

## DOCUMENT RESUME

ED 469 776

CS 511 119

TITLE Establishing an Intensive Reading and Writing Program for Secondary Students. Professional Development Guide.

INSTITUTION Texas Univ., Austin. Texas Center for Reading and Language Arts.

SPONS AGENCY Texas Education Agency, Austin.

PUB DATE 2000-00-00

NOTE 319p.; Distributed by the Region XIII Education Service Center.

AVAILABLE FROM Texas Center for Reading and Language Arts, College of Education, University of Texas at Austin, Austin, TX 78712. Tel: 512-232-2320. For full text: <http://www.texasreading.org/tcrla>.

PUB TYPE Guides - Classroom - Teacher (052)

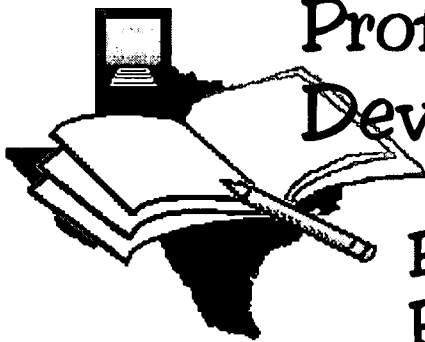
EDRS PRICE EDRS Price MF01/PC13 Plus Postage.

DESCRIPTORS Faculty Development; Instructional Innovation; Program Implementation; Reading Comprehension; \*Reading Difficulties; Reading Fluency; \*Reading Instruction; Secondary Education; Special Education; Teacher Workshops; Teaching Methods; Training Methods; Vocabulary Development; \*Writing Difficulties; \*Writing Instruction

IDENTIFIERS \*Texas Essential Knowledge and Skills

## ABSTRACT

This professional development guide is designed for educators who work with secondary students who are struggling in reading and writing and who need intensive, individualized instruction to improve their skills. Examples of students for whom this guide is intended include: students with disabilities, English language learners, and low-achieving students. The guide includes specific instructional strategies on reading components based on the Texas Essential Knowledge and Skills (TEKS) including word study, fluency, vocabulary, comprehension, and writing. The guide also contains specific information on the critical features of effective reading instruction. It includes four sections of materials for workshop presenters. The first section, Professional Development, includes speaker's notes and activities to accompany each overhead transparency. The second section, Overheads, includes transparencies containing key points and activities for the workshop. The third section, Handouts, includes copies of the overhead transparencies for participants to take notes and additional activities that can be used with students. Instructional activities are provided to accompany those presented in the workshop. Additional instructional activity ideas are provided for each reading component: word study, fluency, vocabulary, comprehension, and writing. The fourth section, references, contains information on 49 sources for further reading. (RS)



# Professional Development Guide

## Establishing an Intensive Reading and Writing Program for Secondary Students

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College of Education, The University of Texas at Austin •  
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# Professional Development Guide

## Establishing an Intensive Reading and Writing Program for Secondary Students

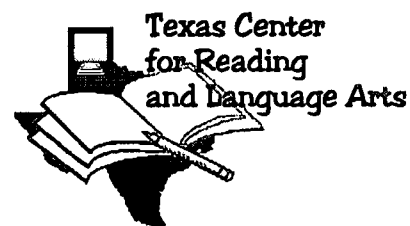
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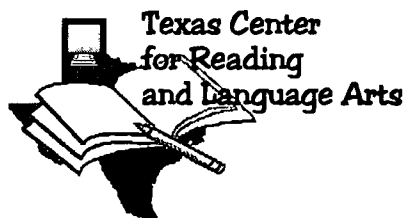
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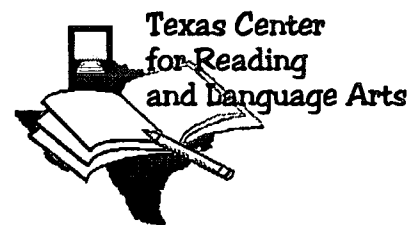
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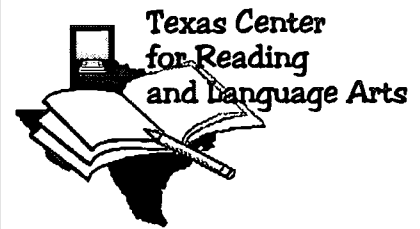
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# What is the Texas Center for Reading and Language Arts ?

The Texas Center for Reading and Language Arts assists educators in enhancing the reading and language arts knowledge and skills of Texas students, through implementation of the Texas Essential Knowledge and Skills (TEKS).



## How are the Center's Activities Accomplished?

**Goal 1:** Develop and disseminate materials that support educators in implementing the TEKS with English language learners in grades K-2.

**Goal 2:** Enhance the knowledge, skills, and practices of prekindergarten teachers in implementing the new Prekindergarten Curriculum Guidelines for language development and literacy development.

**Goal 3:** Enhance the knowledge, skills, and practices of kindergarten and first grade teachers in implementing the reading and language arts TEKS.

**Goal 4:** Enhance the knowledge, skills, and practices of grades 6 through 12 teachers in implementing the reading and language arts TEKS.

**Goal 5:** Use technology and media to disseminate information to educators on effective instructional practices in reading and language arts.

**Goal 6:** Enhance the knowledge, skills, and practices educators use to implement the reading and language arts TEKS with students in grades K-5 who are experiencing difficulties.

**Goal 7:** Enhance the knowledge and competencies of Education Service Center (ESC) reading liaisons, educators, and school administrators through professional development.

**Goal 8:** Communicate the goals, activities, and accomplishments of the Texas Center for Reading and Language Arts.

## Literacy Labs

Both school-based and university-based labs serve as models for universities and school districts.

## Professional Development Guides and Videos

These guides are designed to provide educators across the state with materials and plans for professional development in instruction based on the reading and language arts TEKS.

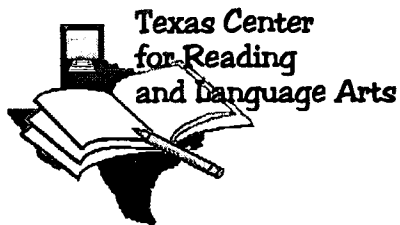
## Reading Liaisons

Education Service Center Reading Liaisons work collaboratively with Center personnel to engage in and provide professional development on the TEKS.

## School Partnerships

Collaborative relationships with schools promote research on effective reading practices and inform the content of professional development guides.

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## Introduction

This professional development guide, Establishing An Intensive Reading and Writing Program for Secondary Students, is designed for educators who work with students who are struggling in reading and writing and who need intensive, individualized instruction to improve their skills. Examples of students for whom this guide is intended include: students with disabilities, English language learners, and low-achieving students. The guide includes specific instructional strategies on reading components based on the Texas Essential Knowledge and Skills (TEKS) including word study, fluency, vocabulary, comprehension, and writing. The guide also contains specific information on the critical features of effective reading instruction.

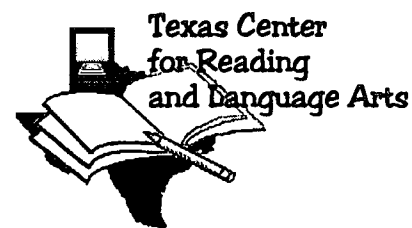
### Organization and Content of the Professional Development Guide

The professional development guide includes four sections of materials for workshop presenters. The first section, professional development, includes speaker's notes and activities to accompany each overhead transparency. The second section, overheads, includes transparencies containing key points and activities for the workshop. The third section, handouts, includes copies of the overhead transparencies for participants to take notes and additional activities that can be used with students. **Instructional activities are provided to accompany those presented in the workshop. Additional instructional activity ideas are provided for each reading component: word study, fluency, vocabulary, comprehension, and writing.** The fourth section, references, contains information for further reading.

---

## **Acknowledgments**

We gratefully acknowledge the support of the following individuals and agencies for their contributions to the professional development guides Establishing an Intensive Reading and Writing Program for Secondary Students.



### **Texas Education Agency**

Jim Nelson  
Commissioner

Robin Gilchrist  
Assistant Commissioner

### **Texas Center for Reading & Language Arts**

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Diane Pedrotty Bryant  
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#### **College of Education**

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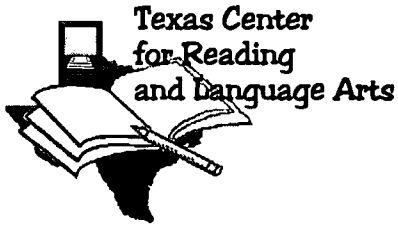
Marilyn Kameen,  
Associate Dean

### **Region XIII Education Service Center**

Statewide Initiatives

Special thanks to all our reviewers and contributors whose assistance and support made a valuable contribution to this product.





## Preparing for the Workshop

### Materials

If possible, gather examples of ways to monitor student progress for reading and writing and examples of high-interest/controlled-vocabulary text. These materials can be presented during the workshop as additional ideas for participants to consider when assessing student progress and when selecting appropriate instructional materials.

Handouts are available for reproduction; they contain information similar to what is found on the transparencies. Presenters might wish to distribute the handouts at the beginning of the workshop.

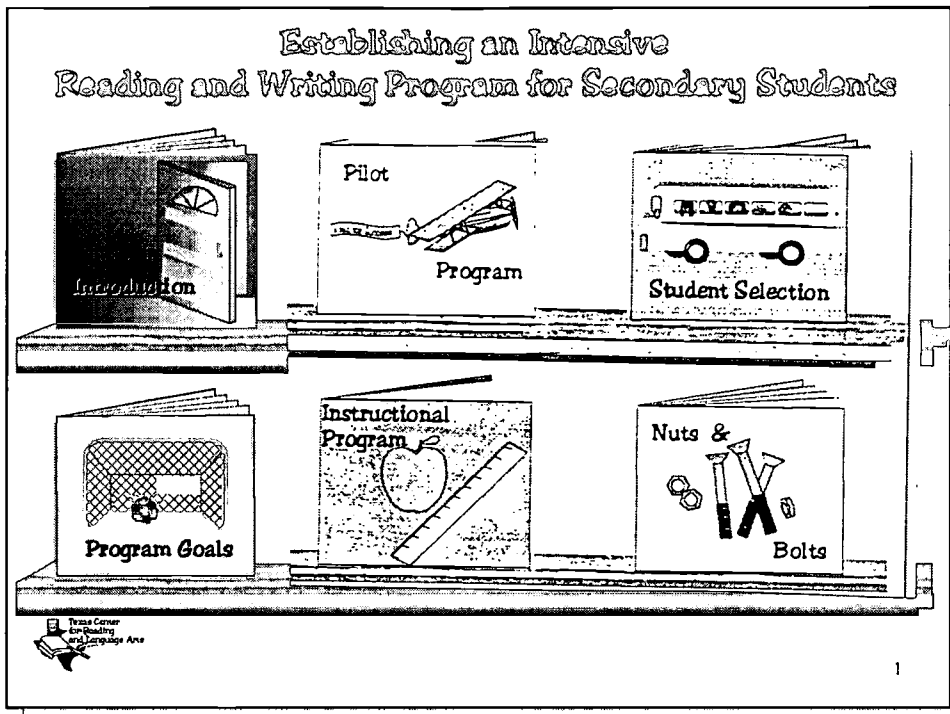
### Equipment

- Overhead projector / marker
- Pencils
- Large chart for writing

### Room Arrangement

- The workshop is presented in a lecture and activity-based format; therefore, participants must be able to view the screen. During some activities, participants will need to sit in small groups.

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**#1: Establishing an Intensive Reading and Writing Program for Secondary Students**

- Use Overhead #1 to introduce the components of “Establishing an Intensive Reading and Writing Program for Secondary Students.” These components will be expanded throughout the workshop.
- Tell the participants that the components are based on the pilot program, “Read for Success,” that was conducted for struggling secondary students in the Austin Independent School District (AISD). The intensive summer program was a collaborative effort among personnel from the AISD, the University of Texas (UT) and the Texas Center for Reading and Language Arts (TCRLA).
- Mention that this professional development guide was developed to assist those instructional leaders who wish to implement an intensive literacy program for struggling secondary students.

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## Workshop Objectives

Participants will learn about the:

- Purpose of the program
- Pilot program: “Read for Success”
- Student selection for the program
- Goals for students, preservice teachers, school district personnel, and university faculty
- Instructional program
- Nuts and bolts of program development

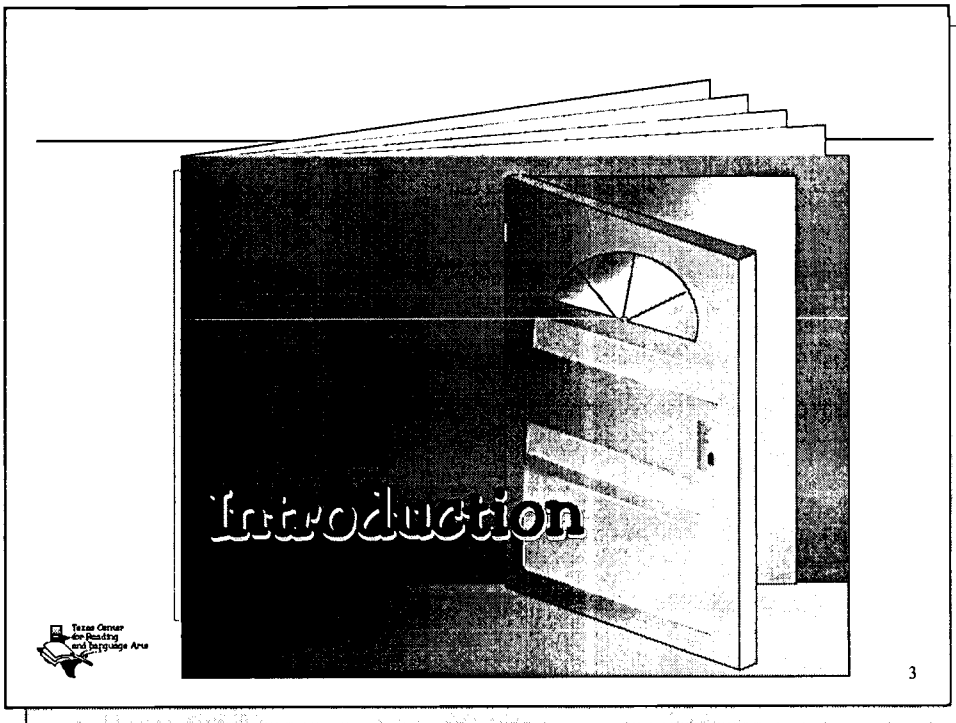


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## # 2: Workshop Objectives

- Use Overhead #2 to discuss the workshop objectives.

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- Use Overhead #3 to open the door to Establishing an Intensive Reading and Writing Program.

# #3: Introduction

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## #4: What Is the Purpose of the Program?



### What Is the Purpose of the Program?

**The purpose of the intensive reading and writing program is:**

- To provide intensive, individualized instruction to meet struggling secondary students' literacy needs, and
- To increase secondary students' reading and writing abilities in content area instruction.



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- Use Overhead #4 to introduce the purpose of the program.
- Explain that in addition to content area instruction, struggling secondary students need intensive, individualized instruction to become effective readers and writers.
- Point out that the ultimate purpose of this program is to help students access the general education curriculum and to become successful in content area learning. The ability to read and write at an appropriate level makes academic success possible.

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## Why Do We Need This Intensive Reading and Writing Program?

- Reading failure correlates with school failure (Marsh, 1993).
- Students with below-average reading skills are twice as likely to drop out of school as those who read on or above grade level (U.S. Department of Education, 1996).
- Once students fall behind in acquiring critical basic reading skills, intensive interventions are necessary (Vaughn & Schumm, 1996).
- Explicit instruction is needed to teach the kinds of reading skills required in secondary school (Wolfram, 1992).
- There is a documented need for a systematic approach to writing instruction (Atwell, 1998).
- Twenty-five percent of adults in this country lack the basic literacy skills required in a typical job (Moats, 1998).



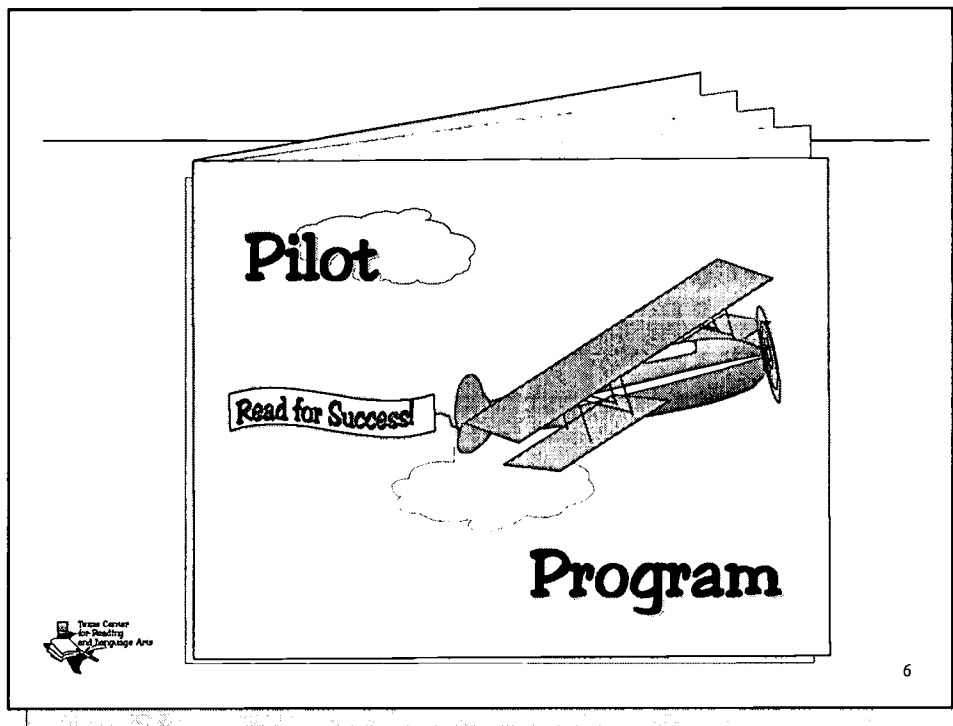
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- Use Overhead #5 to provide the rationale for an intensive reading and writing program.
- Review the critical research findings that support the need for powerful, research-based intervention for students who continue to struggle with reading and writing in middle and high school.
- Point out that Hispanic children score well below their non-Hispanic peers in reading throughout the elementary school years and end up, on average, about 4 years behind in secondary school (Applebee, Langer & Mullis, 1989).

#5: Why Do We Need This Intensive Reading and Writing Program?

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## #6: Pilot Program



- Use Overhead #6 to introduce the “Read for Success” pilot program, which is the basis for this guide.

*Note: For a more detailed description of the program, refer participants to Handout #1, “Overview of the Pilot Program: ‘Read for Success’.”*

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## Overview of the "Read for Success" Pilot Program: Implementation Guidelines

- Establish the need for such a program
  - Begin collaboration between local school district and university
  - Organize personnel
  - Publicize program
  - Identify, assess, and group students
- (cont. next Overhead)




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## #7: Overview of the "Read for Success" Pilot Program: Implementation Guidelines

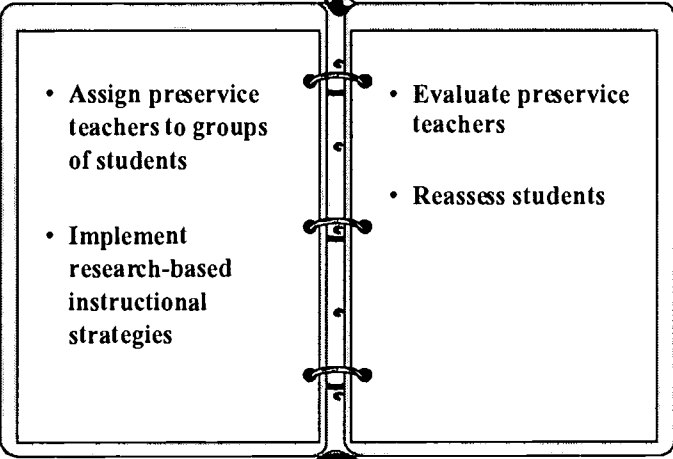
- Use Overhead #7 to address the implementation guidelines used in the "Read for Success" pilot program. As the program is reviewed, remind participants to think about possible adaptations that they might make to ensure that this program meets their needs.
  - **Establish need:** AISD and UT, in conjunction with the TCRLA, realized that there was a large group of secondary students who needed additional instruction in reading and writing.
  - **Begin collaboration:** AISD and UT began a collaborative relationship to benefit both struggling students and preservice teachers.
  - **Organize personnel:** The number, roles, and responsibilities of professionals who were to be involved in the program were identified.
  - **Publicize program:** A brochure was prepared and circulated to special education teachers in AISD. These teachers were asked to identify students who might benefit from this program and to share the information with parents.
  - **Identify, assess, and group students:** Once students were identified, initial assessments were conducted to establish a reading and writing baseline for the students. This assessment information also was used to group students by skill levels.




