

# Presenter's Preparation Outline

## Unit 1, Module 1: A Schoolwide Approach to Reading Intervention

### Presentation Materials

- 2-slides-to-a-page handout of the Adobe Flash presentation
- Handouts 1 and 2
- Equipment
  - Projector
  - Sound system (speakers)
  - Laser pointer

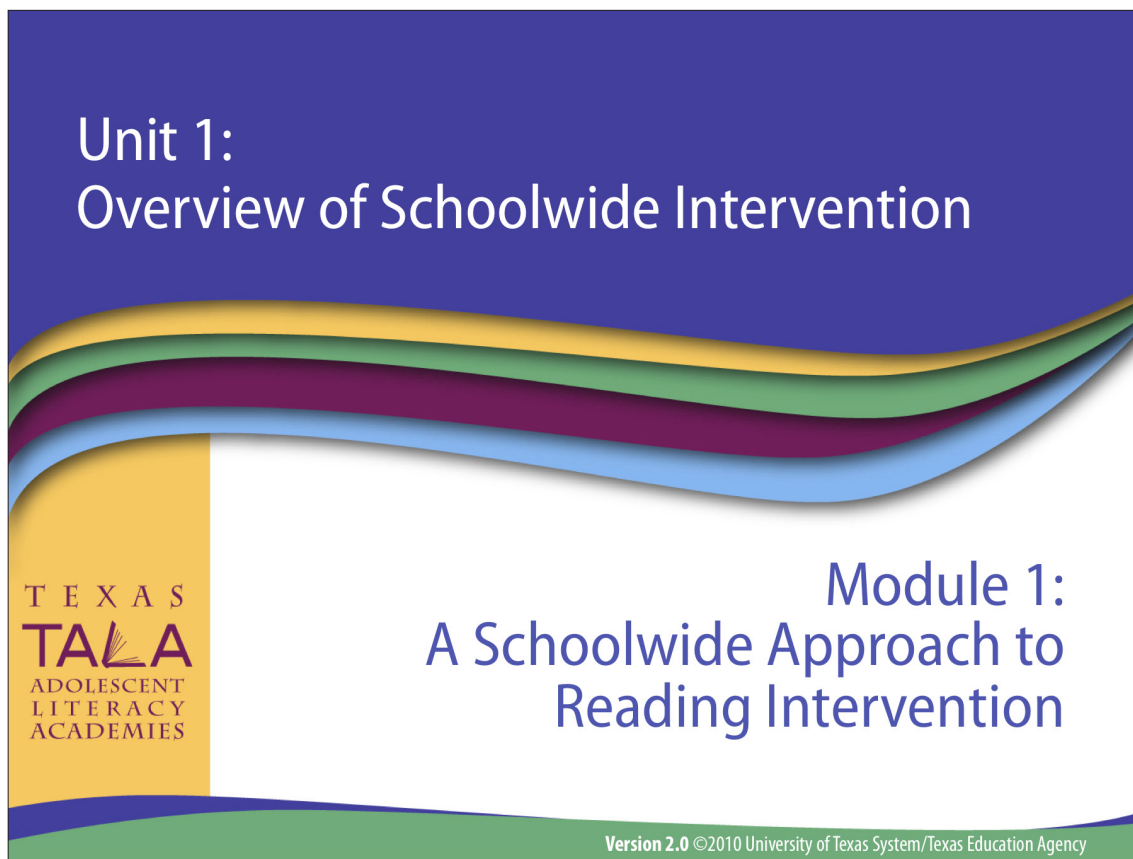
### Handouts

- Handout 1: A Schoolwide Reading Intervention Approach for Middle School
- Handout 2: References

### Time

This module will take approximately 30 minutes.





## Slide 1—Title Slide

This is the first module in the **Overview of Schoolwide Intervention** unit.

# Schoolwide Intervention

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

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## Slide 2—Schoolwide Intervention

This module will explain the 3-tier model of reading intervention, which is consistent with a response to intervention, or RTI, approach. This module will also establish the background and rationale for the Texas Adolescent Literacy Academies.

The next module in this unit will provide more specific information about the instructional practices and adaptations that have been proven to be effective at addressing student needs in all classes.

