a resource
- Use questions to problem solve

- Focus on what the text says
- Retrieve information
- Use text to recall information
- Answer questions (versus use questions)
- Evaluate comprehension of text
- Right/Wrong

88
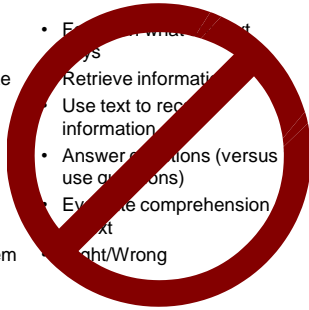
Big Idea: Increase "cognitive challenge" by scaffolding talk with prompts and follow-ups.

* * *

Starting May 1st, a copy of our CEC presentation will be available at the following website:

http://www.readaloudproject.org
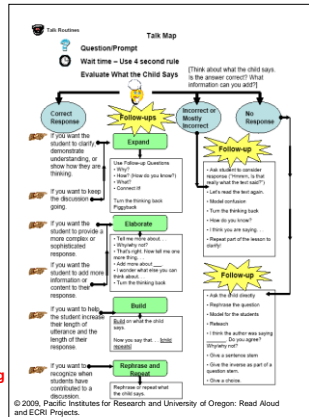
Question/Prompt

Wait time – Use 4 second rule

Evaluate What the Child Says

[Think about what the child says. Is the answer correct? What information can be added or constructed by eliciting additional information?]

For example. . .

Correct Response — Follow-up — Incorrect or Mostly Incorrect — No Response

Expand / Evaluate / Build / Rephrase Repeat

30
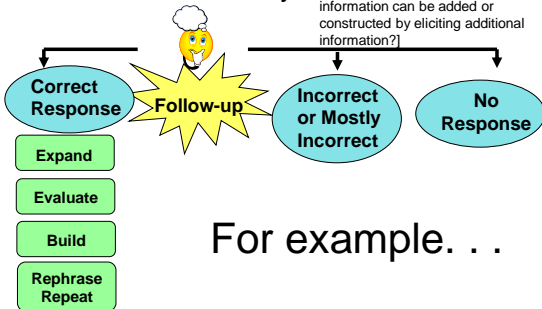
Wait Time

- Give sufficient **<u>wait time</u>** for students to think and respond.
  - Be Patient!
- Wait about 4 seconds after you ask a question.
- If you do not get an answer, be prepared to ask a question that prompts a response.
  - T: Do reptiles have scales or fur?

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Expand

- Guide and facilitate with follow-ups to **<u>expand</u>** an answer. Construct meaning by asking students to clarify, demonstrate their understanding, or show how they are thinking.
  - Why?
    - Why do you think that. . .
  - How?
    - How do you know?
  - What does the text say? What do you think the author might be trying to say?
  - Hhmm. . .What do you make of this? What do you think that means? What's this all about?
- Present questions that <u>turn the thinking back</u> to students for further consideration.
  - T: Maria thinks a snake is a reptile. Roberto, why is a snake a reptile?

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Try It

- **<u>Expand</u>**
  - S: The turtle, hmm. . .tortoise likes warm.
  - T: ?

  - S: Reptiles have clear eyelids.
  - T: ?

  - S: Get rid of their skin!
  - T: ?

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31

Elaborate

- Teachers prompt students to tell more or **<u>elaborate</u>** what they are thinking or feeling about information or interesting facts.
  - Tell me more about. . .
  - Add one more thing to. . .
  - Add more about. . .
  - I wonder what else you can think about. . .

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Try It

- S: Reptiles. . .cold-blooded.
- T: ?

- S: I think reptiles have clear eyelids to help protect their eyes.
- T: ?

- S: It keeps its body warm.
- T: ?

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Fun Examples

T: What does **<u>polite</u>** mean?

S: *Polite is when you ask somebody nicely, like, may I please have my glasses back?*

T: Why would that be polite?

S: *Please, um, give me my glasses back.*

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Fun Examples

T: What does **proud** me?

S: *When you're happy. Like when you're happy and you know it clap your hands (student sings song).*

T: Tell me more about what proud means.

