

# Unit 1: Overview of Schoolwide Intervention

TEXAS  
**TALA**  
ADOLESCENT  
LITERACY  
ACADEMIES

## Module 1: A Schoolwide Approach to Reading Intervention

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# Participant Notes



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# Unit 1: Overview of Schoolwide Intervention



## Module 1: A Schoolwide Approach to Reading Intervention

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# Schoolwide Intervention

Module	Title
1	A Schoolwide Approach to Reading Intervention
2	Effective Instruction



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## Objectives

- Describe the components of a schoolwide reading intervention approach for middle school.
- Describe the three tiers of intervention and their purposes.
- Understand the origins of the instructional routines included in TALA.

## Literacy Achievement of Eighth-grade Students

Performance on the 2009 National Assessment of Educational Progress (NAEP) for eighth-grade students in Texas:

- 27% scored below the basic level.
- 46% scored at the basic level.
- 25% scored at the proficient level (national average was 28% proficient).
- 2% scored at the advanced level

View the full NAEP report at

[http://nationsreportcard.gov/reading\\_2009](http://nationsreportcard.gov/reading_2009)

## Sample from NAEP Descriptors\*

### BASIC

- Identify the main topic of an informational passage
- Recognize an explicitly stated supporting detail
- Make some interpretations and simple inferences

### PROFICIENT

- Show a more complex inferential understanding
- Integrate knowledge and text
- Identify some of the devices authors use in composing text

### ADVANCED

- Describe abstract themes
- Analyze, synthesize, evaluate, and provide support
- Respond thoroughly, thoughtfully, and extensively

\* The full NAEP achievement level descriptions can be obtained at: <http://nces.ed.gov/nationsreportcard/reading/achieveall.asp#2009ald>

## Increasing Literacy Demands

Texts that young adults are typically asked to read in postsecondary settings, including community colleges, universities, the workplace, and the military, are significantly more demanding than high school textbooks.

*(Williamson, 2006)*

The **Texas College and Career Readiness Standards (CCRS)** were created to promote reading skills across the curriculum.

## Middle School is Not Too Late to Intervene

- Although students who fall behind rarely catch up without intensive intervention, research has demonstrated that secondary-level students can make significant gains with the proper instruction.

*(Archer, Gleason, & Vachon, 2003)*

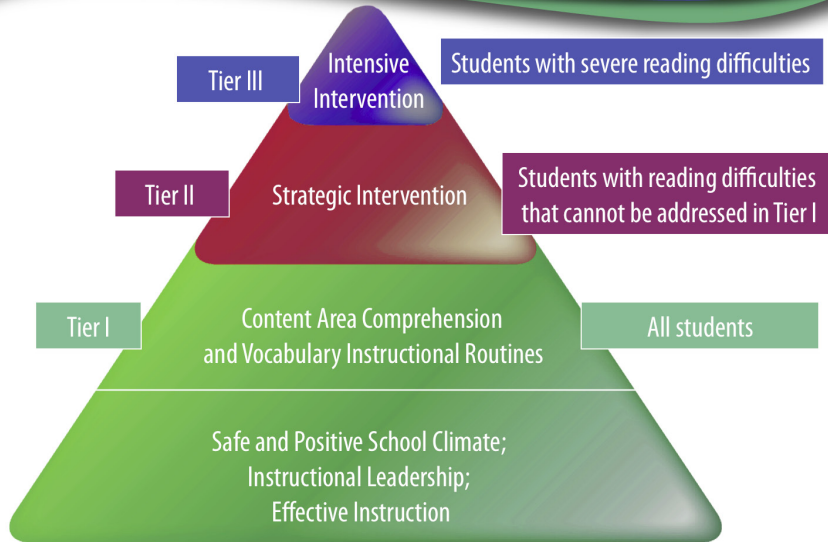
Key elements of a schoolwide approach to intervention include:

- Adequate time for instruction
- Research-validated instructional practices

## Goals of the Schoolwide Approach

- All students will be able to read and learn from academic text
- All students will be motivated to engage in reading for many different purposes

# Schoolwide Approach to Middle School Reading Intervention



TALA

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## Project Background

During 2006–2007, research teams from The University of Texas and the University of Houston worked with teachers at seven campuses:

- Field-testing the academic literacy strategies in content area classrooms
- Field-testing the intervention strategies with struggling readers
- Validating the assessment measures

TALA

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## Tier I Modules: Content Area and ELA Academies

<b>Unit 1: Overview of Schoolwide Intervention</b>	
1	A Schoolwide Approach to Reading Intervention
2	Effective Instruction
<b>Unit 2: Vocabulary Instructional Routines</b>	
1	Selecting Words
2	Pronouncing and Defining Words
3	Generating Examples and Nonexamples
<b>Unit 3: Comprehension Instructional Routines</b>	
1	Building Background Knowledge With Anticipation-Reaction Guides
2	Identifying Main Ideas in Text
3	Writing Summaries

## Tiers II/III Modules: ELA Academy

<b>Unit 4: Using Diagnostic and Progress Monitoring Data</b>	
1	Administering the TMSFA
2	Interpreting and Implementing Assessment Results
<b>Unit 5: Word Study Routines</b>	
1	Identifying Syllable Structures
2	Morphological Analysis
<b>Unit 6: Fluency Routine</b>	
1	Building Fluency With Partner Reading
<b>Unit 7: Inferential Comprehension Instructional Routines</b>	
1	Generating Questions to Monitor Comprehension, Level 1
2	Generating Questions to Monitor Comprehension, Level 2
3	Generating Questions to Monitor Comprehension, Level 3



# Summary

- Describe the components of a schoolwide reading intervention approach for middle school
- Describe the three tiers of intervention and their purposes
- Understand the origins of the instructional routines included in TALA

