

Effective Instruction for Middle School Students With Reading Difficulties

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Assessment and Instructional Routines for Reading Intervention

TALA

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Effective Instruction for Middle School Students With Reading Difficulties: Assessment and Instructional Routines for Reading Intervention

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Overview of the Tier II/III Academy

Goals

These professional development materials are designed to enhance teachers' knowledge and skills so they can effectively teach adolescent students who struggle with reading. The strategies contained herein promote the widespread use of effective literacy instruction and are a key element of the Texas Student Success Initiative. The goal of the reading intervention development materials is to familiarize middle school teachers with research-based, effective strategies that can be used to improve student outcomes in reading.

Content and Organization

The content is organized into four units with individual modules that last between 30 and 90 minutes each. The first part of the session will address the use of a diagnostic and progress monitoring instrument validated for use with students in grades 6 through 8. The subsequent sessions will address the components and features of research-based reading instruction in the particular areas of need for adolescents who struggle with reading.

Unit 4: Using Diagnostic and Progress Monitoring Data	
Module	Title
1	Administering the Texas Middle School Fluency Assessment
2	Interpreting and Implementing Assessment Results
Unit 5: Word Study Routines	
Module	Title
1	Identifying Syllable Structures
2	Morphemic Analysis
Unit 6: Fluency Routine	
Module	Title
1	Building Fluency With Partner Reading
Unit 7: Inferential Comprehension Instructional Routines	
1	Generating Questions to Monitor Comprehension, Level 1
2	Generating Questions to Monitor Comprehension, Level 2
3	Generating Questions to Monitor Comprehension, Level 3

State Standards

The link between instruction and the Texas Essential Knowledge and Skills (TEKS) is addressed throughout the materials, primarily in the handouts labeled **TEKS/ELPS/CCRS Connections** found in Units 5 through 7.

Research and References

All instructional routines are based upon literacy strategies with evidence of effectiveness from scientifically based reading research (SBRR).

Two types of citations are apparent throughout the presentation slides, handouts, and presenter guide:

Reference citations are the research-based publications and resources that are referenced on a presentation slide or in the speaker's notes. *Source materials* are the originating publications or resources from which the content of the slide has been adapted and reprinted with permission. A combined list of reference citations and source materials is provided as the last handout of each module to help the presenter and participants locate research-based information cited therein. Individual reference citations and source materials are also located at the bottom of speaker notes pages.

Speaker Preparation

Materials List

Presenter materials include:

- Presenter guide with:
 - Detailed speaker notes, including black-and-white images of the presentation slides
 - Handouts
 - Video viewing guide
 -

Participant materials are supplied in the participant guide, which includes:

- Participant notes pages (black-and-white images of the presentation slides)
- Handouts
- Video viewing guide

Additional materials to be provided by participants:

- Reading/language arts and content area teacher's editions or other curriculum materials used for lesson planning

Activity Materials

Participant material print files are provided and all participant materials need to be prepared before the professional development sessions. Nonprint materials used in activities, such as the general supplies listed in the following chart, will need to be purchased in advance. Plan to provide a box of supplies (e.g., pens, pencils, highlighters, sticky notes) for each table of participants.

General Supplies (to be purchased; not provided with Academy materials)	
Item	Quantity
Highlighters	1 per participant
Tape	1 roll for presenter
Chart paper	1 tablet for presenter

Sticky notes (3x3 pads)	2 per table*
Index cards (3x5)	Several per table
Markers	Several for presenter; several per table*
Blue ink pens	1 per participant; 1 for presenter
Black ink pens	1 per participant; 1 for presenter
Red ink pens	1 per participant; 1 for presenter
Digital timers	At least 1 per table; 1 for presenter
Calculators	3 per table; 1 for presenter
Plain paper	Several sheets per table; several sheets for presenter
Question cards (printed on card stock, laminated, hold-punched in upper-left corner, held with binder ring)	1 set for presenter
Dictionary (optional)	1 for presenter