S: *So, um, proud means when you're happy when you have an ice cream cone and you're walking and it doesn't fall off.*

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Fun Examples

T: Okay, what's a **paleontologist**?

S: *Paleontologist? I don't know. Oh, yes I do. . . Erase that please. A paleontologist is the person who builds the fossils and they're a scientist. Want a sentence?*

T: Just a minute. Okay, now use paleontologist in a sentence.

S: *Hey Mom, a paleontologist is at my door! Can I answer and let him in to do some science?*

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Fun Examples

T: What's a **paleontologist**?

S: *I have no idea.*

T: Would a paleontologist study elephants or dinosaurs?

S: *I still have no idea.*

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Talk Routines Example

- What talk routines do you see in this video clip? Use of wait time? Follow-ups for correct, incorrect, and no responses? Follow-ups to help expand and elaborate? Language-building?

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Things to Remember

Increasing Cognitively Challenging Talk

- Use think time.
  - For example: "Stop and think. [Wait 2 to 3-minutes] Now let's talk about. . ."
- Anticipate student responses and questions. Write sample follow-up questions.
- Include all students in discussions.
- Provide error corrections through "scaffolded discourse."
- Use questions and follow-ups to facilitate discourse.
- Focus on constructing meaning and ideas – what the text means versus an interpretation of what the text says.
- Address and/or follow-up on student questions in an analytic manner.
- Guide students to initiate their own questions and build on the contributions of their peers. 101

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How do I do that in the Tier 2 Booster? Increase Word Knowledge and Expressive Vocabulary

Expressively saying and using words.

102

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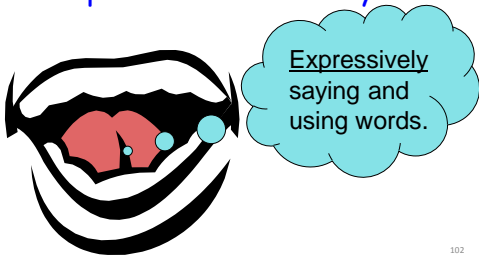
Booster Vocabulary Goal

- Expressive word knowledge and use demonstrated with depth.
  - "What does _____ mean?" Or, "What is a _____?"
  - "Now use the word _____ in a sentence."
- We want students to *love*, *own*, and *use* the target vocabulary words (Beck, McKeown, & Kucan, 2002).
- **NOTE**: *The goal is to build expressive, spoken vocabulary not word reading vocabulary.*

103

Instructional Routine for In-Depth Vocabulary Discussion

- Say and repeat the word
- Say and repeat the definition
- Give an example
- Ask follow-up questions (e.g., Is this an example of_____?, Why?, How do you know?)
- Use word in super-sentence
- Repeat word again

104

Start with Context

- Start by discussing words in context (in the context of the text):

  "Eye lids protect the eyes. Touch your eye lid. Eye lids keep the eyes safe from danger. . ."

105

Expand Beyond Context

I am going to say some things and you tell me how they could *protect* you.

a pot holder
a smoke alarm
mittens
seat belts
sunglasses
suntan lotion
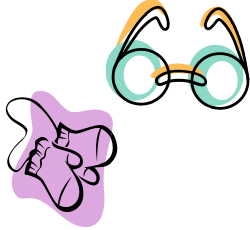
106

Vocabulary Expansion, Vocabulary Fun

- **Vocabulary Expansion** (Beck, McKeown, & Kucan, 2006)
  – Questions (Q)
  – Reasons (R)
  – Examples (E)
- **Vocabulary Fun**
  – Games like Deal or No Deal, Matching, etc.
- **Encourage students to listen for and use new vocabulary!**

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What Our Booster Students Know About Words

What is larva?

It is that really hot rock, right?

What Our Booster Students Know About Words

Tell me a mammal that is an herbivore?

Mrs. Shore!
(She's a vegetarian.)

What Our Booster Students Know About Words

If a cat is a predator and it hunts, kills, and eats a mouse, what would we call the mouse?