#8: Overview of the "Read for Success"  
Pilot Program: Implementation Guidelines (cont.)



Overview of the "Read for Success"  
Pilot Program: Implementation Guidelines (cont.)



- Assign preservice teachers to groups of students
- Implement research-based instructional strategies
- Evaluate preservice teachers
- Reassess students



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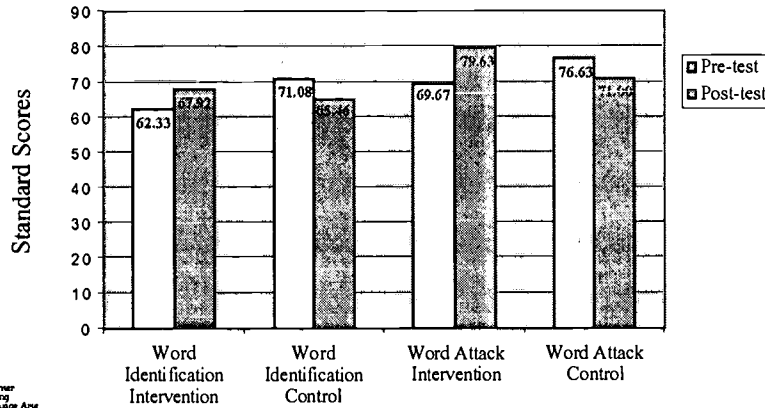
- Use Overhead #8 to continue the overview of the "Read for Success" pilot program.
  - **Assign preservice teachers:** Preservice teachers were assigned to groups of students. The ratio was 1 preservice teacher to 4 students.
  - **Implement strategies:** Research-based instructional strategies were chosen and implemented.
  - **Evaluate preservice teachers:** Supervising faculty from UT evaluated the performance of preservice teachers.
  - **Reassess students:** Final assessment was conducted to evaluate the progress of the students and program effectiveness.

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## Reading Performance of Students in the "Read for Success" Program

Woodcock Reading Mastery Test-Revised  
Average Pre-test, Post-test Standard Scores for the  
Intervention and Control Groups



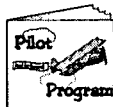
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## #9: Reading Performance of Students in the "Read for Success" Program

- Use Overhead #9 to discuss student scores on the Woodcock Reading Mastery Test-Revised (WRMT-R; Woodcock, 1987), which was used as one of two pre- and post-test measures of student achievement.
- Mention that two components of the WRMT-R were administered at the beginning and end of the program: Word Study and Word Attack. These two components were administered to the students who participated in the program (intervention group) and to a group of students who did not participate in the program (control group).
- Mention that students in the intervention group received instruction in reading and writing for four hours per day, five days per week over a four-week period.
- Point out that the average standard scores of the intervention group increased, and that the control group scores declined from pre- to post-test.

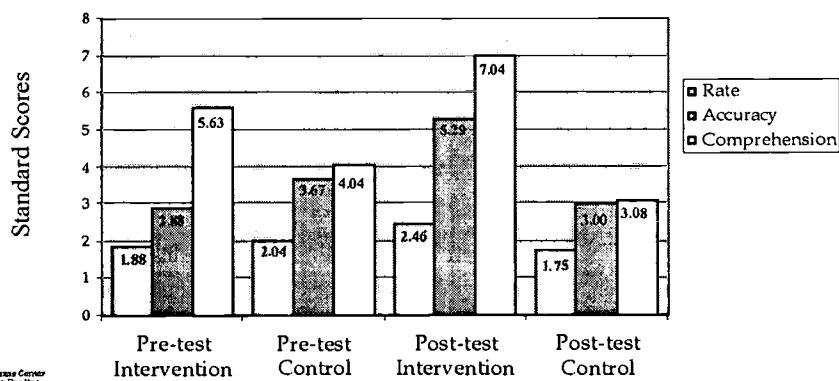
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#10: Reading Performance of Students  
in the "Read for Success" Program



### Reading Performance of Students in the "Read for Success" Program

The Gray Oral Reading Test - III  
Average Pre-test, Post-test Standard Scores for the  
Intervention and Control Groups



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- Use Overhead #10 to present the scores of students on The Gray Oral Reading Test - III (GORT-III; Wiederholt & Bryant, 1992), which was used as the second measure of achievement.
- Explain that three measures of the GORT-III were administered to both the intervention group and to the control group at the beginning and the end of the program: Rate, Accuracy, and Comprehension.
- Point out that whereas the average standard scores of the intervention group increased over the duration of the program, the scores of the control group decreased.
- Emphasize that the progress of the intervention group students was impressive for a four-week program. In addition, students' feelings about the pilot program were very positive, as is shown by these representative comments:

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#10 : Reading Performance of Students  
in the "Read for Success" Program (cont.)

"I feel better about going to school next year."

"This summer school helped me feel better about the way I read."

"I feel good about myself."

"I want to come again next year."

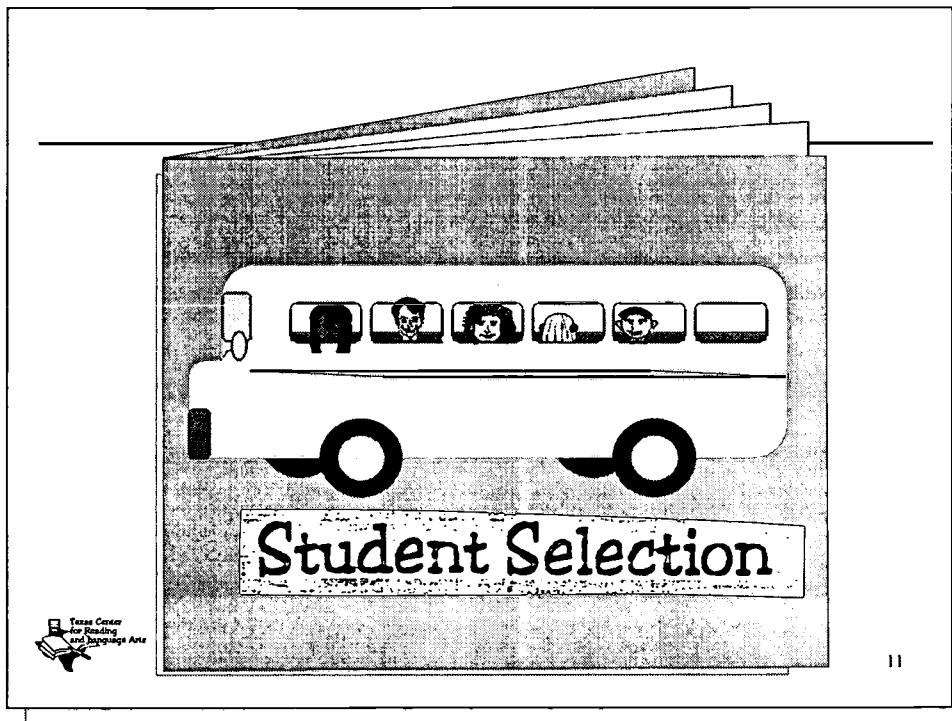
"I thought it was going to be really boring and that we're going to do worksheets all the time. It's better than I thought."

"I learn more here than in regular school."

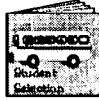
- Explain that the positive results of the "Read for Success" program and the identified need for such a program, led to the development of this guide.
- Tell the participants that the guide uses the components of the "Read for Success" program to assist other instructional leaders to set up their own programs.
- Explain that the presentation will now focus on how to establish an intensive reading and writing program for struggling secondary students. Although this program that is discussed involves a school district and university partnership, the program can be established by a school district alone.
- Point out that the discussion will examine student selection, program goals, the instructional components, and the nuts and bolts of setting up the program.

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## #11: Student Selection



- Use Overhead #11 to present criteria to select students for the program.
- Begin by pointing out that many adolescents are not learning the skills necessary to participate in the educational system or to make the transition into the labor force (Dryfoos, 1996). More than 31 percent of Spanish speakers age 16 to 24 were not enrolled in and had not completed high school, compared to 10 percent of English speakers (National Research Council Institute of Medicine, 1997). The evidence is overwhelming that explicit instruction is of value for second language learners (Adams, 1990).
- Tell participants that secondary students, including students with disabilities and English language learners, who struggle in reading and writing can benefit from the intensive program. Struggling readers and writers often:
  - Lack confidence,
  - Avoid risk,
  - Fear being called on in class,
  - Are more aware of their failures than of their successes, and
  - Have limited motivation.
- Emphasize that although these alarming traits are pervasive, struggling students can be given instructional opportunities that will help them succeed academically and emotionally (Juvonen, 1988; Pressley, 1998).



## What Are the Academic Characteristics of Struggling Secondary Readers and Writers?

### Word Study:

- Have difficulty decoding words, especially multisyllabic words

### Fluency:

- Read at a slow pace and with many errors

### Vocabulary:

- Know few words and lack understanding of word meanings

### Comprehension:

- Do not use self-monitoring skills before, during, and after reading to facilitate comprehending text

### Writing:

- Have difficulty planning, drafting, revising, and/or editing written work



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# #12: What Are the Academic Characteristics of Struggling Secondary Readers and Writers?

- Use Overhead #12 to introduce Activity #1 and to point out the academic characteristics of struggling readers and writers that are listed under each of the instructional components. Note that although only one characteristic is listed under each heading, many potential characteristics exist.

### Activity #1:

- Have small groups of participants brainstorm for three minutes to list additional characteristics of students, including students with disabilities and English language learners, who struggle with reading and writing. Tell participants to generate as many additional characteristics as possible in each of the areas listed on the overhead. Rotate from group to group and have one participant from each group share a characteristic with the large group. Record the ideas on a transparency and have the group discuss them.

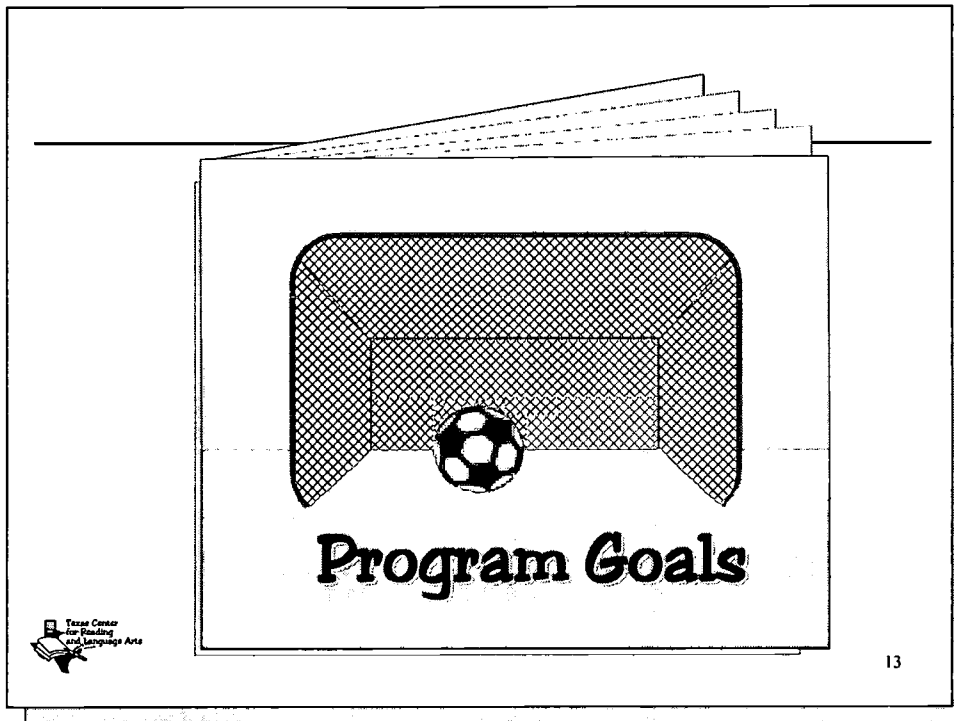
*Note: Academic characteristics will be further explored in the Instructional Program section of this guide.*

- Conclude by asking participants to list criteria they would use to select struggling secondary students, including students with disabilities and English language learners, for their intensive reading and writing program. Have them think about achievement levels, referrals from teachers, and so forth. Ask for volunteers to identify 2-3 criteria that they would use to select students. Record these ideas on a transparency and have the group discuss them.

*Note: Possible criteria might include reading two grades below grade level, reading disability, parent referral, and/or writing disability.*



## #13: Program Goals



- Use Overhead #13 to introduce the idea that program goals should be established to meet the unique needs of struggling students, preservice teachers, school district personnel, and university faculty.

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## Program Goals

### Goals for Students:

- Learn strategies to become more efficient readers and writers
- Generalize strategies to learning in content area instruction and to other learning environments
- Increase self-confidence in reading and writing

### Goals for Preservice Teachers:

- Obtain practical experience teaching struggling secondary students
- Design, implement, and evaluate effective instruction
- Apply research-based strategies in a classroom setting
- Improve teaching effectiveness based on supervisor feedback
- Strengthen communication skills with students, parents, and administrators



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- Use Overhead #14 to describe the program goals for students and preservice teachers.
- Remind participants that if a school district establishes this program without a university partnership, the district can hire district teachers to take the place of the preservice teachers.

## #14: Program Goals

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#15: Program Goals (cont.)



## Program Goals (cont.)

### Goals for the School District:

- Provide effective literacy programs for struggling readers and writers
- Increase the number of students who successfully complete state required assessments
- Engage in research with a university

### Goals for the University:

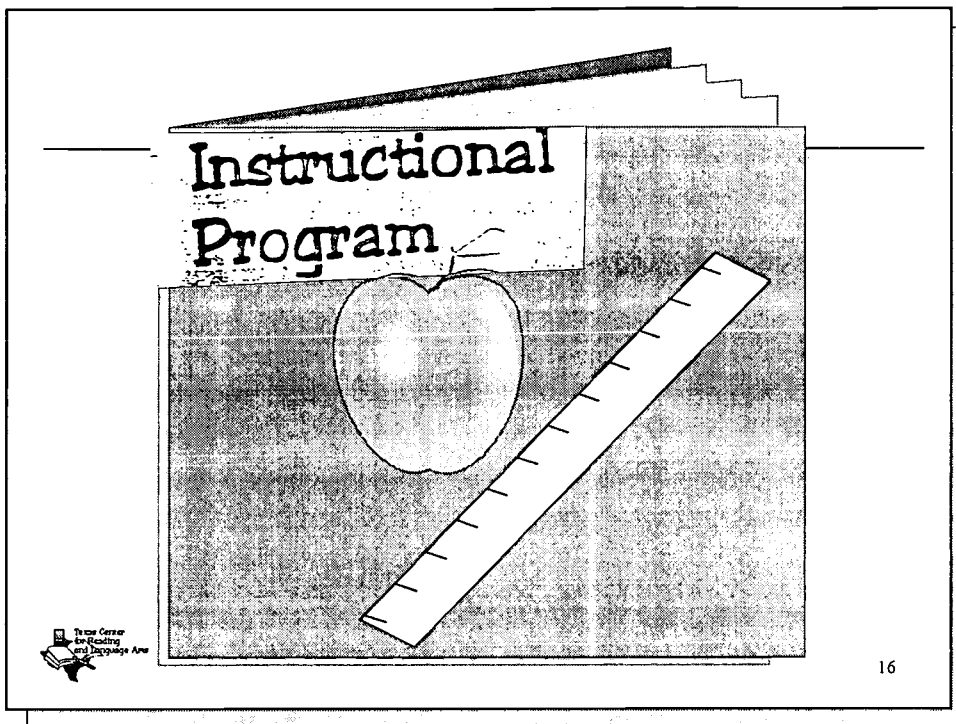
- Provide preservice teachers with opportunities to work with struggling students in school settings
- Build a collaborative relationship with a school district
- Conduct research to determine effective literacy programs



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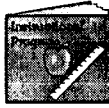
- Use Overhead #15 to describe possible program goals for the school district and the university.
- Point out that both the school district and the university can benefit from a collaborative partnership.

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## #16: Instructional Program

- Use Overhead #16 to introduce the following major factors of the instructional program:
  - Setting demands,
  - Critical features of an effective reading and writing program,
  - Assessment, and
  - Research-based instructional components (word study, fluency building, vocabulary, reading comprehension, and the writing process) that adhere to the TEKS.



## Secondary Setting Demands

### Content Area Reading and Writing:

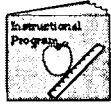
- Reading and writing are prerequisites to successful content area learning.
- Students are expected to read and understand content in various text formats.
- Students are expected to have knowledge of effective reading and writing strategies to comprehend content area materials.
- Vocabulary demands become more complex and incorporate multisyllabic words.



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- Use Overhead #17 to describe secondary setting demands in content area reading and writing.
- Mention that to be successful in content area reading and writing, students need explicit instruction in basic reading and writing skills that they often lack (Bryant, Ugel, Thompson, Hamff, 1999; Kinder & Bursuck, 1991).
- Tell participants that students are expected to be able to read and understand various text forms such as narratives, expository text, poetry and plays.
- Explain how these setting demands become more and more complex in terms of the amount of materials to read and the level of difficulty of the materials.

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## Critical Features of an Effective Reading and Writing Program

### I. Instructional Materials: High-Interest/Controlled-Vocabulary Materials

- Are written at students' instructional reading level,
- Contain age-appropriate content,
- Motivate students to read,
- Decrease frustration, and
- Can be linked to the curriculum.



18

- Use Overhead #18 to describe the critical features of the instructional materials used in an effective reading and writing program.

### Instructional Materials

- Mention that the students' instructional reading level should be established to facilitate successful reading instruction.
- Explain that high-interest, controlled-vocabulary reading materials help to motivate struggling students to read and provide them with exposure to age-appropriate content and curriculum. Older students are frustrated when books of interest are too difficult (Hallenbeck, 1983; Mercer & Mercer, 1998). Materials that consider issues and topics for a diverse group of students are good choices.
- Refer participants to Handout #2, "High-Interest/Controlled-Vocabulary Materials" list.
- Remind participants that texts for English language learners should have a small proportion of unknown words so that comprehension is not disrupted and word meanings can be inferred from context.

#18: Critical Features of an Effective Reading and Writing Program

#19: Critical Features of an Effective Reading and Writing Program (cont.)



## Critical Features of an Effective Reading and Writing Program (cont.)

### II. Delivery of Instruction: The Teacher

- Uses advance organizers and activates students' prior knowledge,
- Provides explicit content presentation,
- Models and demonstrates by "think alouds,"
- Gives corrective feedback,
- Demonstrates and uses scaffolding techniques, and
- Uses language during instruction that is comprehensible and meaningful to students who are English language learners.



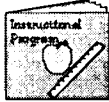
19

- Use Overhead #19 to describe delivery of instruction in an effective reading and writing program.

### Delivery of Instruction

- Point out that teachers already use many of these critical instructional features in their classrooms.
- Ask participants to read the strategies and ask them to suggest additional critical instructional features that they have found helpful.
- Have high expectations for learning and achievement. Often English language learners receive instruction that is less challenging than other students. (August & Hakuta, 1997.)
- Integrate and connect students' background and culture into reading, writing, and class discussions.

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## Critical Features of an Effective Reading and Writing Program (cont.)

### II. Delivery of Instruction: The Teacher (cont.)

- Adjusts pacing appropriately,
- Ensures that students spend a large percentage of time on task,
- Provides frequent opportunities for students to respond,
- Checks frequently for student understanding,
- Provides opportunities for students to practice new skills and strategies, and
- Assists the development of key language and literacy skills at a student's level of oral proficiency.



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- Use Overhead #20 to continue describing delivery of instruction in an effective reading and writing program.

#20: Critical Features of an Effective Reading and Writing Program (cont.)

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#21: Critical Features of an Effective Reading and Writing Program (cont.)



### Critical Features of an Effective Reading and Writing Program (cont.)

#### III. Instructional Grouping

- Engages students in learning with low teacher-student ratios (1:4) and
- Facilitates individualization by grouping students based on skill level.