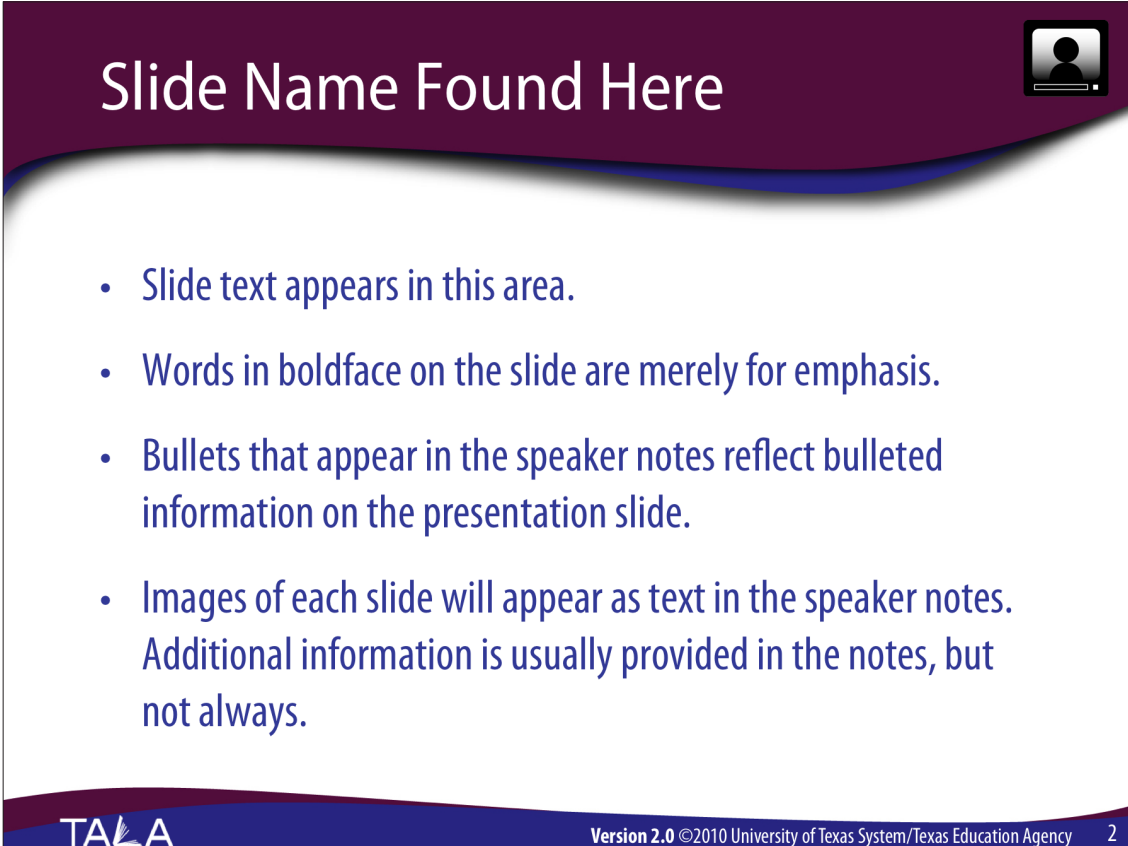
*Tables of 5–6 participants are ideal for facilitating activities.

Presenter Guide

Speaker Notes and Formatting

The speaker notes provide information to assist the speaker in conducting the Academies. We realize that every speaker has his or her own way of delivering the Academies' content. The speaker may wish to paraphrase the information that we provide or change components to fit his or her presentation style. However, we ask that the content and key terminology of the Academies remain intact.

The information on the following three pages is provided to make the format of the speaker notes clear.



Slide Name Found Here

- Slide text appears in this area.
- Words in boldface on the slide are merely for emphasis.
- Bullets that appear in the speaker notes reflect bulleted information on the presentation slide.
- Images of each slide will appear as text in the speaker notes. Additional information is usually provided in the notes, but not always.

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Slide 2—Slide Name Found Here

This is the format for regular text, which provides additional information for participants. **Words in boldface** will be found verbatim on the slide.