A snack

Things to Remember

Increasing Word Knowledge and Expressive Vocabulary
• Use a consistent routine!
• Integrate extended vocabulary examples and non-examples (e.g., build from contextual examples to non-contextual examples).
• Promote depth with questions, reasons, and examples.
• Have fun with words!

111

37

Break Out
Discussion and Planning

- Use the Tier 2 – Strategic Instruction Planning Guide to facilitate your discussion and/or planning (pp. 5-6, Planning Documents).
  – Discuss Instructional Design (Systematic Instruction) and Delivery Features (Explicit Instruction – "WHAT"
  – Plan details related to intervention implementation (e.g., group size, time).

Enhancing interactive read alouds with small group instruction requires. . .

– <u>Structuring</u> content flexibly to pre-teach, enhance, or review by using text-based discourse and instructional conversations. [WHAT]
– <u>Structuring</u> a link to whole class Read Alouds.
– Using a consistent set of instructional <u>routines</u> across lessons. [WHAT]
– Focusing on building and increasing. . . [HOW]

    . . .content knowledge and understanding.

    . . .student talk.

    . . .cognitively challenging talk.

    . . .word knowledge and expressive vocabulary.   113

Break Out
Road Block Discussion

- How will you *really* align the Tier 2 intervention program with the core reading program (Tier 1)?
- How will you find an additional 15 to 50-minutes a day for additional reading instruction?
- What other road blocks or challenges do you anticipate? What are some potential solutions?

Roadblock:
What about aligning the Tier 2 intervention program with the core reading program?

- Since Tier 2 instruction relies on foundational (and sometimes prerequisite) skills that are determined by the students' rate of progress, it is unlikely that the same skill will be addressed in the core reading program at the same time.

- Alignment is not as critical as ensuring that Tier 2 interventions include systematic and explicit instruction that address high priority reading components.

Roadblock:
How do you find an additional 15 to 50-minutes a day for additional reading instruction?

- **First, determine <u>who</u> will provide the intervention.**
  - <u>Classroom teacher</u>?: Small group instruction could occur when students are working independently (e.g., learning centers)
  - <u>In grade 2 classrooms with non-direct instructional time</u>?: Intervention lessons could occur at times that do not conflict with other critical content areas (particularly if provided by a person other than classroom teacher)
  - <u>Reading blocks of 2 to 2.5 hours</u>? There are often times when students work at learning centers or completing assignments. Classroom teacher could implement Tier 2 instruction (especially if Tier 2 students could have difficulty completing the independent work assignments).

IES Practice Guide
Monitoring Progress

39
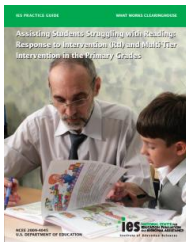
IES Practice Guide

- Recommendation 4:
  - Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams should design a tier 3 intervention plan.
  - Level of evidence: Low

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Tier 2 Progress Monitoring

- Schools should establish a schedule to assess Tier 2 students at least monthly – reassigning students who have met benchmarks, graphing students' progress in reading and regrouping students who need continued instructional support.
- Awareness of Tier 2 student progress is essential for understanding whether Tier 2 is helping students and whether modifications are needed.

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How Should the Recommendation be Implemented?

- (4.1) Monitor progress of Tier 2 students on a regular basis using grade appropriate measures. Monitoring of progress should occur at least 8 times during the school year.
  - Use program-provided **weekly mastery tests (specific skills assessment)**
  - If mastery tests aren't provided, monitor students' progress weekly, if possible, but no less than once a month (weekly or every other week w/ a specific skills assessment)
  - Use efficient, reliable, and valid measures. Many progress monitoring measures are also useful for screening too. **General outcomes measures** are typically administered monthly/bi-monthly for Tier 2. Follow protocols for strategic-level progress monitoring.

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Progress Monitoring Measures in Grades K-3
General Outcomes

Grade	Measure
Kindergarten	• Phonemic awareness measures (especially measures of phoneme segmentation)
Grade 1	• Fluent word recognition • Nonword (pseduo word reading) • Oral reading fluency (connected text)
Grade 2	• Fluent word recognition • Oral reading fluency
Grade 3	• Oral reading fluency

(IES RtI Practice Guide)

How Should the Recommendation be Implemented?