#### IV. Student Progress Monitoring

- Measures the content being taught,
- Includes record keeping (graphs, checklists) to track progress,
- Is conducted on a weekly basis,
- Promotes data-driven instructional decision making, and
- Monitors student mastery of instructional objectives.
- Involves students in self-evaluation



21

- Use Overhead #21 to continue describe instructional grouping and student progress monitoring in an effective reading and writing program.

#### Instructional Grouping

- Mention that small groups (4 students) allow for more effective instruction than larger groups. In small-group settings, the potential time-on-task for each student is higher than in larger groups. The small-group setting also can enhance behavior management. In addition, teachers can more easily adapt instructional methods and materials when they work with small groups (Elbaum, Schumm, & Vaughn, 1997; Lou et al., 1996).
- Tell participants that by grouping students based on skill level, teachers can provide more intensive instruction, which is critical for students with disabilities and for English language learners.

#### Student Progress Monitoring

- Remind participants that monitoring student progress is an essential part of instruction.
- Emphasize that student progress monitoring helps teachers determine areas in which a student requires extra assistance and lets them make adaptations as necessary.
- Explain that monitoring should be frequent and ongoing to help teachers determine quickly how and whether students are progressing as a result of the instruction they receive.





## Assessment Is a Crucial Part of Every Reading and Writing Program

### Conduct initial assessment to:

- Determine baseline for academic levels
- Establish student groups

### Conduct ongoing assessment to:

- Monitor student progress
- Inform instructional decision making

### Conduct final assessment to:

- Determine student academic growth
- Investigate program effectiveness



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# # 22: Assessment is a Crucial Part of Every Reading and Writing Program

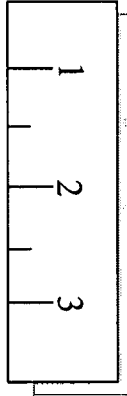
- Use Overhead #22 to remind the participants of the “Read for Success” pilot program data that were shown to them earlier. Use these data to reinforce the idea that assessment is a crucial part of every effective reading and writing program.
- Explain that **initial** individual assessment provides data to guide grouping decisions and establishes baseline achievement levels for the students.
- Explain that **ongoing** assessment should be used to guide the selection of what needs to be taught and to provide information about which instructional strategies may be most effective. It also provides information about the effect of these strategies on student learning (Salvia & Ysseldyke, 1995). Ongoing assessment is crucial for students with disabilities and English language learners who are already behind in their learning. Teachers cannot waste instructional time with ineffective strategies. They must know whether students are benefiting from instruction.
- Mention that **final** assessment provides information about student progress over time. Although it does take time to conduct all assessments, the information obtained from these assessments provides valuable information on which to base further instruction and to determine student achievement.
- Stress that it is important to use the same standardized instrument, which matches the academic goals of the program, for pre- and post-testing.



# 23: Student Progress Monitoring Occurs Regularly



## Student Progress Monitoring Occurs Regularly



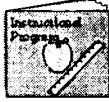
**Curriculum-based assessment:** Evaluates daily instruction (e.g., teacher-made tests, fluency measures, homework)

**Error analysis:** Looks for patterns in errors (e.g., types of reading and writing mistakes)

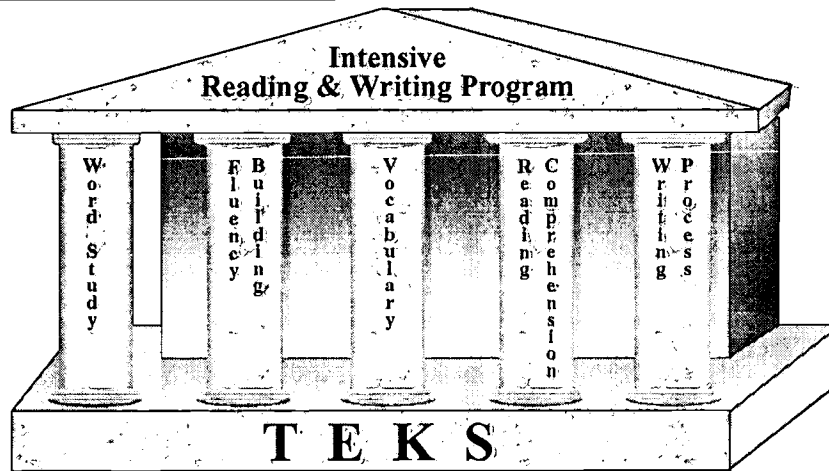
**Observation:** Notes student performance (e.g., reading behaviors, writing difficulties)



- Use Overhead #23 to discuss the importance of conducting ongoing student progress monitoring and to introduce Activity #2.
- Note that assessment information guides the planning of instruction. The information may address students' needs, interests, and challenges.
- Mention that **curriculum-based assessment** allows teachers and students to monitor progress.
- Suggest that **error analysis** can provide teachers with information about errors that impede student learning. If the students are aware that they continually makes a specific error, they may be able to correct the error.
- Tell participants that **observation** is critical to good teaching. It is important to record observations using anecdotal records, checklists, and charts of academic performance (Mercer & Mercer, 1998).
- **Activity #2:**  
Give participants five-minutes to work in small groups to identify (1) standardized instruments they use as pre- and post-test measures to monitor student progress, and (2) other measures that can be used to assess progress in reading and writing. Have the groups share their ideas.



## Instructional Components

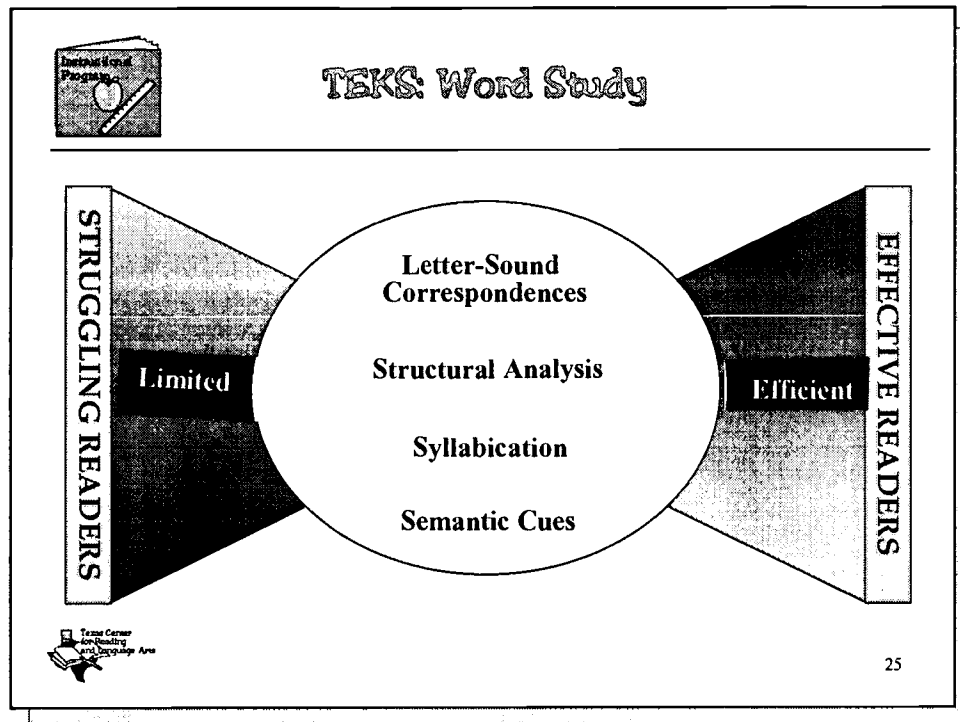


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## # 24: Instructional Components

- Use Overhead #24 to introduce the instructional components of the intensive reading and writing instructional program. Point out that the TEKS are the foundation of the program, and that the components vary slightly from grade to grade, basically building one upon the other.
- Introduce the five major components of the instructional program:
  - **Word study**, which includes decoding strategies, syllabication, and structural analysis.
  - **Fluency building**, which focuses on developing oral reading rate and accuracy.
  - **Vocabulary**, which emphasizes increasing word knowledge and improving the use of semantic and context clues to determine word meaning in both expository and narrative texts.
  - **Reading comprehension**, which includes strategies for before, during, and after reading.
  - **Writing process**, which includes planning, drafting, revising, and editing.
- Tell the participants that in this section we will review the TEKS, effective instruction for teachers and students, and instructional strategies including materials, implementation, and assessment.

## # 25: TEKS: Word Study



- Use Overhead #25 to review the basic components of word study as stated in the TEKS. Point out that whereas effective readers use these components readily, struggling readers, including students with disabilities and English language learners, do not.
- Remind participants of the definition of “word study”: the ability to decode a word. The ultimate goal of decoding is automatic word recognition or automaticity.
- Review each of the following components of word study:
  - **Letter-Sound Correspondences** - knowledge of the sounds that letters and letter combinations represent.
  - **Structural Analysis** - at the word level, structural analysis deals with the ability to separate a word into meaningful units, including root or base words, prefixes and suffixes, and other markers that affect the word’s meaning (e.g., possessives, tense markers, plurals).
  - **Syllabication** - the process of separating words into appropriate, decodable groups of letters.
  - **Semantic Cues** - the relationships of words or groups of words.



## Word Study Effective Instruction

### Teachers:

- Model and provide steps for using knowledge of letter-sound correspondence.
- Focus on words from content area text and literature students are reading.
- Teach word study as part of vocabulary building activities.
- Use materials that are challenging, but not too difficult.
- Model and provide steps for using contextual cues.

### Students:

- Apply strategies to figure out unknown words.
- Break apart multisyllabic words to decode words.
- Use newly learned words in a variety of contexts.



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## #26: Word Study Effective Instruction

- Use Overhead #26 to introduce elements of effective word study instruction.
- Point out that effective readers use word study strategies with ease while struggling readers must be given extensive, explicit instruction in their use. Additionally, students with disabilities and English language learners need a great deal of practice to bring these skill components to the level of automaticity.
- Tell participants that word study strategies are necessary to instruct struggling readers and writers (Anderson, Hiebert, Scott, & Wilkinson, 1985; Cunningham, 1995).
- Mention that other word study strategies may involve the opportunity for students to learn a limited set of high-frequency sight words, to review irregular words in text, and to receive instruction in word order (syntax) as it applies to accurate decoding.

*Note: For more detailed information about word study, see the professional development guide, Word Analysis. This guide is available from Region XIII or may be downloaded from the web site of the Texas Center for Reading and Language Arts.*

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## Word Study Instructional Strategy: Word Building

### What is word building?

An activity that helps students combine individual letters to make words.

### Word building involves:

- Manipulation of individual letters
- Knowledge and use of
  - letter-sound correspondences
  - orthographic patterns
  - structural analysis
- Use of self-monitoring

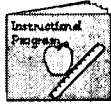


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- Use Overhead #27 to introduce the definition and components of Word Building, the word study instructional strategy.
- Point out that word building moves from the simple to the complex. Although this strategy may seem simplistic, if initial assessment shows that a student has insufficient knowledge in a basic area, such as letter-sound correspondences, then instruction should begin at this point. For students with disabilities and English language learners, this type of instruction may be necessary even at the middle school level.
- Remind participants that self-monitoring is essential to successful word building, and that it is closely related to comprehension. Students demonstrate the ability to self-monitor when they make decoding or phrasing errors and are able to correct those errors.

*Note: For participants who may need a reminder, "orthographic patterns" refers to specific, correct spelling patterns (e.g., ight, ought).*

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## Word Study Instructional Strategy: Word Building Materials

- List of words for instruction
- Index cards with individual letters printed on them
- Different colored index cards for vowels and consonants
- Plastic zipper bags to store letter cards
- Holder to allow placement of these letters
- Timer



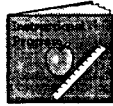
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## # 28: Word Study Instructional Strategy: Word Building Materials

- Use Overhead #28 to introduce the materials that are needed for Word Building.
- Explain that Word Building also can be done by having student use pencils and paper. Older students may prefer working in this way. Explain that if students use pencils and paper, the teacher should name the appropriate letters and the students should write these letters on their paper, separating each letter clearly. Students can share their words verbally and the teacher can write the words on the board as they are created.
- Mention that the use of a timer is sometimes an effective tool to measure speed of decoding and documents the student's ability to decode increasingly complex words.
- Tell participants that using this strategy can be fun for many students and also can make the exercise seem more like a game.

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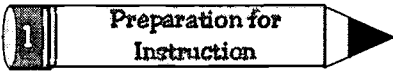
# 29: Word Study  
Instructional Strategy: Word Building  
Implementation



## Word Study

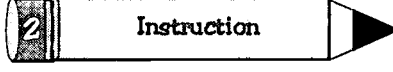
### Instructional Strategy: Word Building Implementation

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**1** Preparation for Instruction

- Select the final word.
- Make a list of shorter words that can be made from the letters of the final word.



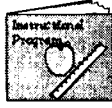
**2** Instruction

- Distribute sets of individual index cards for the word.
- Designate the number of letters that the word should contain.
- Model word building by demonstrating the process.
- Ask students to manipulate the letters to make multiple words.
- Ask students to make the final word that uses all individual letter cards.


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- Use Overhead #29 to explain the implementation stage of Word Building.
- Point out to participants that teachers should select the word(s) for instruction from the material that the students are reading currently. This helps students generalize words in a variety of context.
- Remind participants to follow the steps of instruction listed on the overhead. Reinforce that modeling is an important component of instruction. Students need the opportunity to observe the process of letter manipulation several times before they engage in this activity individually. Students can work in large or small groups to practice this strategy prior to using it individually.
- Tell participants that as new words are made, teachers should use dramatization, demonstration, simulations, and role-plays to ensure that English language learners understand the meaning of these words.
- Allow English language learners to make some words in Spanish and share their meanings with the rest of the class. Similar-looking words in Spanish serve as a mnemonic to remember the spelling and meaning of words in English.





## Word Study Instructional Strategy: Word Building Assessment

- Knowledge and use of letter-sound correspondences and structural analysis
- Application of syllabication rules



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## #30: Word Study Instructional Strategy: Word Building Assessment

- Use Overhead #30 to discuss ways to assess word study using Word Building.
- Tell participants that it is important to:
  - Measure students' ability to decode increasingly complex words.
  - Assess students' knowledge and use of letter-sound correspondences, structural analysis, and application of syllabication rules.
- Ask participants to identify ways that student progress can be monitored (e.g., curriculum-based assessment, rate and accuracy measurements) on letter-sound correspondence, structural analysis, and syllabication rules.

*Note: There are several sounds used in the English language that are not used in Spanish. For example, the Spanish "b" and "v" sounds are very similar when used in continuous speech. In Spanish there is no /sh/. It is important that teachers keep in mind these differences when assessing knowledge and use of sound-letter correspondences.*

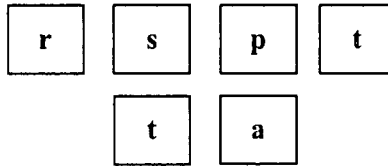


# #31: "Word Building"



## "Word Building"

Students manipulate letters to improve their letter-sound correspondence and structural analysis skills.



2	3	4	5
_____	_____	_____	_____
_____	_____	_____	_____



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- Use Overhead #31 to guide participants through Activity #3. Direct participants to Handout #3a, "Word Building," for a detailed description of this activity. Refer them to additional activities, on Handouts #3b, "Stump Your Neighbor," and #3c, "Sorting Words," which includes a list of prefixes and suffixes that can be used in the classroom to teach word study skills.
- Choose a word from a text that students are reading, and adjust the activity to the appropriate reading level. For example, lessons for beginning readers can focus on short vowel sounds, whereas lessons for more advanced readers might use prefixes, suffixes, and more advanced spelling patterns (e.g., digraphs).
- Point out that this activity focuses on the patterns short vowel *a* and *r* controlled combination *ar*.

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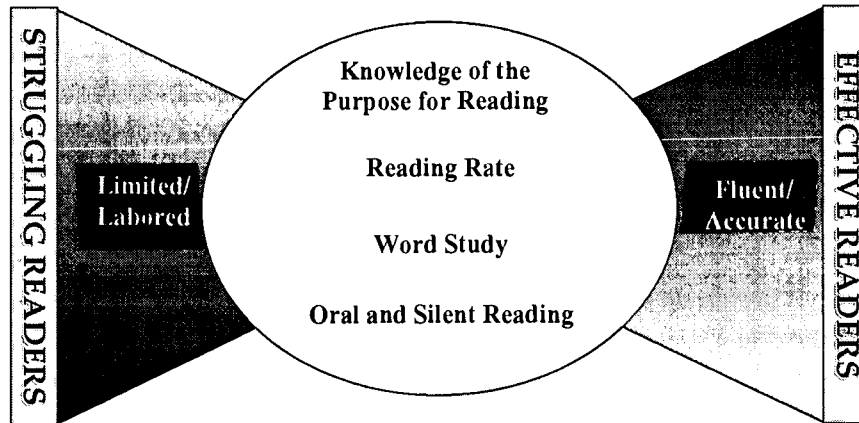
• Activity #3: Procedures

- Create and distribute letter cards (*r, s, p, t, t, a*) to participants, (or have participants create their own cards on pieces of papers).
- Write the vowel *a* in red. (Participants can make the letter *a* larger than the other letters.)
- Put the number 2 on a transparency. (This is done because there are two letters in the word.)
- Tell participants to use the cards and spell the word *at*. (After participants have spelled *at*, write it on the transparency under the number 2.)
- Add number 3 to the transparency. (This is done because there are three letters in the word.)
- Tell participants to add one letter and spell *sat*. (Write *sat* on the transparency under the number 3.)
- Ask participants what additional 3-letter words can be made with the six letters. Use their examples or write the word *tar* under the number 3. Model a sentence that uses the word in context such as, "They use tar to patch the hole in the street."
- Continue adding letters, one at a time to form the words *star* and then *start*.

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## TEKS: Fluency Building



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## # 32: TEKS: Fluency Building

- Use Overhead #32 to review the components of fluency building as stated in the TEKS. Point out that whereas effective readers use these components readily, struggling readers, including students with disabilities and English language learners, do not.
- Review the definition of fluency: Fluency is a combination of reading speed and accuracy.
- Tell participants that **knowledge of the purpose for reading** enhances the student's ability to read fluently by cueing them to the topic, words, and concepts associated with that topic.
- Explain that a chart listing grade level and expected reading rate will be discussed later.
- Remind participants that accurate word study is one major component of comprehension. If students cannot recognize words accurately, their comprehension is decreased.
- Tell the group that both oral and silent reading can be used to enhance fluency.

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## Fluency Building Effective Instruction

### Teachers:

- Model fluent reading.
- Provide opportunities for students to practice reading orally.
- Choose appropriate materials at students' independent or instructional reading levels.
- Establish individual reading rate goal.

### Students:

- Practice with corrective feedback several times weekly.
- Re-read same passage two to four times.
- Measure rate of reading.
- Chart progress towards goal.



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- Use Overhead #33 to discuss elements of effective building fluency instruction.
- Point out that most students enjoy fluency building activities, and that such activities provide excellent opportunities for teachers to have fun with students (e.g., Mastropieri, Leinart, & Scruggs, 1999; Scruggs & Mastropieri, 1998; Sindelar, Monda, & O'Shea, 1990).

*Note: For more detailed information about fluency building, see the professional development guide, Enhancing Reading Fluency for Secondary Students-Part I. This guide is available from Region XIII or may be downloaded from the web site of the Texas Center for Reading and Language Arts.*

# 33: Fluency Building  
Effective Instruction

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## Fluency Building Reading Rate



Refers to how quickly students read.

According to Guszak (1972), the following are standard rates for oral reading of grade-level materials:

Grade	Words per Minute
1	60
2	70
3	90
4	120
5	120
6 (and above)	150



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### #34: Fluency Building Reading Rate

- Use Overhead #34 to present grade-level goals for reading rates.
- Point out the average number of words read per minute for each grade level.
- Advise participants to consider, based on the chart, the lack of fluency demonstrated by many secondary students, including students with disabilities and English language learners. Although most secondary students should be reading orally **at least** 150 words per minute, the majority of students with disabilities who participated in the “Read for Success” program were reading far fewer words per minute.
- Tell participants that English language learners who lack reading fluency often read syllable by syllable.



## Fluency Building Instructional Strategy: Partner Reading

### What is Partner Reading?

A fluency building technique designed to help students develop more accurate and fluent reading in connected text.