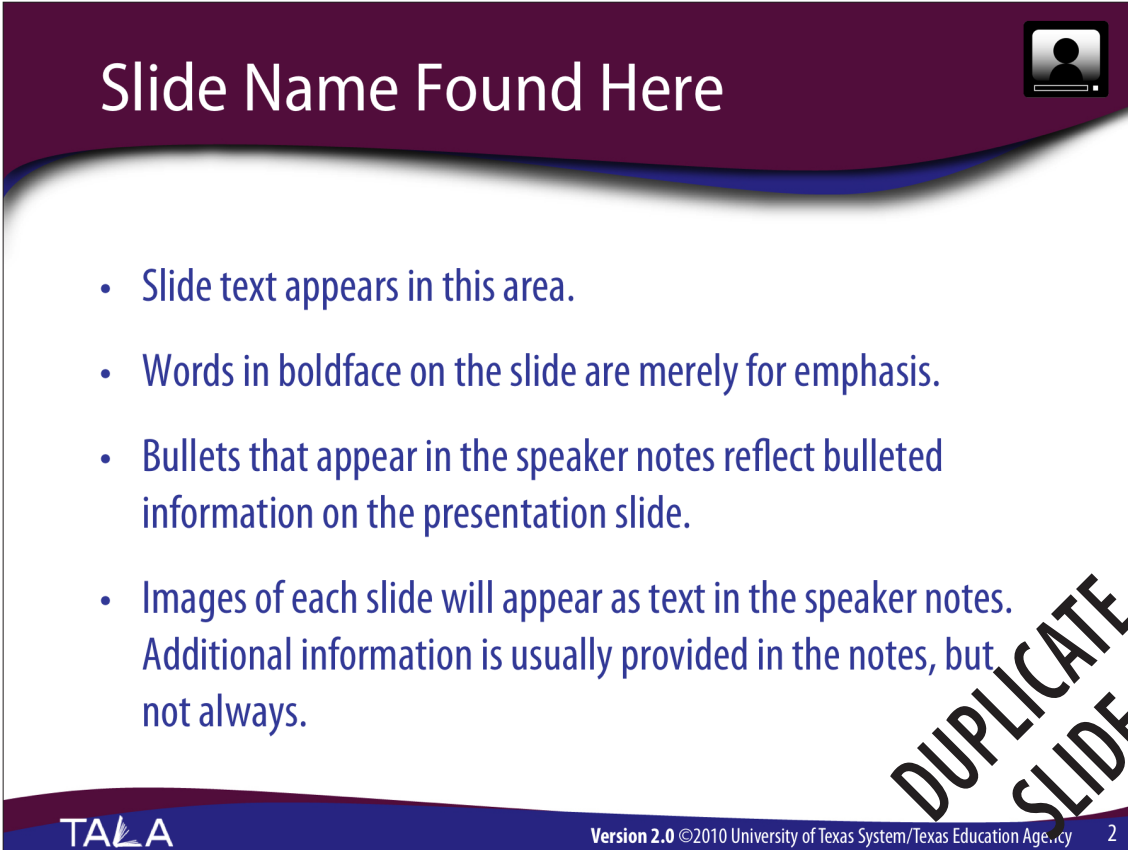
This is the format for directive text, which is provided to give the speaker direction and is not to be read aloud to the participants.

When instructed to “Read the information on the slide,” the presenter should speak the words provided on the slide verbatim. Paraphrasing is encouraged when instructed to “Review the information on the slide,” though content and key terminology should remain.

- **Bullets that appear in the speaker notes reflect bulleted information on the presentation slide.** Non-boldface text that appears with a bullet is additional information that the speaker may wish to present.

The notes for a particular slide may extend beyond one page. If this is the case, the following will appear near the bottom of the first page:

Notes continue on the next page.



Slide Name Found Here

- Slide text appears in this area.
- Words in boldface on the slide are merely for emphasis.
- Bullets that appear in the speaker notes reflect bulleted information on the presentation slide.
- Images of each slide will appear as text in the speaker notes. Additional information is usually provided in the notes, but not always.

DUPLICATE SLIDE

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Duplicate slides do not appear in the actual PDF presentations but are only provided as placeholders for the extended notes. (Notes that extend to right-hand pages will not include a duplicate slide.)



Video: Title

The video icon will appear both in these notes and on the slide. To start the video, click the icon on the slide.

SOURCES list publications directly used in the presentation of a slide.

REFERENCES list publications referenced in the notes or on a slide.

ROUTINE REFERENCES list sources of routines used in the presentation.

Activity Slide


- Will employ colorful backgrounds (appearing gray in the notes)
- Will usually be accompanied by a handout

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Slide 3—Activity Slide

Activity slides are set apart by a colorful background (which will appear in varying shades of gray in these notes.)

Activity: Activity Title

 This handout icon will appear in the upper right hand corner of the slide and in the corresponding paragraph in the notes. The **handout number and title** will appear in boldface in the notes.

Additional Notes for Presenter

Notes that the presenter may or may not want to include in the presentation are found in this format.

Handouts

Handouts are provided for various purposes and are located at the end of each module. The participants use the handouts to complete activities, review information, or write down additional ideas. Participants take the handouts when they leave and can later examine the information on the handouts more closely. Some handouts are templates of graphic organizers that may be reproduced for planning future lessons.

Note that handouts are paginated in two different ways. The handout number appears at the top of each page, and a page number appears at the bottom of each page. The number at the bottom of each page reflects the page number of the corresponding handout in the participant packet, not the presenter packet, and is provided here as an easy reference when presenting.