- (4.2) While providing Tier 2 instruction, use progress monitoring data to identify students needing additional instruction.
  - Balance the pace of instructional progress with mastery. Mastery is paramount since the skills are foundational for future success in reading.

IES Practice Guide: RtI Reading

How Should the Recommendation be Implemented?

- (4.3) Consider using progress monitoring data to regroup Tier 2 students approximately every 6-weeks.
  - Since students' skill levels change over time and in varying degrees, use progress monitoring data to regroup students so that the groups are as homogenous as possible. Ideally, groups may cut across more than one class if schedules permit.

IES Practice Guide: RtI Reading

Progress Monitoring

- DIBELS
  - WIF (Word Identification Fluency)
  - Retell Fluency
- Specific Skills Assessments
  - DOK (Depth of Vocabulary Knowledge)
  - Expository Retells

Depth of Knowledge Vocabulary (DOK)

- <u>Purpose</u>:
  - Diagnostic instructional decision making, progress monitoring
- <u>Content</u>:
  - Depth of vocabulary and word knowledge
- <u>Implemented</u>:
  - Every 2 weeks

Directions

Sign or say these specific directions to the student:
"I'm going to ask you about some words. I'll ask you to tell me what each word means, then I'll ask you to use the word in a sentence. For example, if I say 'what does sad mean?' you could say, 'Sad is when you are not happy.' If I say 'use the word sad in a sentence' you could say, 'I was sad when my ice-cream fell on the floor.'"

"Now it's your turn. What is a chair?"

CORRECT RESPONSE: If student gives a correct response, say:	INCORRECT RESPONSE: If student does not respond or gives an incorrect definition, say:
"Very good."	*"A chair is something you sit in."*

Directions

- *"Now use the word 'chair'."*

CORRECT RESPONSE: If student gives a correct response, say:	INCORRECT RESPONSE: If student does not respond or uses the word incorrectly, say:
"Very good."	*"I sat in my chair all day at school."*

- *"If you don't know what a word means, or how to use a word, it is OK to say, 'I don't know.'"*
- *"OK. Here is your first word."* Start your stopwatch after you give the student the first word. [Time for 15-minutes.]
- For each item, say *"What does _____ mean?"* or *"What is a _____?"* After the student responds, say *"Now use the word _____ ."*

Sample Probe

	Response	Define	Use	Total
1	excite			
2	talk			
3	head			
4	trip			
5	peaceful			
6	daughter			
7	pay			
8	white			
9	pants			

Scoring

	Response	Define	Use	Total
1	excite			
2	talk			
3	head			
4	trip			
5	peaceful			
6	daughter			
7	pay			
8	white			
9	pants			
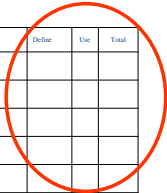
Scoring

- Definition
  - No/Faulty Knowledge
    = 0 points
  - Developing Knowledge
    = 1 point
  - Accurate Knowledge
    = 2 points
- Use
  - No/Faculty Use
    = 0 points
  - Basic Use
    = 1 points
  - Complex Use
    = 2 points

Alternate Definitions and Use

- Definitions
  - If a student provides more than one definition of a word, score each alternate definition.
  - For example, if a student defines "fly" as an insect and as "an aircraft flies," score each of the definitions using the No/Faulty Knowledge-Developing Knowledge-Accurate Knowledge criteria.
  - Add BOTH definition scores for the word's overall Define Score.
- Use
  - If a student provides more than one contextual use of a word, score each alternate use.
  - For example, if a student uses "fly" as an insect and "an aircraft flies" in context (e.g., two different sentences) score each of the uses using the No/Faulty Use-Basic Use-Complex Use criteria.
  - Add BOTH use scores for the word's overall Use Score.