### Partner Reading involves:

- Oral reading practice with a partner
- Error correction strategies
- Comprehension questions
- Student progress monitoring



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- Use Overhead #35 to provide an overview of the Partner Reading instructional strategy.
- Tell participants that there will be a demonstration of this strategy.

# 35: Fluency Building  
Instructional Strategy: Partner Reading



## Fluency Building

### Instructional Strategy: Partner Reading

#### How to Set Up Partners

- Rank order students according to reading ability.
- Divide the list in half. Label the first half List 1 (higher performing students), and the second half List 2 (lower performing students).
- Pair the top-ranked student on List 1 with the top-ranked student on List 2; continue this process until all student pairs are identified.
- For each student pair, the higher performing student (List 1) is designated as Partner A and the lower performing student (List 2) is designated as Partner B.



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## #36: Fluency Building

### Instructional Strategy: Partner Reading

#### How to Set Up Partners

- Use Overhead #36 to guide the partner-pairing procedure for Partner Reading.
- Explain that the stronger reader is designated as Partner A because that student will model the reading first, which allows Partner B to hear the passage read correctly before reading. For English language learners, choose books with few unknown words or of an already discussed subject.
- Tell participants that when this strategy is conducted with students who are more homogeneously alike in reading ability (very low reading skills), the teacher may have to serve as Partner A. Two struggling students (of similar abilities) may serve as Partner B. In this case, after Partner A models the reading, the students who serve as Partner B can read the passage together.

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## Fluency Building Instructional Strategy: Partner Reading Materials

- High-interest/controlled-vocabulary text selected for Partner B's independent reading level
- List of error correction procedures
- Timer
- Graphs
- Comprehension questions to accompany the reading passage
- Folders for reading passages and graphs



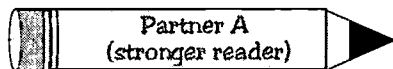
37

## # 37: Fluency Building Instructional Strategy: Partner Reading Materials

- Use Overhead #37 to discuss the materials that are needed to implement Partner Reading.
- Refer participants to Handout #2, "High-Interest/Controlled-Vocabulary Materials" for suggested materials to use with this strategy.
- Tell participants to choose materials targeted to Partner B's independent reading level.
- Point out to participants that for English language learners, choose reading materials with few unknown words or of an already discussed subject.
- Remind participants that both partners read the same passage; however, Partner A may read the passage more times than Partner B because of Partner A's stronger reading skills.
- Remind participants that Partner A should be taught to provide **error correction**. For example, when Partner B reads the wrong word, Partner A should help sound it out. When Partner B takes more than four seconds to identify and read, Partner A should say the word and ask "What word?".
- Explain that **comprehension questions** should be available for students to answer once the one-minute timing of the oral reading is complete.
- Explain that students can chart the number of words read in one-minute on a **graph**. Reading passages and graphs should be placed in **folders**.

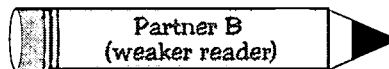


## Fluency Building Instructional Strategy: Partner Reading Implementation



**Partner A**  
(stronger reader)

- Reads the assigned pages for three-minutes.
- Assists Partner B with difficult words.
- Takes a one-minute timed test.
- Provides error correction.
- Asks and answers comprehension questions.
- Charts data.



**Partner B**  
(weaker reader)

- Reads the assigned pages for three-minutes.
- Decodes difficult words with assistance from Partner A.
- Takes a one-minute timed test.
- Asks and answers comprehension questions.
- Charts data.



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# #38: Fluency Building Instructional Strategy: Partner Reading Implementation

- Use Overhead #38 to explain the implementation stage of Partner Reading and to describe procedures for each partner.
- Remind participants that it is possible for students to read the passage more than once. If either partner finishes the passage before the allotted time ends, that reader should start at the beginning of the passage and read again.
- A typical lesson looks like this:
  1. Partner A reads for three-minutes and Partner B follows along.
  2. Repeat step 1, with Partner B reading.
  3. Partner A reads the same passage for one-minute (best reading) and charts the number of words read in a minute.
  4. Repeat step 3 for Partner B. If Partner B gets stuck on a word, Partner A says the word.
  5. Partners take turns asking and answering comprehension questions.

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## Fluency Building Instructional Strategy: Partner Reading Assessment

- Increase in number of words read correctly in one-minute timing
- Improvement in word recognition



39

# 39: Fluency Building  
Instructional Strategy: Partner Reading  
Assessment

- Use Overhead #39 to discuss assessing students' fluency by using Partner Reading.
- Tell participants that it is important to:
  - Graph each student's reading rate and accuracy by reflecting the number of correct words read per minute. This procedure will be demonstrated in Activity #4.

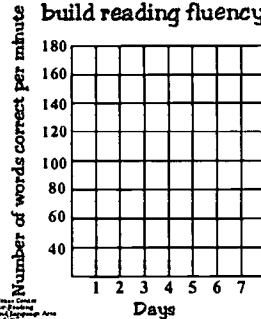
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# #40: "Partner Reading"



## "Partner Reading"

Students work in pairs to build reading fluency.



### Sample Reading Passage

Charles found himself in a long, dark tunnel. There was a faint pinpoint of light at the end. He looked at this pale glow for a long time. After what seemed to be an eternity, he started walking toward the point of light. He wondered what he might find when he arrived there. The events of the night had been so unnerving that his thoughts weren't clear and his steps were unsure. The mere idea of arriving at yet another horrendous situation was almost more than he could bear. If only he could go back and begin this night again. He wondered how many things would be different? He knew it wasn't possible, no matter how much he wished for a new beginning. His feet slowly brought him toward the light... slowly, slowly, slowly. (135 words)



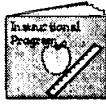
40

- Use Overhead #40 to guide participants through Activity #4. Refer participants to Handout #4a, "Partner Reading," for a detailed description of this activity. Also tell participants to place Handout #4b, "Sample Reading Passage & Graph," in front of them. Additional Handouts #4c, "Chunking," and #4d, "Reading Sounds Like Talking," also may be used in the classroom.
- Tell participants that they all will have the same reading passage for this demonstration. However, in a classroom situation, reading materials will vary across partner-pairs according to Partner B's reading level.

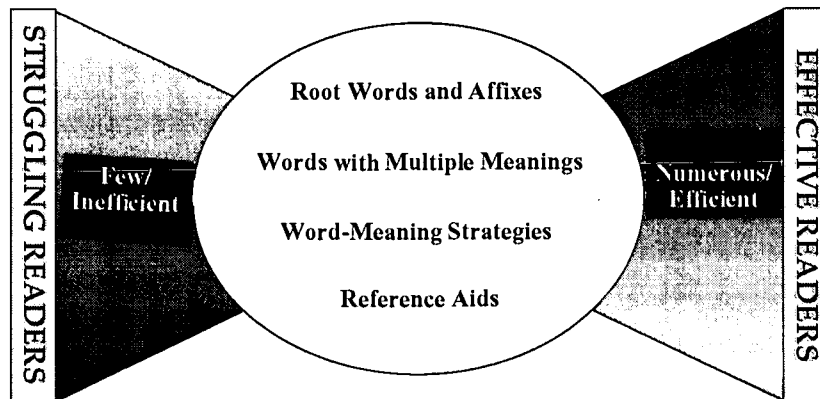
### Activity #4: Reading Passage and Graphing Rate

- Explain to participants that this sample activity is similar to Partner Reading. The purpose of the exercise is to demonstrate that even good readers will increase their reading rate with practice.
- Pair the participants as Partner A and Partner B. Partner A is designated as the stronger reader and Partner B is the weaker reader. Partner A will read for one minute. All Partner B's will mark errors that they hear. Upon completion of the one-minute reading, all Partner A's mark the number of words read correctly on the graph provided on Handout #4d.
- Have all Partner A's begin to read. Monitor the time, and tell the participants to stop after one-minute. Have the Partner B's become the reader and repeat the procedure.
- Remind participants that this is just a sample of Partner Reading. Normally, each partner reads for three minutes, followed by each partner completing a one-minute reading with graphing of the reading rate.

*Note: In the classroom, reading materials need to be monitored carefully to ensure that each student is reading at a level that is not too easy or too difficult. A good rule of thumb is that the student should have no more than 5-10 errors per 100 words.*



## TEKS: Vocabulary



41

## # 41: TEKS: Vocabulary

- Use Overhead #41 to review the components of vocabulary as stated in the TEKS. Point out that whereas effective readers use these components readily, struggling readers, including students with disabilities and English language learners, do not.
- Remind participants that knowledge that some words have **root words and affixes** increases vocabulary. Spanish and English words share a large number of root words. Help students to discover these roots to improve spelling and vocabulary development.
- Tell participants that knowledge of **multiple meanings** enriches vocabulary and comprehension.
- Mention that **word-meaning strategies**, such as the cloze procedure, can be used successfully to predict the meaning of unknown words.
- Suggest that although dictionaries (or other reference aids) are a source of word meanings, they should not be the only focus of vocabulary instruction.
- Point out that without adequate vocabulary, readers can be confused about the meaning of a passage. Skill building in each of these areas will increase the struggling reader's ability to read and comprehend material.
- Assist English language learners to fully exploit cognate relationships to optimize English vocabulary comprehension (Garcia & Nagy, 1993). Spanish has a large number of cognates with English, making it easier for students to remember word meanings.



## Vocabulary Effective Instruction

### Teachers:

- Use explicit instruction to teach key words and technical vocabulary prior to reading.
- Limit the number of new words taught at one time.
- Provide multiple exposures to words across contexts.
- Provide opportunities for students to discuss and use new words in and out of class.

### Students:

- Use word meanings in a variety of contexts.
- Discuss the relationships between words.
- Use strategies to figure out the meanings of new words.



42

- Use Overhead #42 to discuss elements of effective vocabulary instruction.

### Before reading, teachers:

- Teach key words and technical vocabulary.
- Limit the number of words taught at one time.
- Present new words in semantically related groups (Beck, McKeown, & Omanson, 1987; Noyce & Christie, 1998).

### During reading, teachers:

- Provide multiple exposure to words across contexts.
- Have students make up sentences using the new words.
- Help students use context clues to figure out word meanings.

### After reading, students:

- Apply word meanings across contexts.
- Add newly learned words to semantic maps and discuss relationships among words.

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## Vocabulary Instructional Strategy: Semantic Mapping

### What is Semantic Mapping?

A process to connect new knowledge to pre-existing knowledge, thereby increasing vocabulary.

### Semantic Mapping involves:

- Activating prior knowledge
- Associating new words with prior knowledge
- Practicing new word meanings across contexts
- Revisiting, refining, and editing the map organizer



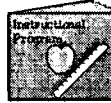
43

- Use Overhead #43 to introduce the Semantic Mapping strategy.
- Remind participants that helping students to activate their existing knowledge and to connect new information to that prior knowledge is one facet of successful teaching. For English language learners, this includes connecting new words with Spanish cognates.
- Tell participants that Semantic Mapping can be used to help students connect new information to prior knowledge.
- Point out that for English language learners, the network of ideas that are captured in Semantic Maps highlights vocabulary and provides a concrete representation of information in a way that illustrates connections between concepts (Lapp, Flood, & Farnan, 1996).

# 43: Vocabulary  
Instructional Strategy: Semantic Mapping

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#44: Vocabulary  
Instructional Strategy: Semantic Mapping  
Materials



## Vocabulary Instructional Strategy: Semantic Mapping Materials

- Expository or narrative text
- High-interest/controlled-vocabulary text
- Overhead projector
- Overhead transparency of a blank semantic map
- Blank copies of a semantic map for students
- Dictionary



44

- Use Overhead #44 to discuss the materials that are needed for Semantic Mapping.
- Point out that initially it will be helpful for struggling students to have the teacher prepare a Semantic Map and model its use. This is particularly true for students with disabilities and English language learners. It may be a goal, however, to enable student's to create their own maps after several successful experiences with the teacher made one.
- High-interest / controlled-vocabulary materials are appropriate for the following purposes: (1) fluency building, (2) supplements to textbook reading, (3) independent reading material, and (4) teaching comprehension strategies so students can focus on learning the strategy in "manageable text" first before being expected to use the strategies in grade level text.

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## Vocabulary Instructional Strategy: Semantic Mapping Implementation



- Identify the main topic and place it at the center of the graphic organizer.
- Have students brainstorm words that are associated with the main topic.
- Discuss word meanings and group words into broad categories.
- Ask students to provide labels for the categories.
- Ask students to generate subcategories.
- Discuss the words and the interrelationships of categories and subcategories.




45

- Use Overhead #45 to explain the implementation stages of Semantic Mapping.
- Tell participants to review the stages listed on the overhead. Place special emphasis on the stage of discussing word meaning and grouping words into categories because this is an important link in the associative process.
- Explain that having students create labels for the categories of words involves the process of generalization. The ability to generalize is important because it indicates to the teacher that the student is integrating and applying new information.
- Tell participants to initially allow English language learners to draw pictures or symbols on their maps to assist with the learning of words and concepts.

# 45 : Vocabulary  
Instructional Strategy: Semantic Mapping  
Implementation

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## Vocabulary Instructional Strategy: Semantic Mapping Assessment

- Accuracy of word meaning
- Grouping of ideas into categories and labeling of categories
- Interrelationship between category and subcategory

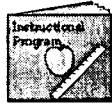


46

# #46: Vocabulary Instructional Strategy: Semantic Mapping Assessment

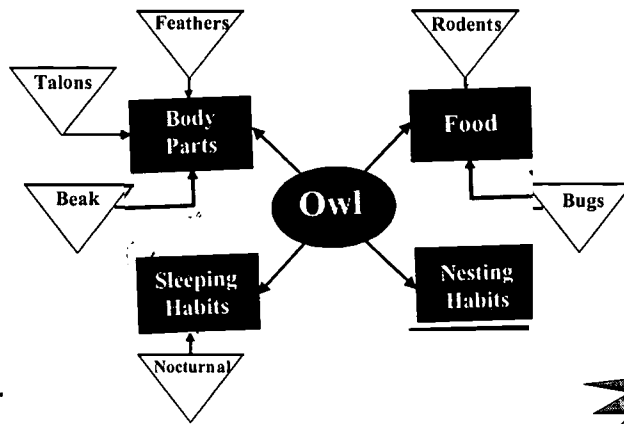
- Use Overhead #46 to review the assessment of semantic mapping.
- Tell participants that **accuracy of word meaning** can be assessed in two ways: (1) by comparing the dictionary definition of a word to the student generated definition, and (2) by evaluating the student's understanding of roots and affixes. The ability of the student to generate sentences accurately using the words in the semantic map is the most important skill to assess.
- Explain that the ability to **group ideas** into meaningful categories demonstrates the student's understanding of the relationships between words. Labeling of categories demonstrates the ability of students to see superordinate headings.
- Point out the need to assess the student's ability to make appropriate the **interrelationships between categories and subcategories**.

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## "Semantic Mapping" Expository Text

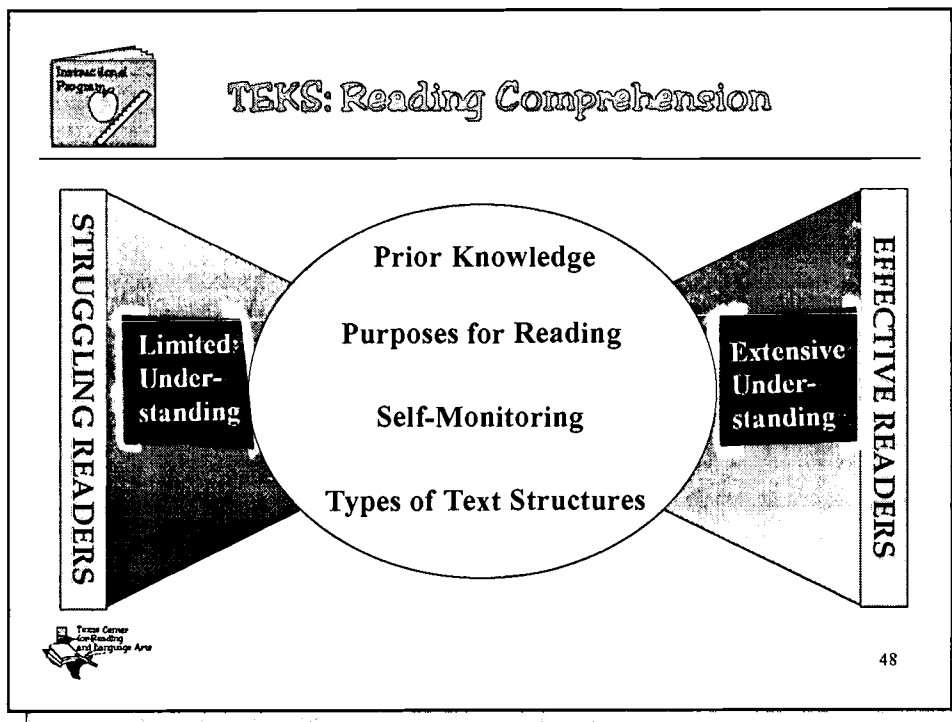
Students increase vocabulary by relating new words to their existing knowledge.



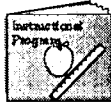
## # 47: "Semantic Mapping" Expository Text

- Use Overhead #47 to demonstrate Activity #5. Refer participants to Handout #5a, "Semantic Mapping," and Handout #5a, "Semantic Mapping, Expository Text" for a detailed description of this activity. Additional activities can be found on Handouts #5b, "Daily Word," and #5c, "Illustrated Word List," for use in the classroom.
- Tell participants that Semantic Mapping involves first identifying a topic for study or a concept related to a lesson to serve as the focal point of the map. Students use their prior knowledge to generate words that are related to the topic or concept. For example, if "owls" is the topic of study, students might brainstorm words such as *beak*, *nocturnal*, *talons*, *feathers*, *rodents*, *birds*, and so forth. Students then arrange the words into categories such as sleeping habits (*nocturnal*), body parts (*beak*, *feathers*, *talons*), and food (*rodents*, *birds*). The main topic is placed at the center of the map, with the related categories placed in rectangles that are connected by arrows. Triangles connected to the rectangles contain vocabulary related to each category (e.g., *rodents* and *bugs* are connected to the category *food*).
- **Activity #5:**  
Have participants work in small groups to generate a Semantic Map using the topic of their choice. Have participants share ideas. Ask participants how they would use Semantic Mapping with narrative text.

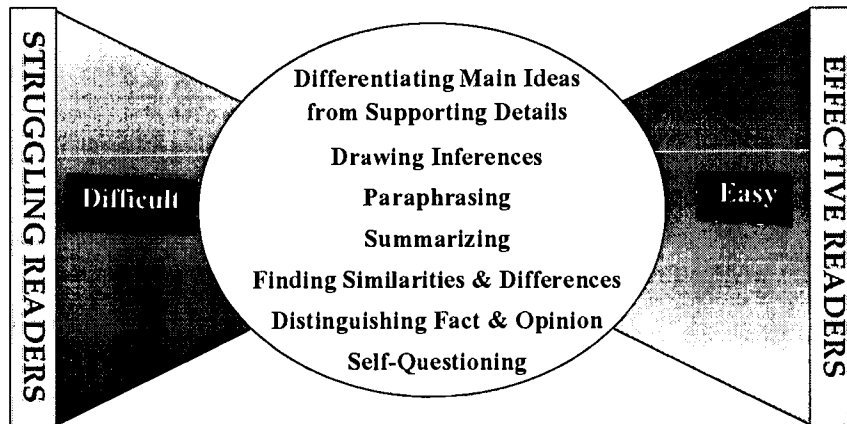
# #48: TEKS: Reading Comprehension



- Use Overhead #48 to explain the components of reading comprehension as stated in the TEKS. Point out that effective readers use the four components areas mentioned in the TEKS to successfully comprehend what they have read, and that struggling readers, including students with disabilities and English language learners, must be taught explicitly to use each of these components successfully.
- Present examples of strategies to activate **prior knowledge**, such as the K-W-L (Know, Want-to-Know, Learn), procedure, brainstorming, and predicting.
- Explain that understanding the **purpose(s) for reading** is another strategy to enhance reading comprehension. Unless they set reading purposes, students don't know what they are expected to learn or what to look for in the text.
- Tell participants that the ability of students to engage in **self-monitoring** of their understanding of what they read is one of the most important comprehension components. It is possible to teach strategies that enhance self-monitoring. One such strategy, Collaborative Strategic Reading, will be demonstrated later.
- Explain that awareness of the different **types of text structures** also is important to comprehension. Students must be taught to recognize narrative and expository text structures and to apply the appropriate comprehension strategies to each text.