# 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.

## Slide 3—Objectives

*Set expectations for this session.*

## 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)

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### Slide 4—Literacy Achievement of Eighth-grade Students

Educators who work with middle school students are all too aware that not all children learn to read by the time they leave elementary school. Many students in grades 6, 7, and 8 have reading difficulties.

In 2009, the National Assessment of Educational Progress (NAEP) was administered to approximately 160,900 eighth-grade students at 7,030 schools across the nation.

*Review the rest of the information on the slide.*

REFERENCE: Lee, Grigg, & Donahue, 2007.

## 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>



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5

## Slide 5—Sample from NAEP Descriptors

*Review the NAEP descriptors on the slide.*

What do the NAEP standards or descriptors mean in terms of students' reading ability? Over one-half of the eighth-grade test assesses students' ability to form a general understanding of text and make some inferences. Approximately 15% of the test assesses students' ability to make reader-text connections, and 30% of the test measures the examination of content and structure of text. Passages on the test draw upon different contexts for reading such as reading for pleasure, for information, and to perform a task. In short, students who are considered proficient or advanced by NAEP standards would possess the academic literacy skills necessary for school success.

**NOTE:** *The full NAEP achievement level descriptions can be obtained at: <http://nces.ed.gov/nationsreportcard/reading/achieveall.asp#2010ald>.*

REFERENCE: US Department of Education, 2006.

# 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.

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## Slide 6—Increasing Literacy Demands

*Review the research statement on the slide.*

As the national statistics demonstrate, many students leave middle school unable to read adequately and are, therefore, unprepared to learn from textbooks at the high school level or beyond.

The Texas College and Career Readiness Standards, known as CCRS, require that students be able to read effectively across the curriculum. In fact, many of the reading skills that struggling readers lack are included as expectations in the Cross-Disciplinary section, as well as the Language Arts and the content sections of the CCRS.

REFERENCE: Williamson, 2006.



## 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

### Slide 7—Middle School is Not Too Late to Intervene

*Review the research statement on the slide.*

Evidence suggests that struggling middle school readers can improve their reading skills when key elements of a schoolwide approach to intervention are in place, particularly:

- **Adequate time for instruction**
- **Implementation of research-validated instructional practices**

In order to effectively provide these elements, middle schools must implement a schoolwide approach to academic literacy instruction.

## 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

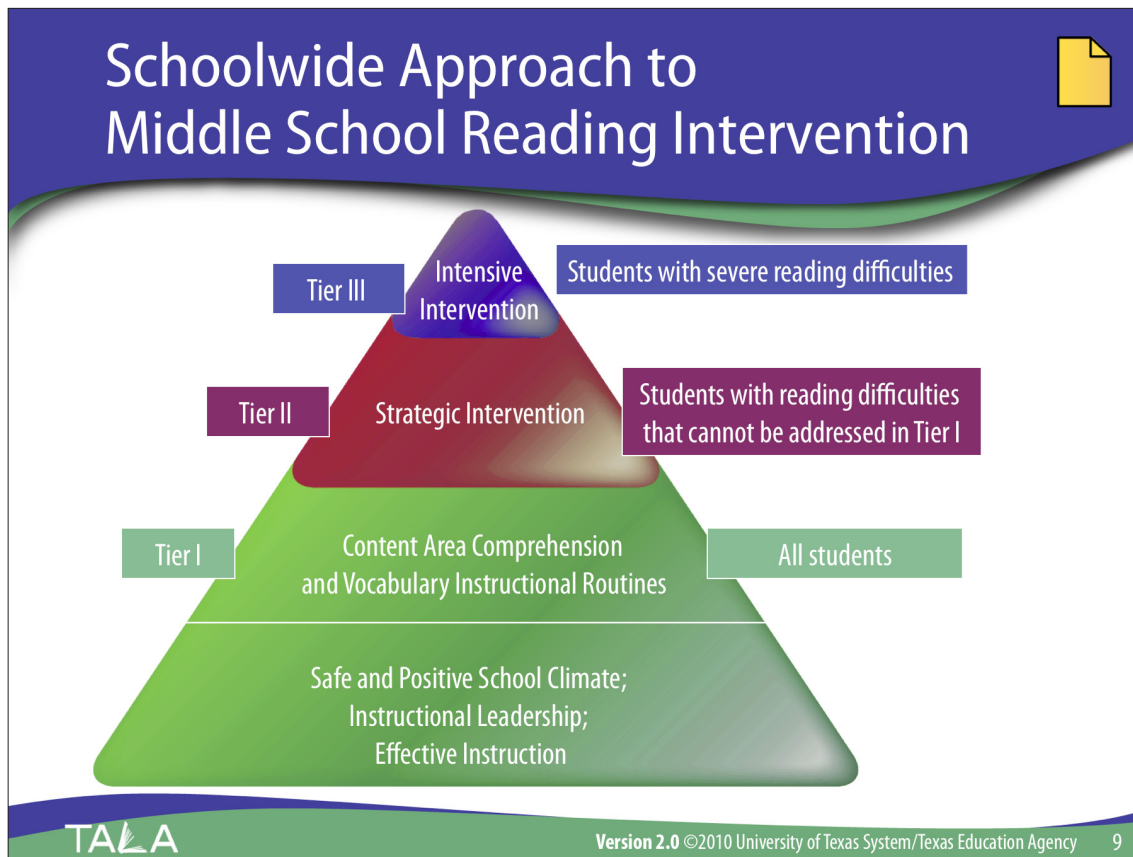
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### Slide 8—Goals of the Schoolwide Approach