Examples

- Target word: "coat"
  - (1) A piece of clothing with long sleeves which you wear over your clothes when you go outside (2) An outer covering of an animal (3) A thin layer of a substance (coat of paint)
- Student response:
  - "A coat is a jacket. I have a really thick coat that I only wear when it's really cold."
    - Definition Score: 1
    - Use Score: 2
    - Total Score: 3

Examples

- Target Word: "proud"
  - (1) If you feel proud, you feel pleased about something good you have done, or about something good that a person close to you has done (2) Someone who is proud who ahs respect for themselves (3) Someone who is proud feels that they are better or more important than other people

Examples

- Student response:
  - "Proud is when you feel good. I am proud."
    - Definition Score: **1**
    - Use Score: **1**
    - Total Score: **2**

Look at the Data!

DOK - Total by Student - Kindergarten (2009)

Look at the Data!

DOK - Total by Student - Kindergarten (2009)

Look at the Data!

DOK - Total by Student - Kindergarten (2009)
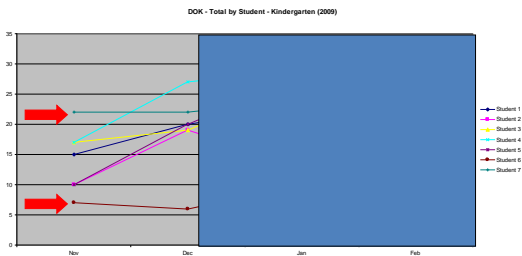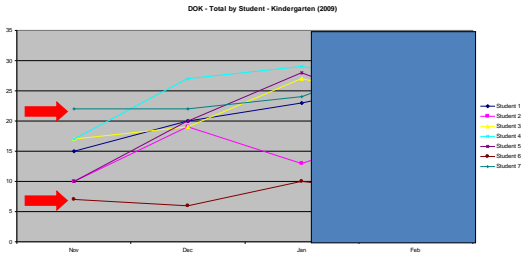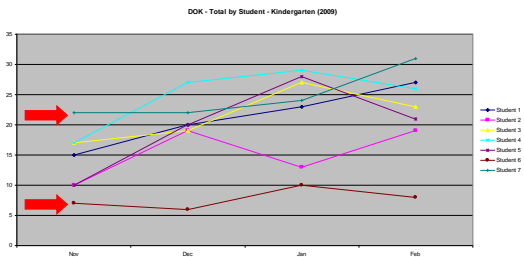
Expository Retells

- Examiner Prompts (P) (MP)
- Vocabulary (V)
  - Taught in Read Aloud Curriculum (T)
  - Untaught in Read Aloud Curriculum (UT)
- Target Concepts
  - Information book, nonfiction, expository (I)
  - What it looks like (LL)
  - What it eats (E)
- Inaccurate Utterances and Statements

• <u>P</u>assage <u>C</u>omponents (PC)

C	Passage Concepts (C)
1	**Killer whales are hunters**

2	**Do not attack people**
	• Give students credit for:
	  – "They don't eat people"
	  – "They don't hurt people"

3	**Eat fish, seal, squid, penguin** • Give students credit and code C3 for one of the following: fish, seal, squid, penguin.
4	**They also hunt dolphins and other kinds of whales** • Give students credit and code C4 for one of the following: dolphins, OR whales.

5	**Many people call the killer whale an orca**
	• Give students credit for:
	  – "people call them orca"
	  – "they are called orca"

6	**Orca is the name scientists use**
7	**Found in all the oceans of the world**
8	**Live in the icy waters of the north and south poles** • Give students credit for: – "they live on the north pole"
9	**Looks like a large fish**
10	**Is not a fish**
11	**Does not have gills to breathe**
12	**Breathes through a blowhole (on the top of its head)** • Give students credit for: – "killer whales have holes in their back when they breathe"
13	**Has lungs like a dog, cat, person**
14	**Can hold breath for 10 minutes or longer** • Give students credit if the time is within the ballpark of 10 minutes or longer (e.g., 8 minutes, 15 minutes, "longer than 6 minutes," etc.)
15	**Orca's are good swimmers**
16	**Orca's swim 30 MPH (faster than you'll can run)** • Give students credit if their MPH is in the ballpark of 30 MPH. • Give students credit for: – "they can go faster than you can walk or run"
17	**Orca's use their tail flukes for power** • Give students credit for: – "they have a tail called fluke."
18	**Orca's use their flippers to steer/turn**
19	**Male has large (six feet high) pointed dorsal fin on top of body**
20	**Female has a smaller/curved dorsal fin**
21	**Dorsal fin keeps a whale steady (when it swims fast)**
22	**Females are called cows**
23	**Males are called bulls**
24	**Babies are born under the water (near the surface)**

Pre-test Expository Retell

• S They eat fish.
• S They eat people and dolphins and other kinds of whales too.