## TEKS: Reading Comprehension (cont.)



49

## # 49: TEKS: Reading Comprehension (cont.)

- Use Overhead #49 to continue the overview of the TEKS as they relate to reading comprehension.
- Explain that the ability of students to ask themselves questions during reading may help them to separate main ideas from supporting details. For example, students might ask themselves such as, "Who or what is the paragraph about?"
- Mention that the ability of students to draw inferences, paraphrase, and/or summarize can demonstrate that they have understood the text.
- Tell participants that the ability of students to find similarities and differences between what they are reading and what they already know will help them to clarify the text.
- Mention that the ability to distinguish fact from opinion is especially important in helping students to get meaning from their content area reading materials and can be demonstrated by the teacher through modeling.
- Remind participants that self-questioning is an important comprehension strategy, and that it needs to be taught explicitly to struggling readers.

# #50: Reading Comprehension Effective Instruction



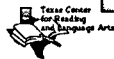
## Reading Comprehension Effective Instruction

### Teachers:

- Introduce strategies one at a time.
- Model strategies and use prompting, elaboration, and explanation to encourage use.
- Help students apply strategies before, during, and after reading.
- Help students apply strategies in content area classes.

### Students:

- Practice strategies in a variety of texts.
- Learn when, where, and how to apply comprehension strategies.
- Self-monitor.



50

- Use Overhead #50 to show participants various effective instructional strategies for teaching reading comprehension. Point out that “practice” is key to the acquisition of comprehension strategies, and that it is important to provide students with opportunities to apply strategies across contexts.
- Say that struggling reader’s will benefit from learning self-questioning techniques. One such technique is the “Before, During, and After Questioning Process.” Before reading, struggling readers ask themselves questions such as, “What is this about?” During reading, they need to ask themselves questions such as, “Does this make sense?” After reading, struggling readers ask, “What did I just read?,” or “What was the most important information?”
- Tell participants that generalization of skills to other contexts can be difficult for struggling readers, especially students with disabilities and English language learners. It may be necessary for students to practice these strategies in the actual setting in which they will be used (i.e., content area classes). Students need to know that the strategies can be used with various teachers across content areas and not just with the teacher who taught the strategy (Alfassi, 1998; Palincsar & Brown, 1984; Vaughn & Klingner, 1999).



## Reading Comprehension Instructional Strategy: Collaborative Strategic Reading

### What is CSR?

An instructional technique that uses cooperative learning and reading comprehension strategies.

### Reading Comprehension Strategies

- **Previewing:** Students brainstorm and predict.
- **Clicks and Clunks:**
  - **Clicks:** Students understand portions of the text.
  - **Clunks:** Words, concepts, and phrases that students have difficulty understanding.
- **Get the Gist:** Students identify the most important information in the paragraph(s).
- **Wrap-Up:** Students ask questions and generate a summarization statement.



51

- Use Overhead #51 to define the Collaborative Strategic Reading (CSR) instructional strategy and to introduce the major components of this strategy.
- Point out that **cooperative learning** includes:
  - Heterogeneous reading groups
  - Student roles
  - Academic and social goals
- Tell participants that the four **strategies** listed on the overhead have been proven by research to promote reading comprehension and have been successfully used with English language learners.
- Explain that "Previewing" is used prior to reading and covers the entire passages. "Clicks and Clunks" and "Get the Gist" are used after each paragraph. "Wrap-Up" is used after completing the entire passage; student answers should cover the entire passage.

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#51: Reading Comprehension  
Instructional Strategy: Collaborative Strategic Reading





## Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Materials

- Consider high-interest/controlled-vocabulary expository and narrative text
- Select material with headings, illustrations, and boldface words to help students with predicting
- “Clunk” cards
- Learning logs



52

- Use Overhead #52 to introduce the materials that are needed for CSR.
- Explain that CSR can be used with **narrative text** but that it is most effective with **expository text**.
- Mention that physical features of text such as **headings, illustrations and various typefaces**, make the process of predicting easier for students and enhance the teaching of text. Predicting may also activate students' prior knowledge.
- Reinforce the importance of initially choosing passages that have more obvious themes, main ideas, and supporting details because this will allow the teacher to make clearer explanations of the CSR process. After the process has been learned, less obvious text can be used.
- Tell participants that “clunk” cards can be used by students to help them figure out the meaning of unknown words, concepts, and phrases. Clunk cards should contain ways to use context clues such as “reread the sentence,” or “read the sentence before and after the sentence with the clunk.”
- Explain that students can use learning logs to record predictions, clunks, gists, and wrap-up questions. Teachers can assess student learning by reviewing the learning logs.



## Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Implementation

### 1 Model CSR Strategies

- Model the four strategies using a sample passage with the whole class.
- Use “think aloud” when modeling the strategies.
- Repeat the process for two to three days when first introducing CSR.



### 2 Teach the Strategies

- Teach one strategy at a time.
- Have students practice each strategy with a partner.
- Ask students to record their ideas when applying the strategy.
- Ask some students to share predictions, clunks, and gists with the whole class.


53

# # 53: Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Implementation

- Use Overhead #53 to explain the implementation stage of CSR.
- Remind participants that the four reading comprehension strategies are:
  - Previewing (brainstorming, predicting)
  - Click and Clunk
  - Get the Gist
  - Wrap-Up
- Explain that teachers should introduce only one of these strategies at a time, and that they use the strategy until the students are comfortable with it.
- Reinforce that teacher modeling is very important in implementing CSR.
- Explain that introducing the topic, brainstorming, predicting, sharing, and wrap-up can be used in the large group setting. Figuring out “Clunks,” as well as “Getting the Gist” can take place in cooperative learning groups.
- Summarizing (“Wrap-up”) can be particularly challenging for English language learners. Teachers can ask students to begin with the simplest types of summaries (e.g., sequence of events). Once mastery is achieved, students can work on more complex summaries (Hill, 1991).




# 54: Reading Comprehension  
Instructional Strategy: Collaborative Strategic Reading  
Implementation (cont.)




### Reading Comprehension

#### Instructional Strategy: Collaborative Strategic Reading Implementation (cont.)


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**Teach the Roles**

- Assign students to cooperative learning groups.
- Assign roles to students.
- Teach students the tasks for each role.
- Prompt students to implement tasks for their roles.
- Repeat process for two to three days.


**Monitor Cooperative Learning Groups**

- Discuss rules for working cooperatively.
- Assign the reading passage and have students begin CSR.
- Remind students about role responsibilities.
- Circulate and provide assistance for behavior, “clunks,” “gists,” and wrap-up questions.


54

- Use Overhead #54 to continue the explanation of the implementation stage of CSR.
- Ask participants to describe ways to group students in cooperative learning groups.
- Suggest to participants that four students is a workable group size. Possible roles within the group are as follows:
  - Leader - helps the group implement the assignment by focusing on the strategies to be used.
  - Clunk Expert - reminds students of the steps to follow to figure out the meaning of a word.
  - Gist Expert - reminds students about how to figure out the main idea.
  - Announcer - calls on members to read or share ideas.
- Remind participants that cooperative learning provides students with additional practice in developing appropriate group interaction.



## Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Assessment

- Quizzes taken from student-generated wrap-up questions
- Essays
- Portfolios
- Presentations
- Visual representations
- Student Jeopardy using wrap-up questions and clunks




55

- Use Overhead #55 to discuss the assessment component of CSR.
- Mention that, in addition to traditional testing, there are many ways to assess student learning. Using various measurement techniques allows students, including students with disabilities and English language learners, who may not do well on traditional paper / pencil testing to demonstrate their learning in other ways.
- Using “retells” with English language learners has been found particularly effective. Teachers can assess student understanding and learning gaps while listening to students retell what they have read.

#55: Reading Comprehension  
Instructional Strategy: Collaborative Strategic Reading  
Assessment

# # 56: "Get the Gist"



## "Get the Gist"


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**Students "Get the Gist" to summarize and remember what they read and to distinguish main ideas from details.**

Person	Place	Thing
<p><b>Sample Gist from Paragraph</b></p> <hr style="border: 0.5px solid black;"/> <hr style="border: 0.5px solid black;"/>		

**Paragraph**

Charles found himself in a long, dark tunnel. There was a faint pinpoint of light at the end. He looked at this pale glow for a long time. After what seemed to be an eternity, he started walking toward the point of light. He wondered what he might find when he arrived there. The events of the night had been so unconvincing that his thoughts weren't clear and his steps were unsure. The mere idea of arriving at yet another horrendous situation was almost more than he could bear. If only he could go back and begin this night again. He wondered how many things would be do differently? He knew it wasn't possible, no matter how much he wished for a new beginning. His feet slowly brought him toward the light... slowly, slowly, slowly. (135 words)



56

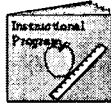
- Use Overhead #56 to guide participants through Activity #6: "Get the Gist." Refer participants to Handouts #6a, "Get the Gist," for a detailed description of this activity, as well as, to Handouts #6b, "Sentence Visualization," and #6c, "Wordless Book Writing," which may be used in the classroom.

- **Activity #6: "Get the Gist"**

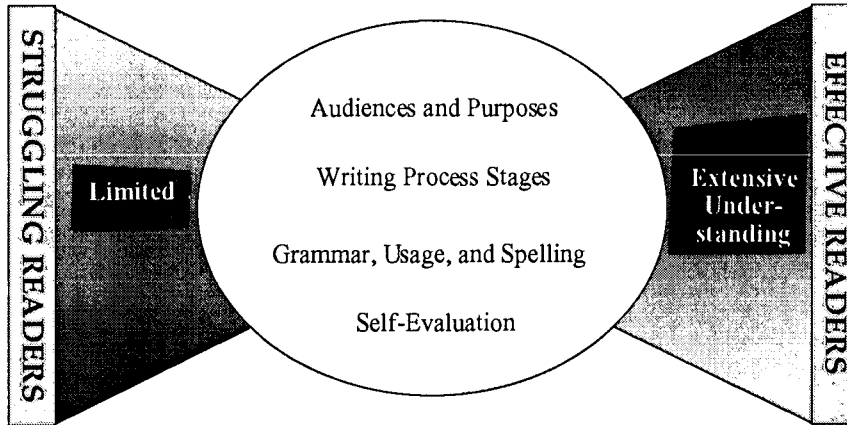
In this activity, students learn a strategy to determine the main idea of a passage by using a limited number of words to retell the most important points. Tell participants to read this short passage and to think about the most important who or what in the passage. Point to the words *person*, *place*, and *thing* on the overhead and ask if the passage is mostly about a person, place, or thing. Use *person* as an example, and ask, "What is the most important point about this person?" After responses, ask other participants to agree or disagree. Write a sentence of ten words or less summarizing the most important points about the person. This sentence is the "gist." Discuss criteria for a good gist: it is paraphrased, it is concise, and it states the big picture.

- Tell participants that in the classroom, teachers need to guide struggling students, including students with disabilities and English language learners, to distinguish a main idea from a detail. Ask participants to provide examples of ways they can help students distinguish a main idea from a supporting detail (e.g., model using "think aloud;" asking "who, what, when, where, and why" questions). Remind participants that students will improve with practice.

*Note: For more detailed information about reading comprehension, refer to the professional development guide, Enhancing Reading Comprehension for Secondary Students - Part II. This guide is available from Region XIII, or may be downloaded from the web site of the Texas Center for Reading and Language Arts.*



## TEKS: Writing Process



57

# # 57: TEKS: Writing Process

- Use Overhead #57 to introduce the components of the writing process as stated in the TEKS.
- Remind participants that students' awareness of audience and purpose can be enhanced by having them think about for whom the writing is intended, search their memories for related information, conduct research on the topic, and organize and reflect on the information. Struggling students need to be taught these skills.
- Self-evaluation can be included as part of peer conferencing and integrated into writing process instruction and practice.

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#58: Writing Process  
Effective Instruction



## Writing Process Effective Instruction

### Teachers:

- Teach students to set specific goals for writing improvement.
- Use mini-lessons to teach specific skills.
- Model different types of writing structures and characteristics.
- Provide feedback and conduct continuous evaluation.
- Integrate writing instruction into all subject areas.

### Students:

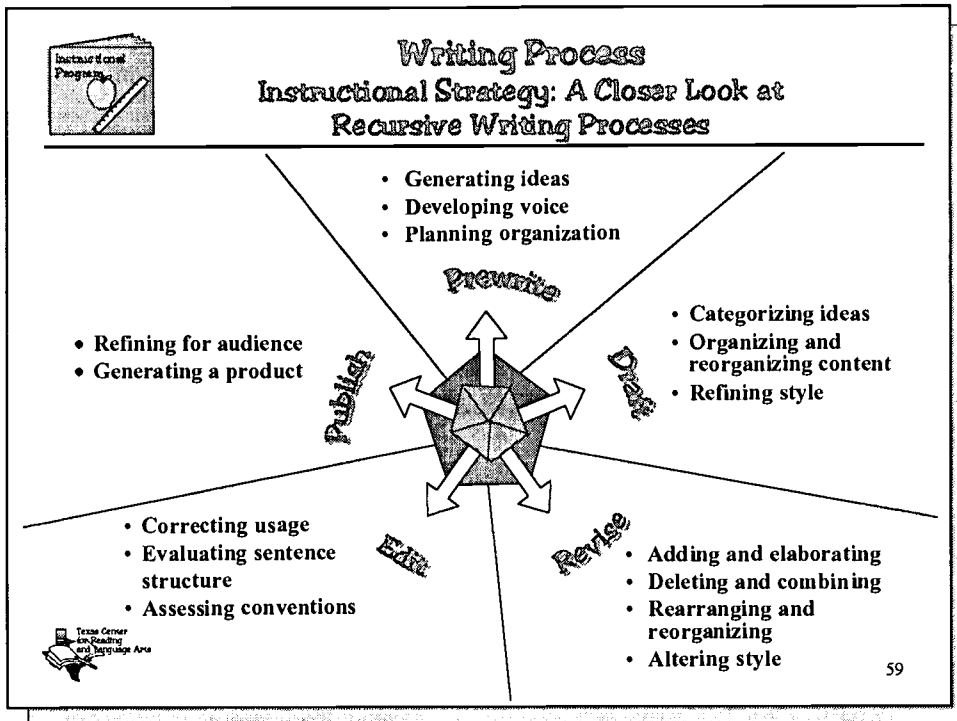
- Recognize that writing is a process.
- Participate in and provide peer feedback.
- Recognize that learning to write takes time.



58

- Use Overhead #58 to introduce elements of effective writing instruction.
- Tell participants that effective instruction makes it possible for teachers to remediate ineffective writing and that good writing is developed one step at a time. Successful writing is a combination of effective instruction and student application of their learning (Atwell, 1998; Carroll & Wilson, 1993; Stevens & Englert, 1993).
- Remind participants that students with disabilities and English language learners will need many opportunities to write and to receive feedback on their writing.

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**#59: Writing Process**  
**Instructional Strategy: A Closer Look at Recursive Writing Processes**

- Use Overhead #59 to review the recursive nature of the writing process.
- Review expectations for each stage of the recursive process. The specific expectations listed for each stage are taken directly from the TEKS.
- Review the stages of the writing process:
  - Prewriting includes forming a plan for writing.
  - Drafting involves keeping the plan in mind, monitoring writing effectiveness, and answering readers' questions.
  - Revising focuses on clarifying the purpose and content of the writing, and making needed changes.
  - Editing involves changes in grammar, usage, and spelling.
  - Publishing is sometimes ignored, but it should be included as a reinforcement to the writing process.



## Writing Process

### Instructional Strategy: Recursive Writing Process

#### What is the writing process?

The process of working recursively to plan, draft, revise, edit, and publish a written product.

#### The writing process involves:

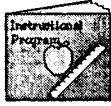
- Prewriting
- Drafting
- Revising
- Editing
- Publishing



60

- Use Overhead #60 to introduce the definition of the writing process and to review the five stages of the process.
- Remind participants that to produce good writing, it is frequently necessary for the writer to move from one stage of the process to another, both forward and backward. This is an example of the recursive process.
- Tell participants some of the processes and activities that take place during each stage of writing.
  - **Prewriting:** planning, organizing, journaling, idea generation
  - **Drafting:** timed writing, peer and teacher conferencing
  - **Revising:** color coding, discussing models of good and poor writing
  - **Editing:** mini-lessons, focusing on one or two error types, peer editing
  - **Publishing:** reading aloud, writing letters to the editor, or to the principal
- Point out that for English language learners, teachers can use the Language Experience Approach in conjunction with the writing process to model correct writing while using topics that are of interest to students. When using the Language Experience Approach, the student is concentrating on content and the teacher is in charge of mechanics.





## Writing Process

### Instructional Strategy: Recursive Writing Process Materials

- Pencil and paper and/or a computer or typewriter to motivate, enhance, and facilitate the writing process.
- Semantic maps to organize thoughts and generate ideas.
- Notebooks to provide a running record of student work.
- Editing forms to target specific areas for revision and provide comments to the author.
- Software programs to enhance all components of writing.








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- Use Overhead #61 to review the materials that are needed for the writing process.
- Remind everyone that computers and software are effective at every stage of the writing process. Students are motivated by the ease of both drafting, revising, and editing when using a computer.
- Students with disabilities and English language learners may benefit from the use of technology to assist them with the drafting, revising, and editing stages. Spell-check may be particularly helpful for students who are struggling with spelling. When using computers with students who have disabilities, teachers need to be sure that students can access the keyboard easily.

#61: Writing Process  
Instructional Strategy: Recursive Writing Process  
Materials

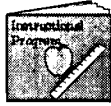
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**Writing Process**  
**Instructional Strategy: Recursive Writing Process**  
**Implementation**

 <b>Prewriting</b>	Students think critically about purpose, audience, content, and form.
 <b>Drafting</b>	Students keep the writing plan in mind, monitor the plan for effectiveness, and anticipate and answer the reader's questions.
 <b>Revising</b>	Students keep the plan in mind, monitor the plan for effectiveness, make necessary changes and anticipate and answer the reader's questions.
 <b>Editing</b>	Students correct technical aspects of writing independently or collaboratively.
 <b>Publishing</b>	Students present writing products to selected audiences.

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- Use Overhead #62 to elaborate on how to implement instruction in the five stages of the writing process.
- Mention that struggling students may benefit from using a graphic organizer or some other planning form at the prewriting stage. The use of such forms will add structure to the prewriting stage for students, including students with disabilities and English language learners who may find writing excessively challenging.
- Tell participants that instructional strategies such as activating students' prior knowledge, using a peer interview process, and using a tape recorder may be helpful in enabling struggling writers to draft more easily.
- Suggest that computers are helpful tools to use in the revision process. It is also helpful for teachers to model or "think aloud" about the process of elaboration to aid students in the revision process. Teachers can color code sections of the paper to focus students' revision efforts.
- Mention that in the editing stage, teachers should not present too many types of mistakes for correction at one time. Limiting the number and types of errors discussed will allow students to look over all the material, concentrating on one or two error types, rather than trying to remember many different error types simultaneously. Teachers should focus on content first and mechanics later; this way students' efforts are valued.
- Tell participants that publishing can be the reward that students receive for their hard work. Students like to see their material assembled into books or displayed in prominent places.



## Writing Process

### Instructional Strategy: Recursive Writing Process Assessment

- Organization
- Knowledge of purpose, audience, and format
- Word usage
- Sentence and paragraph elaboration
- Spelling and syntax
- Punctuation and capitalization
- Length of the product

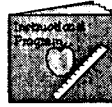


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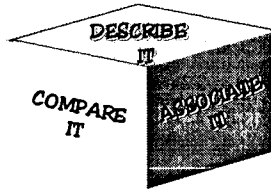
- Use Overhead #63 to discuss the assessment component of the writing process.
- Point out that assessment consists of evaluating student writing based on individual needs in each of the areas listed on the overhead.

#63: Writing Process  
Instructional Strategy: Recursive Writing Process  
Assessment

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## "Cubing"



**DESCRIBE** it:  
What color, shape, size is it?

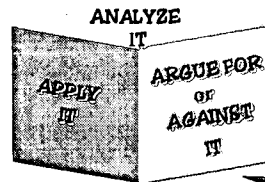
**COMPARE** it:  
What is it similar to, different from?