The schoolwide approach to reading intervention is designed to ensure that **all students** will be **motivated to read** and will be able to **learn** from the **text** they encounter in middle school, high school, and beyond. This would include content area text as well as literature.

To accomplish these goals, vocabulary and comprehension instructional routines are implemented across the curriculum. This increases the amount of practice students are provided to learn the routines. It also increases the likelihood that students will transfer the routines to the academic literacy demands of their content area classes.

Additional support for students exhibiting different kinds of reading challenges is provided in intervention settings that supplement the regular school curriculum.



## Slide 9—Schoolwide Approach to Middle School Reading Intervention

 Refer participants to **Handout 1: A Schoolwide Reading Intervention Approach for Middle School**.

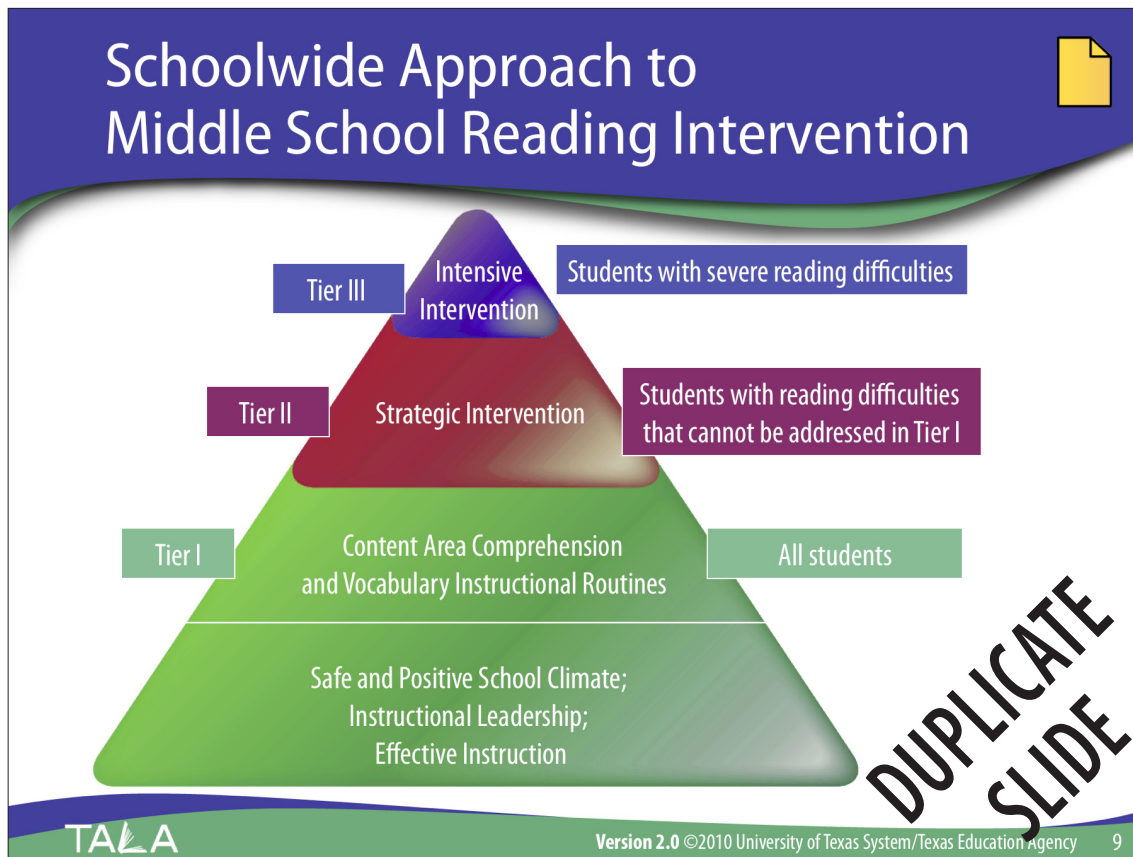
The schoolwide approach has three components, or tiers, of instruction.