• - 0:00:25

• E (Uhhuh).

• - 0:00:27

• S I think that's all I know.

• - 0:00:32

• E Tell me more about killer whales.

• - 0:00:34

• S I don't know anymore.

• - 0:00:36

• E (No more)?

• - 0:00:42

Number of Concepts Identified: 2 Concepts 0 Spontaneous Vocabulary Use

140

Post-test Expository Retell

• -0:00:00
• S Uh!
• S (um) they eat (dolph") fish penguins dolphins and other kinds of whales.
• S and when they're born they're almost four hundred pounds.
• S the male I don't know how long the dorsal fin is.
• S but the female has a shorter dorsal fin than the male.
• S it helps them steer so they can get around.
• S (and when a baby um it weighs) when a baby whale grows up it weighs over a thousand pounds.
• S (and mhm) and I forgot.

• -0:01:45
• E when they grow up they weigh over a thousand pounds?
• E tell me more about killer whales.

• -0:02:04
• S they're born under water above the surface.
• S when they get teeth they get to eat fish.
• S when they're born they're being nursed by their mother.
• S (um um) I forgot.

• -0:02:41
• E they're nursed by their mothers.
• E tell me more.

• -0:02:50
• S (mhm) they can swim faster than we can run.
• S and I think it's twenty four miles per hour.
• S I don't think so.
• S but if it's forty two miles per hour that's how old my mom is (mhm).

• -0:04:12
• E they swim twenty four miles an hour.

• -0:04:14
• S and (um) they don't have gills like fish.
• S they don't breathe under water.
• S they have a blowhole so they can breathe under water.
• S s_s (door slam and lady's laughter drown out student voice).
• S and (um) they can stay under water for ten minutes (or more) or longer (I mean).
• S and that's all I learned.

• -0:05:04
• E (alright).

• -0:05:06
• S Oh why did you have to (breaks off)^

Number of Concepts Identified: 12 Concepts 3 Spontaneous Vocabulary Use 41

Break Out
Discussion and Planning

- Use the Tier 2 – Strategic Instruction Planning Guide to facilitate your discussion and/or planning (p. 7, Planning Documents).
  - Discuss how you will monitor student progress. What assessments will you use? How frequently will you use them?

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Break Out
Road Block Discussion

- What if students within classes are at very different levels for Tier 2 intervention?
- What if there is insufficient time to implement progress monitoring?
- What other road blocks or challenges do you anticipate? What are some potential solutions?

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Roadblock:
What if students within classes are at very different levels for Tier 2 intervention?

- If there are more than two Tier 2 groups per class, consider grouping students across classes.
- Also consider assistance from a reading specialist, paraprofessional, or other school personnel who have received training on the intervention.

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Roadblock:

What if there is insufficient time to implement progress monitoring?

- If teachers are too busy to asses students' progress with progress monitoring measures, consider using paraprofessionals or other school staff. Train them on how to administer each measure.
- Consider using mastery checks or tests during group review activities.

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Resources

- Observation and self-reflection tools
- Professional development
- Materials
- Others?