**ASSOCIATE** it:  
What does it make you think of?

**ANALYZE** it:  
How is it made?

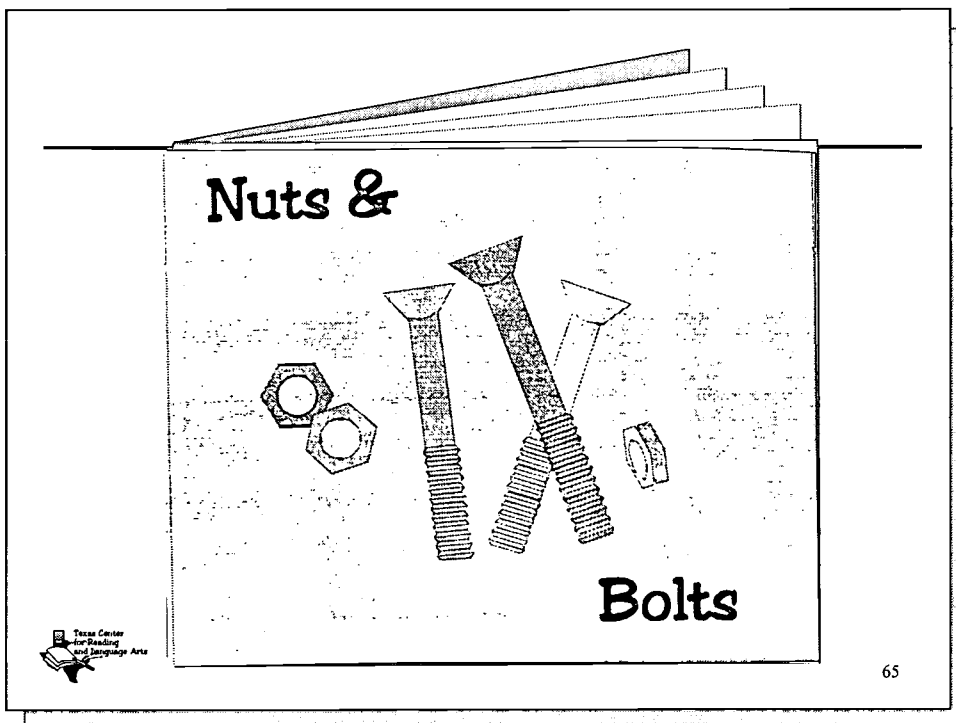
**APPLY** it:  
Tell what you can do with it.

**ARGUE** for/against it.



- Use Overhead #64 to guide participants through Activity #7. Refer participants to Handouts #7a, "Cubing," for a detailed description of this activity, as well as, to Handouts #7b, "Writing Warm Up," and #7c, "Structuring the Writing Process," which can be used in the classroom.
- Tell participants that once students have chosen a writing topic, cubing can be used to help them explore the topic prior to writing.
- Imagine that the topic is like a cube that contains different information on each side. The topic can be explored from many different angles.
- **Activity #7:**  
In this activity work through one or two dimensions of the topic, "homework," with participants: describe, compare, associate, analyze, apply, and argue for or against the topic. Depending on the topic, questions for each dimension will need to be adjusted.
- Explain that the cubing activity is used as a resource during subsequent stages in the writing process.

*Note: For more information about the writing process, see the professional development guide, Enhancing Writing Instruction for Secondary Students. This guide is available from Region XIII, or may be downloaded from the web site of the Texas Center for Reading and Language Arts.*



- Use Overhead #65 to introduce the idea that there are a variety of details to address in developing, implementing, and assessing the effectiveness of an intensive reading and writing program.

#65: Nuts & Bolts

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## Nuts & Bolts: Considerations for Setting Up Your Program



<b>Human Resources</b>	➔	School-based leadership team, university faculty, school district personnel, preservice teachers
<b>Student Selection Criteria</b>	➔	Number of students, reading and writing achievement levels, ages, and grades
<b>Site</b>	➔	Local campus, at a university
<b>School Calendar</b>	➔	Summer, after-school; number of hours
<b>Student Transportation</b>	➔	Bus, walking
<b>Funding</b>	➔	Grants, tuition, local funds



Activity #8

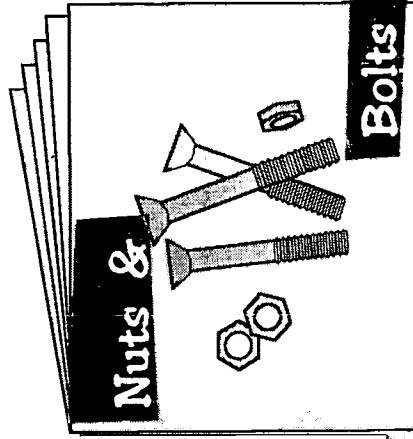
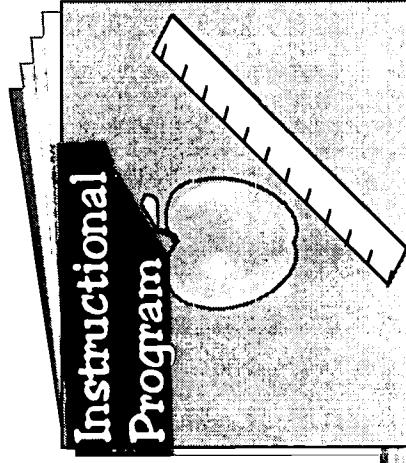
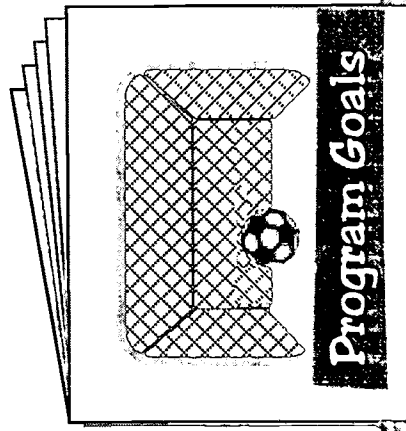
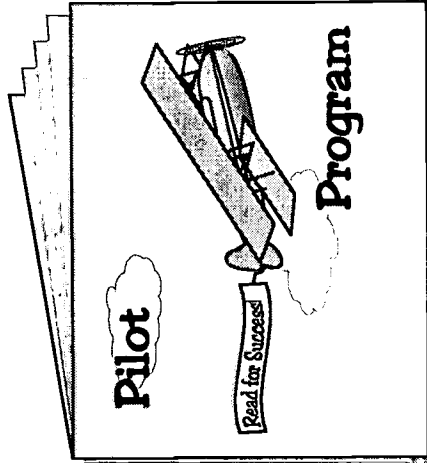
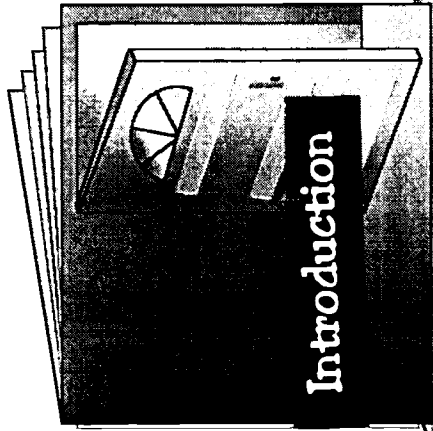
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# #66: Nuts & Bolts Considerations for Setting Up Your Program

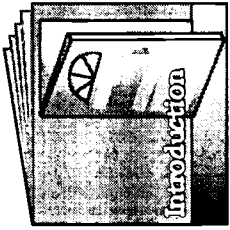
- Use Overhead #66 to explain that the nuts and bolts are the foundation of the Intensive Reading and Writing Program. Review each item. Remind participants that if their schools are not linked to a university, the school district will have to take ownership of all aspects of the program.
- Tell participants that by working through the details, they will ensure a program that runs smoothly.
- Point out that in a well-run program, teachers focus on teaching and students focus on learning in a supportive and effective environment.
- **Activity #8:**
  - Have participants break into small groups of three or four.
  - Have them work in groups for 5 minutes to brainstorm how these details might apply to planning a program for their schools.
  - Have participants complete Activity #8, using Handout #8, "Program Considerations."
  - Close by having groups report their ideas to the larger group. Highlight the most important issues affecting program implementation. Point out that these issues will vary by individual program.



# Establishing an Intensive Reading and Writing Program for Secondary Students





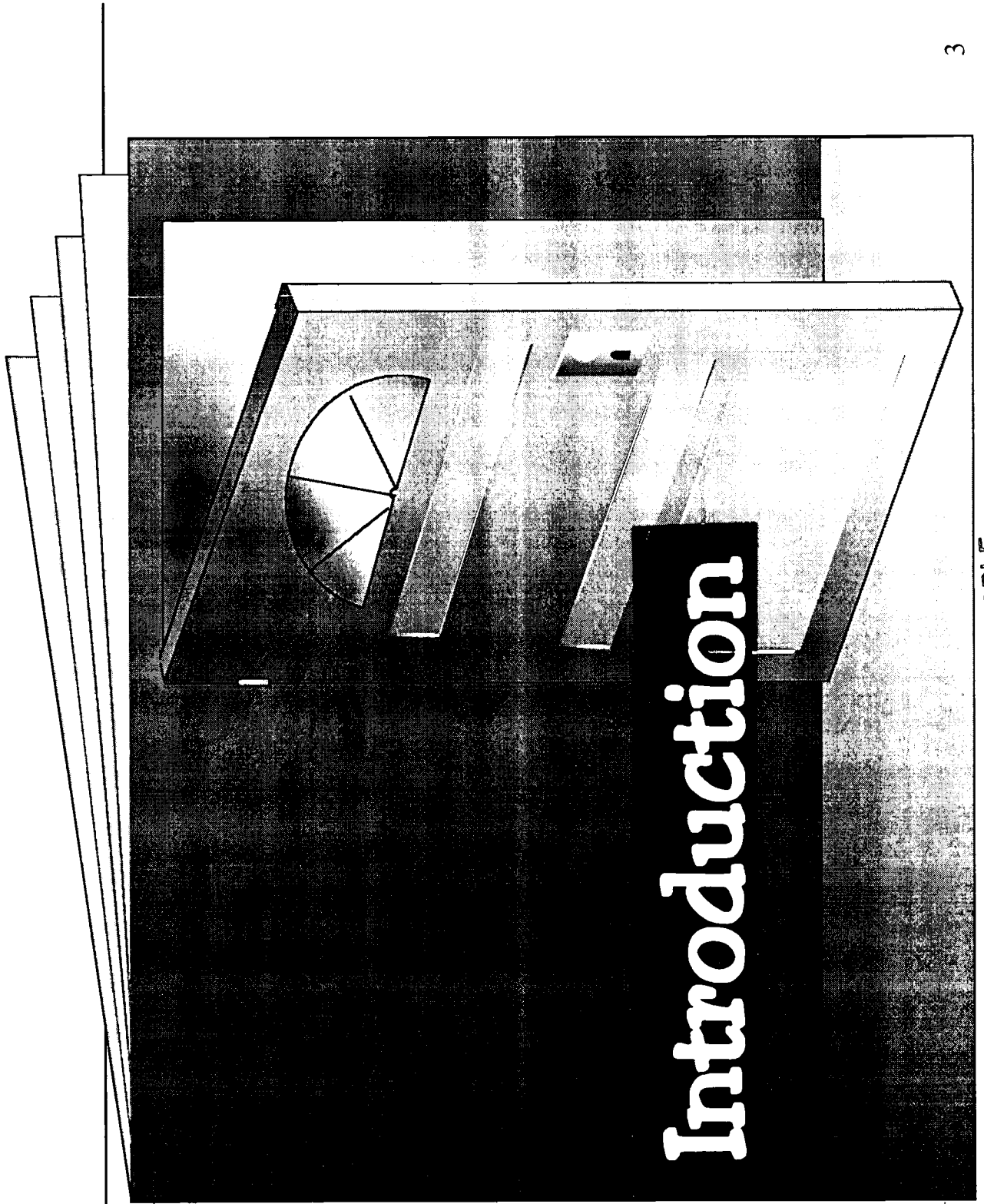


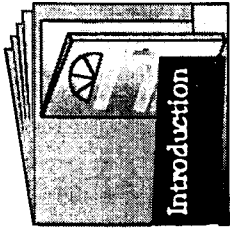
## Workshop Objectives

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**Participants will learn about the:**

- Purpose of the program
- Pilot program: “Read for Success”
- Student selection for the program
- Goals for students, preservice teachers, school district personnel, and university faculty
- Instructional program
- Nuts and bolts of program development



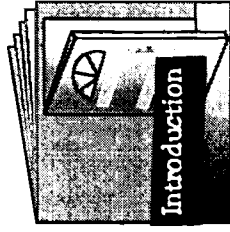


## What Is the Purpose of the Program?

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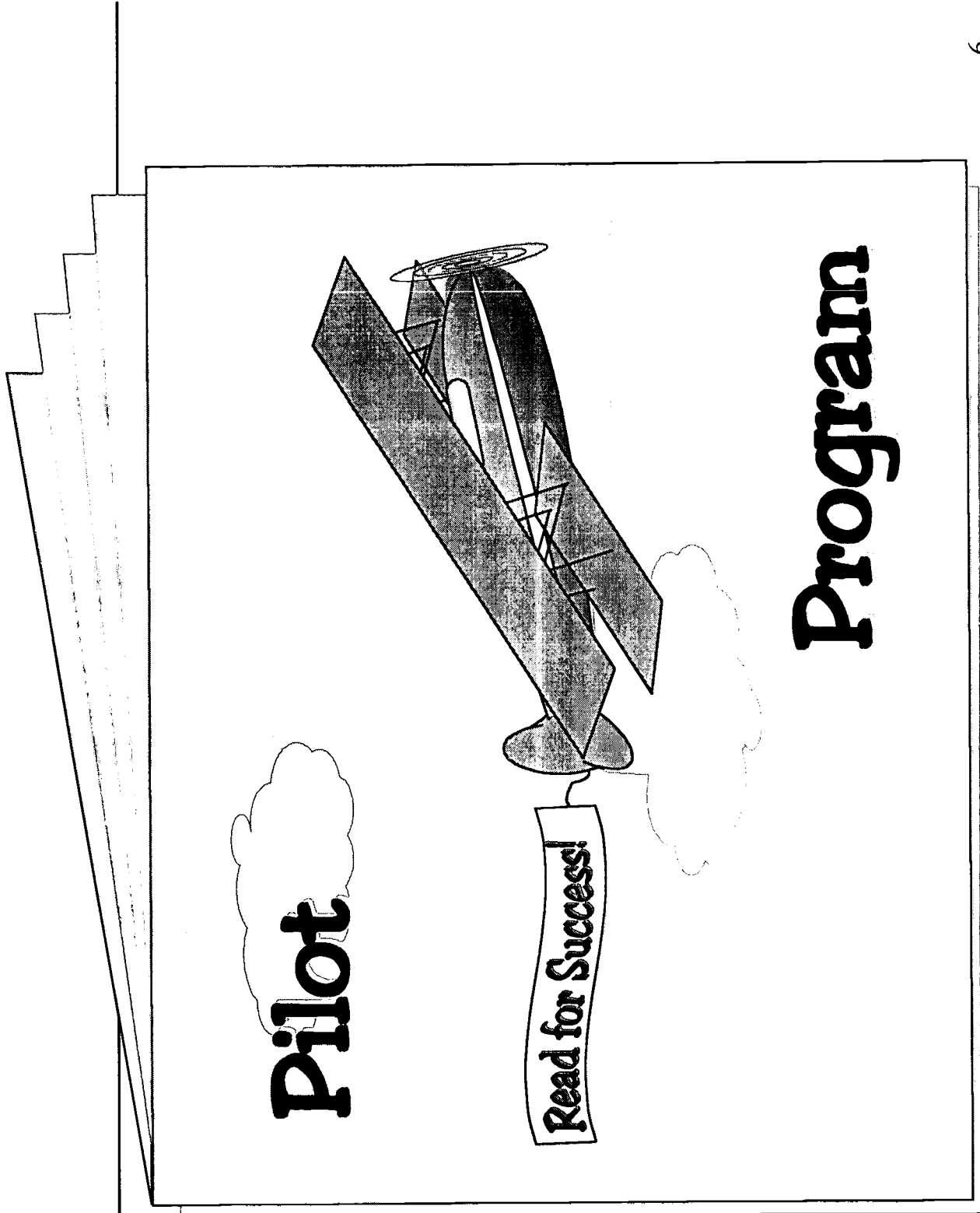
**The purpose of the intensive reading and writing program is:**

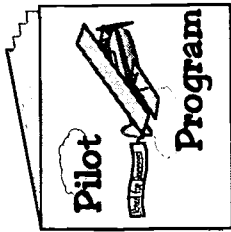
- **To provide intensive, individualized instruction to meet struggling secondary students' literacy needs, and**
- **To increase secondary students' reading and writing abilities in content area instruction.**



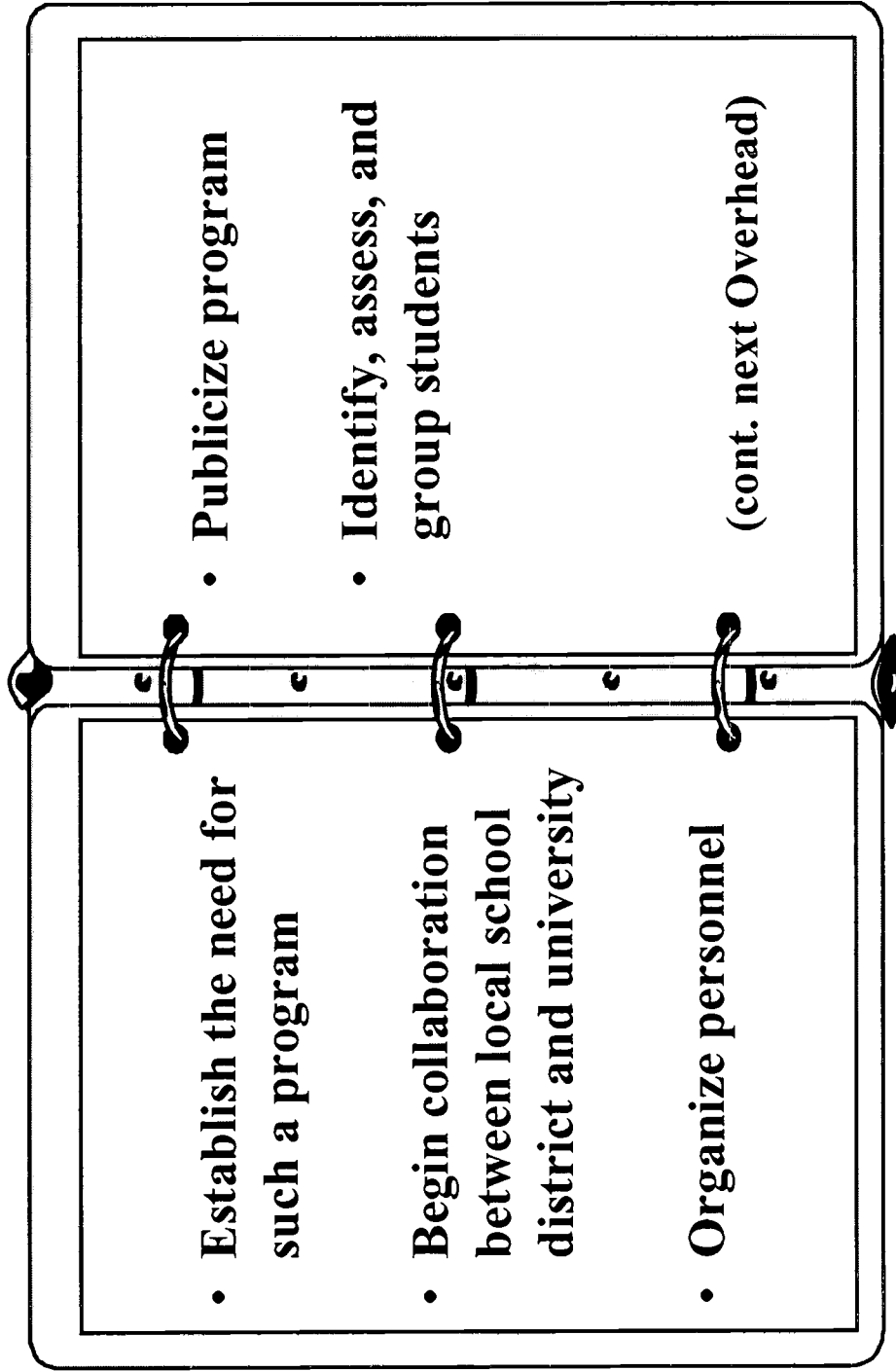
## Why Do We Need This Intensive Reading and Writing Program?