**Tier I** includes strategies and routines that are implemented schoolwide and affect all students in the school. Part of Tier I is assuring that school personnel make a **commitment** to the approach, and that there is a **safe and positive school climate** in which all students receive quality **instruction** based on high standards and supported by strong **instructional leadership**.

The second key component of Tier I consists of having science, social studies, math, and English language arts teachers implement a consistent set of **comprehension and vocabulary instructional routines** within the context of their content lessons.

Students who are reading below grade level, however, need additional reading instruction. In **Tier II** of the schoolwide model, **students with reading difficulties that cannot be addressed** sufficiently through instructional supports

*Notes continue on the next page.*



in the core educational program receive **strategic intervention** for about 50 minutes per day. This instruction is supplemental and is provided in reduced group sizes.

Middle school **students who have severe reading difficulties** need intervention of much greater intensity if they are to become competent readers. This **intensive intervention** is **Tier III** of the model. The more intensive the intervention, the smaller the group size.

Handout 1 summarizes the key characteristics of each component.

# 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

## Slide 10—Project Background

*Review the information on the slide.*

TALA began as a research project to develop and test a comprehensive approach to reading intervention, with the goal of improving eighth-grade TAKS performance. The seven middle schools that participated in the originating project were chosen to represent a variety of teacher and student demographics, urbanities, and performance ratings. Information could, therefore, be gathered to make the materials appropriate and flexible to many different settings and populations.

In addition, more than 1,800 students participated in the field-testing and validation of the assessment measure. Data from five waves of testing were used to finalize the format of the subtests as well as the guidance for score interpretation.

The instructional routines that were ultimately selected for inclusion in TALA had to meet several parameters. First, all routines had to be based upon literacy strategies with evidence of effectiveness from scientifically based reading research. Other parameters were more specific to the Tier I or Tier II/III level of intervention, as will be discussed on the next slides.

# Tier I Modules: Content Area and ELA Academies

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

## Slide 11—Tier I Modules: Content Area and ELA Academies

*Review the module outline.*

Instructional routines included in Tier I had to be appropriate for English language arts, mathematics, science, and social studies. If field-testing indicated that a routine was too difficult to integrate smoothly with the content of any of these courses, it was either moved to Tiers II/III or eliminated.

The Tier I instructional routines also had to fit the given time restraints of the Academies. Some effective, research-based strategies could not be included in TALA because either they would have required too lengthy training sessions or would have extended the total days of training beyond the day and a half allotted for the content areas.

# Tiers II/III Modules: ELA Academy

Unit 4: Using Diagnostic and Progress Monitoring Data	
1	Administering the TMSFA
2	Interpreting and Implementing Assessment Results
Unit 5: Word Study Routines	
1	Identifying Syllable Structures
2	Morphological Analysis
Unit 6: Fluency Routine	
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

## Slide 12—Tiers II/III Modules: ELA Academy

*Review the module outline.*

In addition to having a research basis, the instructional routines included in Tiers II/III had to be connected to the results of a reading assessment. This was to ensure teachers could use assessment results to plan instruction.

As with the Tier I instructional routines, those for Tiers II/III had to fit the given time restraints of the Academies. There are other effective, research-based strategies for addressing students' reading difficulties, but not all could be addressed in the day and a half of training for English language arts and reading teachers.

# 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

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## Slide 13—Summary

*Review the expectations.*