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Content Engagement Checklist

Before Reading	During Reading	After Reading
☐ Introduce the Text (preview)	☐ Read the Text with Pauses for Clarification and Discussion	☐ Personal Response (S)
☐ Identify Book Type (S or I)		☐ Review Focus Questions
☐ Set the Purpose	☐ Discuss and Clarify Text Related to the Focus Questions	○ Story Elements Chart (S)
○ S-to entertain/ I-to inform	○ Story Elements (S: Story Elements Chart)	○ KWL Chart (I)
☐ Predict (S)/ Prime Background (I - KWL)	○ KWL Focus Questions (I: KWL Chart)	☐ Model/Guide Students to Complete Part/All of Retell Sheets
☐ Introduce Critical Vocabulary	☐ Make and Confirm Predictions (S)/ Use Text Features (I)	☐ Model Partial/Full Retell
☐ Make Connections	☐ Make Connections	☐ Student Retell Practice ("Book Club" Partners)
○ Text to Text	○ Text to Text	☐ Review Vocabulary
○ Text to Self	○ Text to Self	○ Deep Processing
○ Text to World	○ Text to World	○ Student Generated Examples
☐ Provide a Focus for Reading	☐ Ask Different Types/Levels of Questions	
○ Story Focus Questions (S)	☐ Make Inferences	
○ KWL Focus Questions (I)	○ Figure out unstated meaning of the text	
☐ Prompt Self- Monitoring		
○ Stop! If you don't know, ask a question!		
Talk Routines	**Talk Routines**	**Talk Routines**
☐ Different Types/Levels of Questions	☐ Different Types/Levels of Questions	☐ Different Types/Levels of Questions
☐ Wait Time (4 seconds)	☐ Wait Time (4 seconds)	☐ Wait Time (4 seconds)
☐ Follow-ups for No Responses	☐ Follow-ups for No Responses	☐ Follow-ups for No Responses
☐ Follow-ups for Incorrect Responses	☐ Follow-ups for Incorrect Responses	☐ Follow-ups for Incorrect Responses
☐ Follow-ups for Correct Responses	☐ Follow-ups for Correct Responses	☐ Follow-ups for Correct Responses
○ Expanding	○ Expanding	○ Expanding
○ Elaborating	○ Elaborating	○ Elaborating
○ Language Building	○ Language Building	○ Language Building
○ Rephrasing/Repeating	○ Rephrasing/Repeating	○ Rephrasing/Repeating
Making Talk Work	**Making Talk Work**	**Making Talk Work**
☐ Group Responses	☐ Group Responses	☐ Group Responses
○ Verbal (everybody says it together)	○ Verbal (everybody says it together)	○ Verbal (everybody says it together)
○ Non-verbal (thumbs up/down)	○ Non-verbal (thumbs up/down)	○ Non-verbal (thumbs up/down)
☐ Partner Responses	☐ Partner Responses	☐ Partner Responses
○ Sharing (turn to your neighbor)	○ Sharing (turn to your neighbor)	○ Sharing (turn to your neighbor)
☐ Academic Language/Talk Terms	☐ Academic Language/Talk Terms	○ Retelling
		☐ Academic Language/Talk Terms

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Break Out
Discussion and Planning

- Based on your use of the Tier 2-Strategic Instruction Planning Guide, and your and discussion of Tier 2 intervention planning/implementation, progress monitoring, and road blocks, **complete your Planning Guide** (p. 7, Resource Section) **and the Tier 2 Reading Action Plan** (p. 8, Planning Documents).

What about Tier 3?

- Recommendation 5:
  - Provide intensive instruction on a daily basis that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction (Tier 3).
  - Level of evidence: Low

IES Practice Guide: RtI Reading

How should the recommendation be implemented?

- (1) Implement concentrated instruction that is focused on a small but targeted set of reading skills.
- (2) Adjust overall lesson pace.
- (3) Schedule multiple and extended instructional sessions daily.
- (4) Include opportunities for extensive practice and high quality feedback with one-on-one instruction.
- (5) Plan and individualize Tier 3 instruction using input from your school-based RtI team.
- (6) Ensure that Tier 3 students master a reading skill or strategy before moving on.

IES Practice Guide: RtI Reading

Assignment

- Design a Tier 3-Intesnive Instruction Planning Guide.
- Use your Planning Guide to develop a Tier 3 intervention.

Break Out
Discussion and Planning

- Based on the Tier 2 intervention you planned today, what might a Tier 3 intervention look like –for students who demonstrate a need for additional instruction.

Any Questions?

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Starting May 1st, a copy of our CEC presentation will be available at the following website:

http://www.readaloudproject.org