- Reading failure correlates with school failure (Marsh, 1993).
- Students with below-average reading skills are twice as likely to drop out of school as those who read on or above grade level (U.S. Department of Education, 1996).
- Once students fall behind in acquiring critical basic reading skills, intensive interventions are necessary (Vaughn & Schumm, 1996).
- Explicit instruction is needed to teach the kinds of reading skills required in secondary school (Wolfram, 1992).
- There is a documented need for a systematic approach to writing instruction (Atwell, 1998).
- Twenty-five percent of adults in this country lack the basic literacy skills required in a typical job (Moats, 1998).

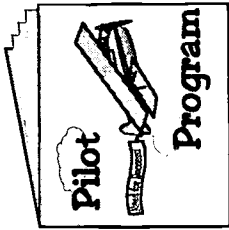




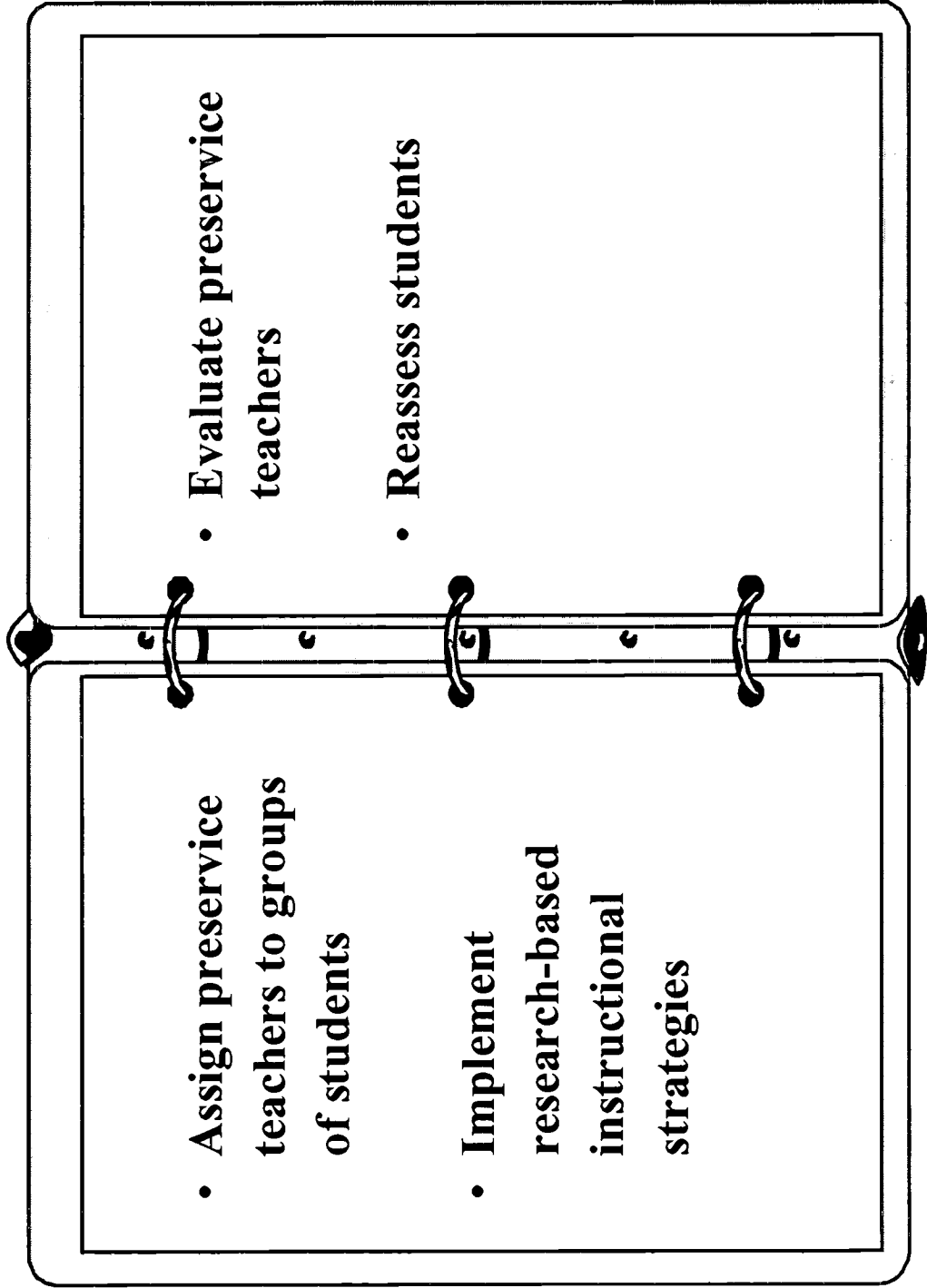
# Overview of the "Read for Success" Pilot Program: Implementation Guidelines



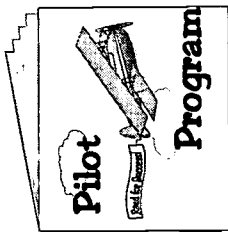




# Overview of the "Read for Success" Pilot Program: Implementation Guidelines (cont.)

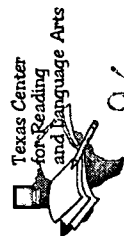
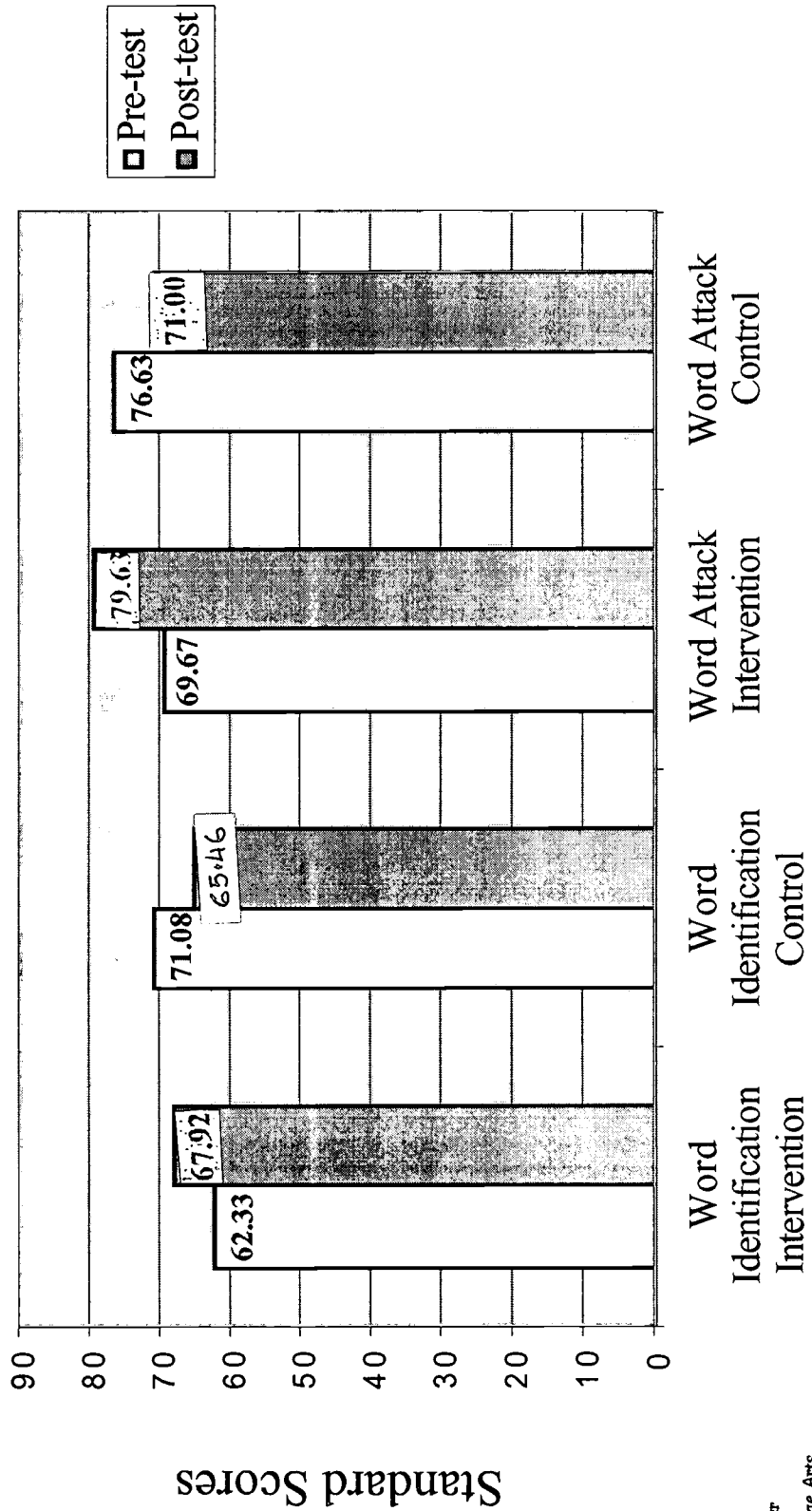


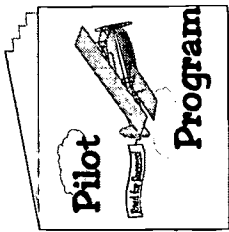




# Reading Performance of Students in the "Read for Success" Program

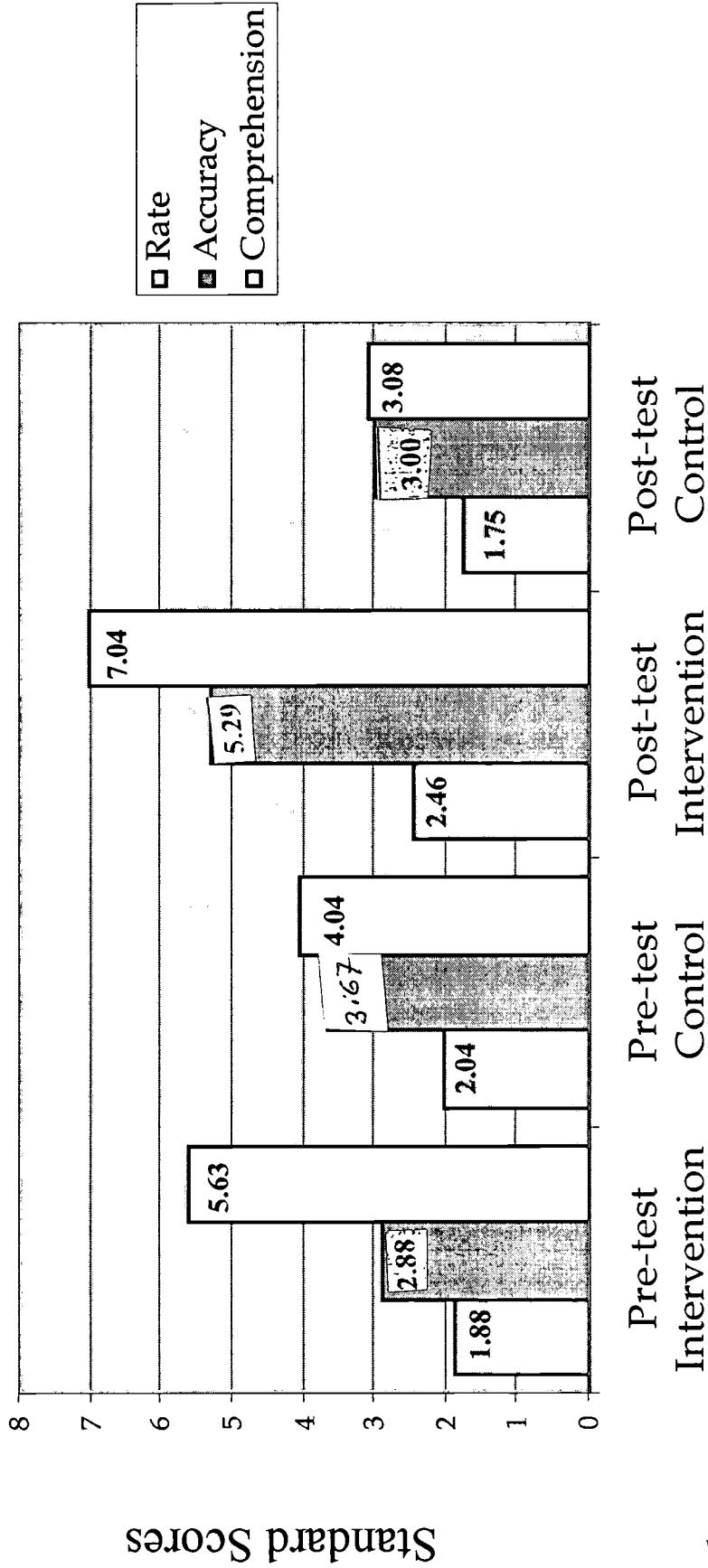
**Woodcock Reading Mastery Test-Revised  
Average Pre-test, Post-test Standard Scores for the  
Intervention and Control Groups**

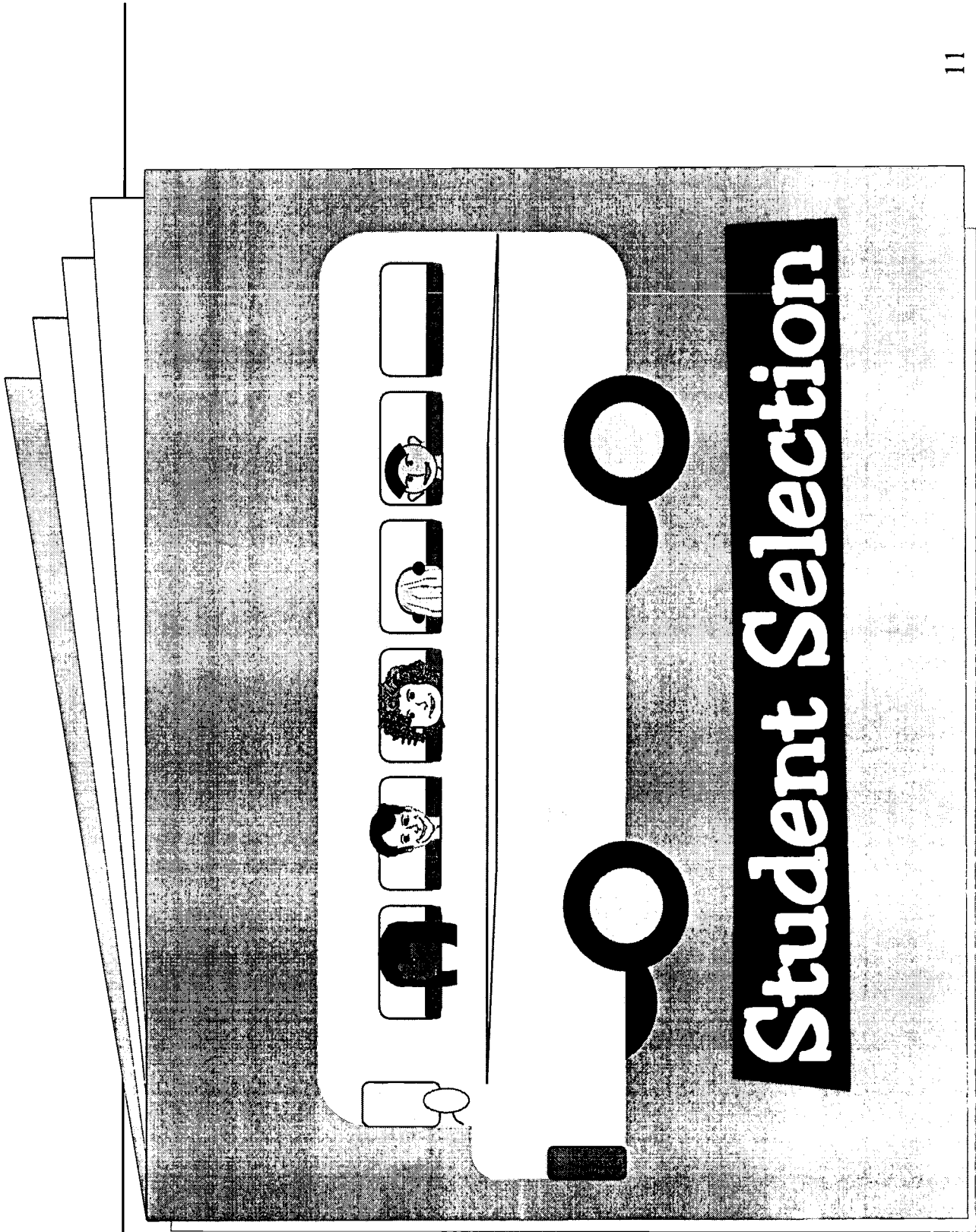


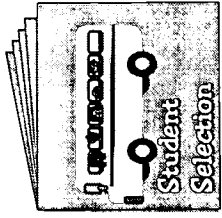


# Reading Performance of Students in the "Read for Success" Program

**The Gray Oral Reading Test - III  
Average Pre-test, Post-test Standard Scores for the  
Intervention and Control Groups**







# What Are the Academic Characteristics of Struggling Secondary Readers and Writers?

## Word Study:

- Have difficulty decoding words, especially multisyllabic words

## Fluency:

- Read at a slow pace and with many errors

## Vocabulary:

- Know few words and lack understanding of word meanings

## Comprehension:

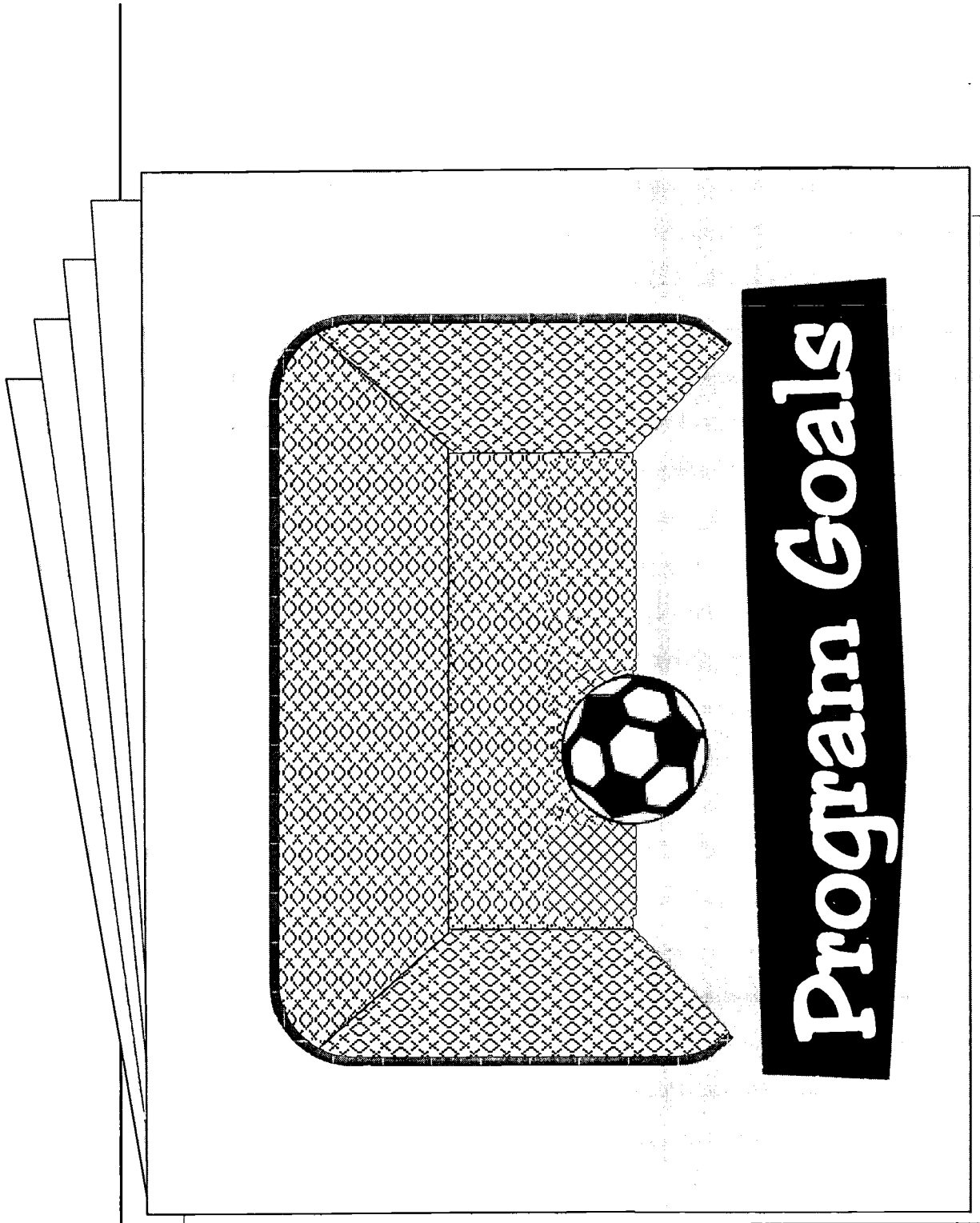
- Do not use self-monitoring skills before, during, and after reading to facilitate comprehending text