Presentation Slides

Presentation slides have been provided for the speaker to present key points and activities. They are offered as Flash files with embedded Flash video on DVD, to be used with a computer and LCD projector. A Flash Player application is included on the DVD for download if needed. See Materials Preparation on page 11 for computer specifications.

Videos

Most modules include video segments of teachers providing instruction using the academic literacy strategies being addressed. Designed to introduce, review, and support the content, the videos are an integral part of the professional development. A careful preview is recommended.

Unit 4: Using Diagnostic and Progress Monitoring Data

Administering the TMSFA: Passage Reading Fluency.....	3:38
Administering the TMSFA: Word Reading Fluency.....	2:22

Unit 5: Word Study Routines

Identifying Syllable Structures: Closed Syllables Review.....	6:10
Identifying Syllable Structures: Closed Syllables Practice.....	5:04
Morphemic Analysis: Prefix Lesson.....	6:07
Morphemic Analysis Routine	2:56

Unit 6: Fluency Routine

Fluency Routine: Cold Read	2:44
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Fluency Routine: Partner Reading	4:40
Partner Reading Adaptation	4:33

Unit 7: Comprehension Instructional Routines

Preparing to Generate Level 1 Questions	3:15
Generating Level 1 Questions: Teacher-assisted Practice	2:33
Generating Level 2 Questions	7:53
Generating Level 3 Questions: Guided Practice	4:55
Generating Level 3 Questions: Monitoring Student Practice	2:24
Generating Levels 1, 2, and 3 Questions: Student Practice	4:00

Video Viewing Guide

These separate handouts provide questions and elements to guide participants when viewing the videos. Participants are encouraged to view the videos with these handouts in mind and to take notes on the handouts to use in the postvideo discussions.

Participant Notes

Participant notes have two slides per page and space in the margins where the participants can take notes.

Teacher's Editions

Participants will be asked to bring one volume of the teacher's edition from their English language arts/reading course or other curriculum materials used for planning lessons. They will design lessons and become familiar with how the literacy strategies and components of effective reading intervention can be integrated into their daily practice.

Checklist for Successful Implementation

Session Logistics

- Determine number of sessions.
- Reserve space for the sessions.
- Contact participants regarding session dates, times, locations, and materials to bring.
- Set an agenda: Include times for starting, ending, breaks, lunches, etc.
- Make name tags.
- Position sign-in sheets in a visible and accessible location near the entrance.
- Distribute the TALA evaluation forms to all participants at the conclusion of the session.

Participant Preparation

- Request that participants bring one volume of the teacher's edition from their English language arts/reading course or other curriculum materials used for planning lessons.
- Optional: Remind participants to bring their binders and teacher's editions on subsequent days.

Presenter Preparation

- Assign responsibilities to presenters.
- Study the material thoroughly, practice the demonstrations, and preview the videos.
- Prepare a positive learning environment.

Materials Preparation

- Bring TALA presenter guide and presentation DVD.
- Provide a binder for each participant.
- Prepare/purchase activity materials (see Activity Materials and Supplies chart on page 3).
- For each table, provide a box of general supplies (e.g., pens, pencils, highlighters, sticky notes).
- Audiovisual equipment
 - Screen
 - Computer with the following specifications:

- Windows: Intel Pentium 4 2.33GHz processor (or equivalent), 128MB of RAM, 64MB of VRAM
- Macintosh: PowerPC G5 1.8GHz or faster processor OR Intel Core Duo 1.33GHz or faster processor, 256MB of RAM, 64MB of VRAM
- Can be connected to an LCD projector
- LCD projector
- Lavalier microphone (in large venues)
- Speakers for projecting computer sound
- Laser pointer for referring to information on the screen

Room Arrangement Considerations

Because sessions include digital slide/video presentations, small-group activities, and partner activities, neither theater nor classroom-style seating is recommended. Tables of 5–6 participants are ideal for facilitating small-group interaction. Also allow sufficient space to post group responses, strategy steps, or other visual aids.

Helpful Hints

- In a highly visible location, display important TALA documents:
 - Sample participant binder
 - Sample assessment binder
 - Sample binder of *Effective Instruction for Middle School Students With Reading Difficulties: The Reading Teacher's Sourcebook*
- Monitor session time and closely follow the presenter notes.
- Follow Texas guidelines regarding the promotion and use of commercial programs, books, and materials.
- Establish guidelines to encourage punctuality (e.g., participants who miss more than 30 minutes of a session will not receive credit).
- Adhering to the time limit recommended for the presentation of each module is critical to completing the Academies within the allowable number of days.
- Incorporate energizers or read alouds.
- Create a display area where participants can post the titles of books or other resources they would recommend to their peers.