## Writing:

- Have difficulty planning, drafting, revising, and/or editing written work









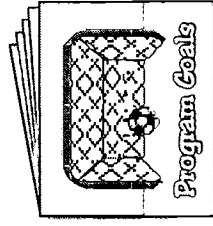
# Program Goals

## Goals for Students:

- Learn strategies to become more efficient readers and writers
- Generalize strategies to learning in content area instruction and to other learning environments
- Increase self-confidence in reading and writing

## Goals for Preservice Teachers:

- Obtain practical experience teaching struggling secondary students
- Design, implement, and evaluate effective instruction
- Apply research-based strategies in a classroom setting
- Improve teaching effectiveness based on supervisor feedback
- Strengthen communication skills with students, parents, and administrators



## **Program Goals (cont.)**

### **Goals for the School District:**

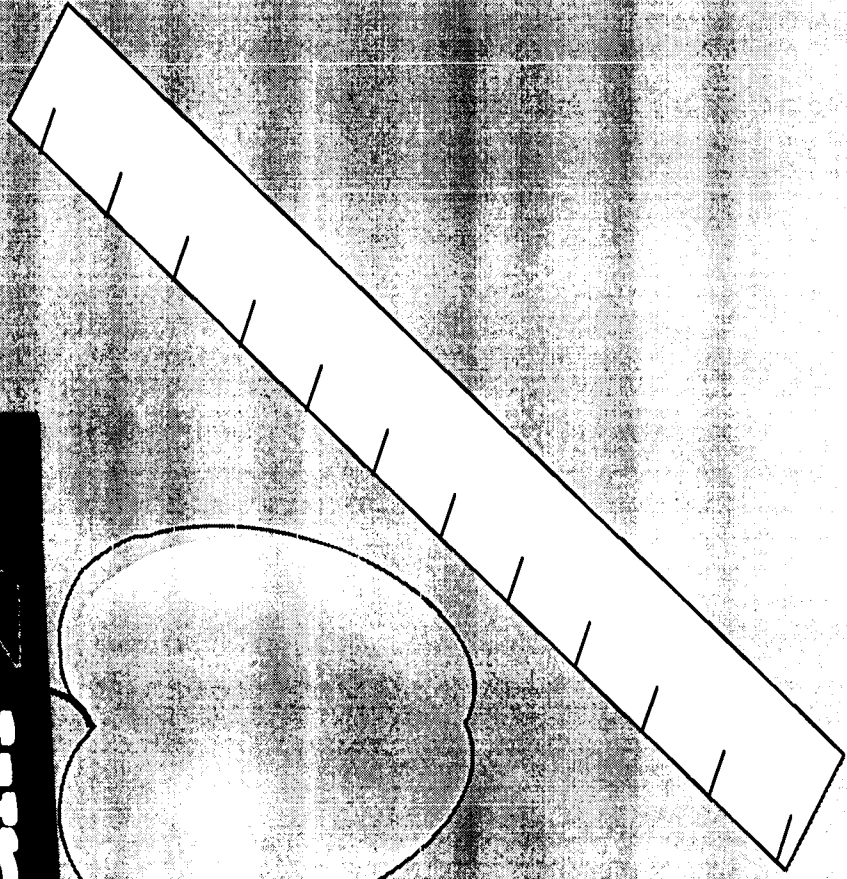
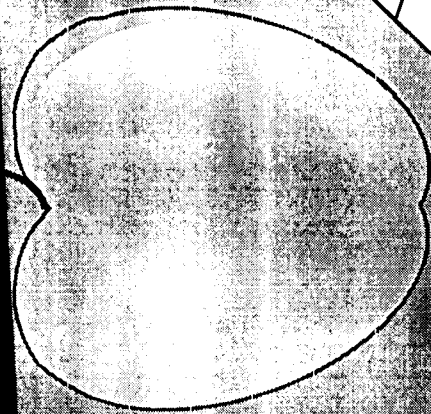
- Provide effective literacy programs for struggling readers and writers
- Increase the number of students who successfully complete state required assessments
- Engage in research with a university

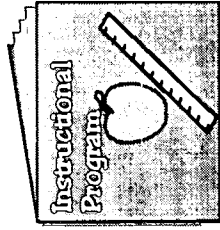
### **Goals for the University:**

- Provide preservice teachers with opportunities to work with struggling students in school settings
- Build a collaborative relationship with a school district
- Conduct research to determine effective literacy programs



# Instructional Program

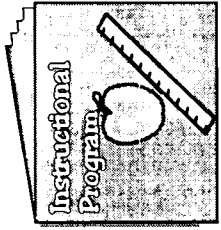




# Secondary Setting Demands

## **Content Area Reading and Writing:**

- **Reading and writing are prerequisites to successful content area learning.**
- **Students are expected to read and understand content in various text formats.**
- **Students are expected to have knowledge of effective reading and writing strategies to comprehend content area materials.**
- **Vocabulary demands become more complex and incorporate multisyllabic words.**

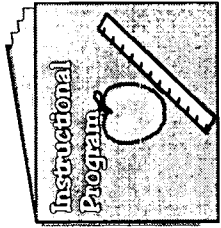


# Critical Features of an Effective Reading and Writing Program

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## I. Instructional Materials: High-Interest/Controlled-Vocabulary Materials

- Are written at students' instructional reading level,
- Contain age-appropriate content,
- Motivate students to read,
- Decrease frustration, and
- Can be linked to the curriculum.

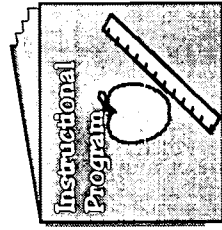


## Critical Features of an Effective Reading and Writing Program (cont.)

### II. Delivery of Instruction: The Teacher

- Uses advance organizers and activates students' prior knowledge,
- Provides explicit content presentation,
- Models and demonstrates by “think alouds,”
- Gives corrective feedback,
- Demonstrates and uses scaffolding techniques, and
- Uses language during instruction that is comprehensible and meaningful to students who are English language learners.



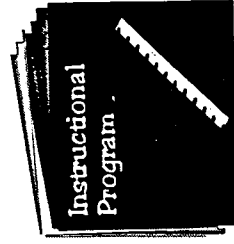


## *Critical Features of an Effective Reading and Writing Program (cont.)*

---

### **II Delivery of Instruction: The Teacher (cont.)**

- **Adjusts pacing appropriately,**
- **Ensures that students spend a large percentage of time on task,**
- **Provides frequent opportunities for students to respond,**
- **Checks frequently for student understanding,**
- **Provides opportunities for students to practice new skills and strategies, and**
- **Assists the development of key language and literacy skills at a student's level of oral proficiency.**



## *Critical Features of an Effective Reading and Writing Program (cont.)*

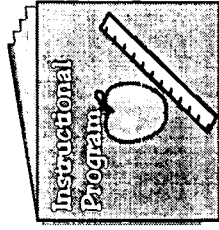
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### **III. Instructional Grouping**

- Engages students in learning with low teacher-student ratios (1:4) and
- Facilitates individualization by grouping students based on skill level.

### **IV. Student Progress Monitoring**

- Measures the content being taught,
- Includes record keeping (graphs, checklists) to track progress,
- Is conducted on a weekly basis,
- Promotes data-driven instructional decision making, and
- Monitors student mastery of instructional objectives.
- Involves students in self-evaluation



# Assessment Is a Crucial Part of Every Reading and Writing Program

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*Conduct initial assessment to:*

- **Determine baseline for academic levels**
- **Establish student groups**

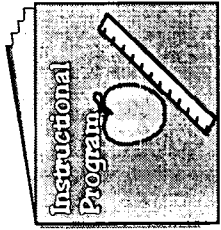
*Conduct ongoing assessment to:*

- **Monitor student progress**
- **Inform instructional decision making**

*Conduct final assessment to:*

- **Determine student academic growth**
- **Investigate program effectiveness**





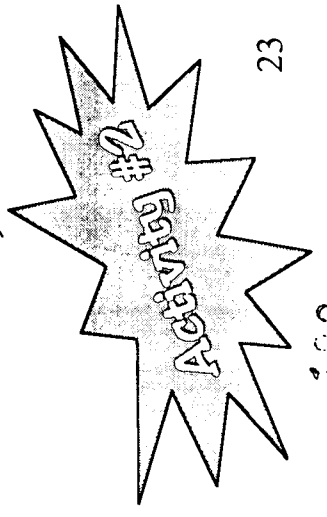
# Student Progress Monitoring Occurs Regularly

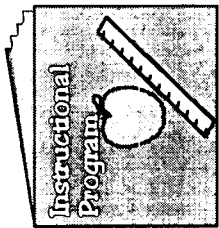
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**Curriculum-based assessment: Evaluates daily instruction (e.g., teacher-made tests, fluency measures, homework)**

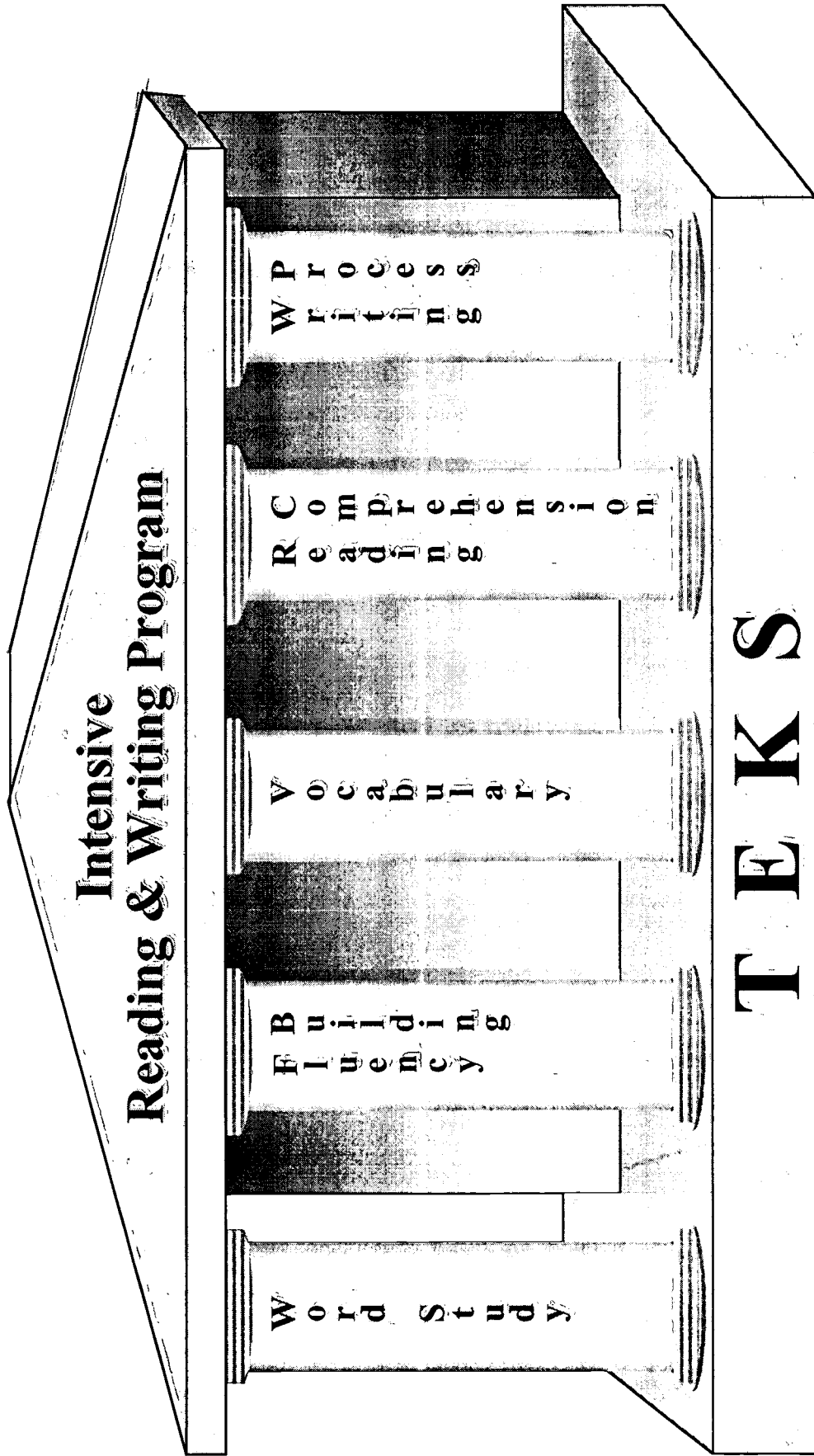
**Error analysis: Looks for patterns in errors (e.g., types of reading and writing mistakes)**

**Observation: Notes student performance (e.g., reading behaviors, writing difficulties)**



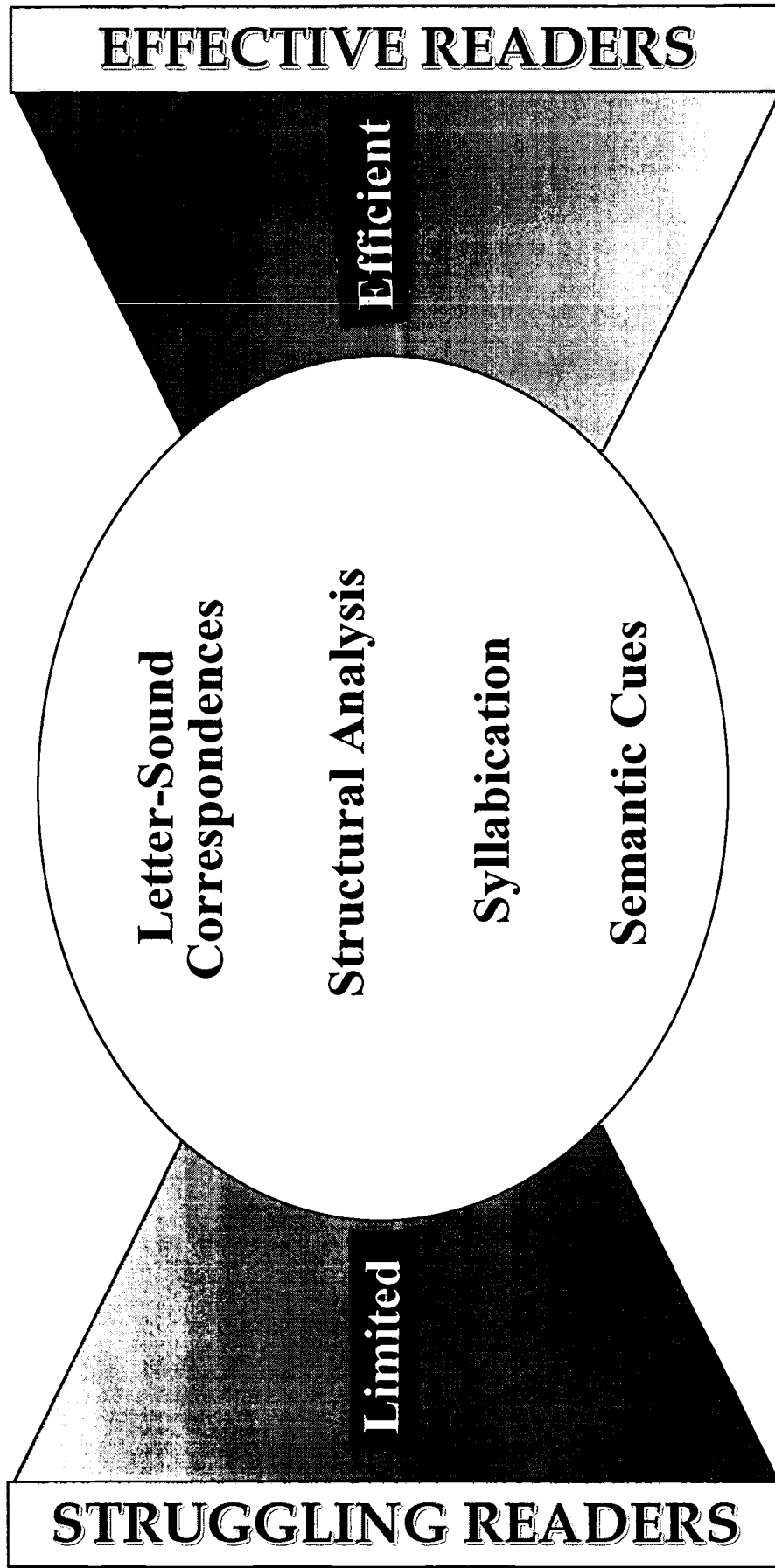


# Instructional Components





# TEKS: Word Study



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# Word Study

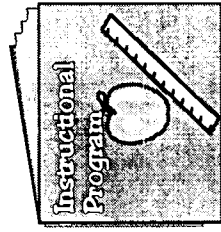
## Effective Instruction

### Teachers:

- Model and provide steps for using knowledge of letter-sound correspondence.
- Focus on words from content area text and literature students are reading.
- Teach word study as part of vocabulary building activities.
- Use materials that are challenging, but not too difficult.
- Model and provide steps for using contextual cues.

### Students:

- Apply strategies to figure out unknown words.
- Break apart multisyllabic words to decode words.
- Use newly learned words in a variety of contexts.



# Word Study

## Instructional Strategy: Word Building

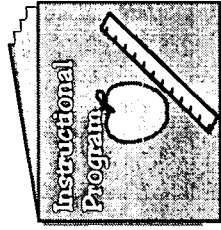
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### **What is word building?**

**An activity that helps students combine individual letters to make words.**

### **Word building involves:**

- **Manipulation of individual letters**
- **Knowledge and use of**
  - **letter-sound correspondences**
  - **orthographic patterns**
  - **structural analysis**
- **Use of self-monitoring**



# Word Study

## Instructional Strategy: Word Building

### Materials

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- **List of words for instruction**
- **Index cards with individual letters printed on them**
- **Different colored index cards for vowels and consonants**
- **Plastic zipper bags to store letter cards**
- **Holder to allow placement of these letters**
- **Timer**

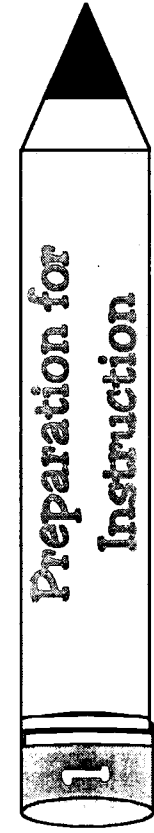
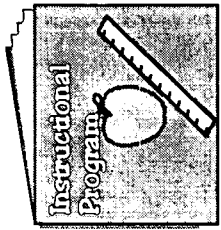




# Word Study

## Instructional Strategy: Word Building

### Implementation



- Select the final word.
- Make a list of shorter words that can be made from the letters of the final word.



- Distribute sets of individual index cards for the word.
- Designate the number of letters that the word should contain.
- Model word building by demonstrating the process.
- Ask students to manipulate the letters to make multiple words.
- Ask students to make the final word that uses all individual letter cards.



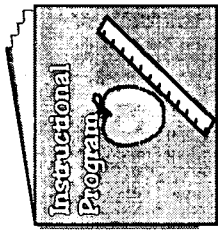


# Word Study

## Instructional Strategy: Word Building

### Assessment

- Knowledge and use of letter-sound correspondences and structural analysis
- Application of syllabication rules



# Word Building

Students manipulate letters to improve their letter-sound correspondence and structural analysis skills.

r	s	p	t
---	---	---	---

t	a
---	---

2	3	4	5
_____	_____	_____	_____
_____	_____	_____	_____

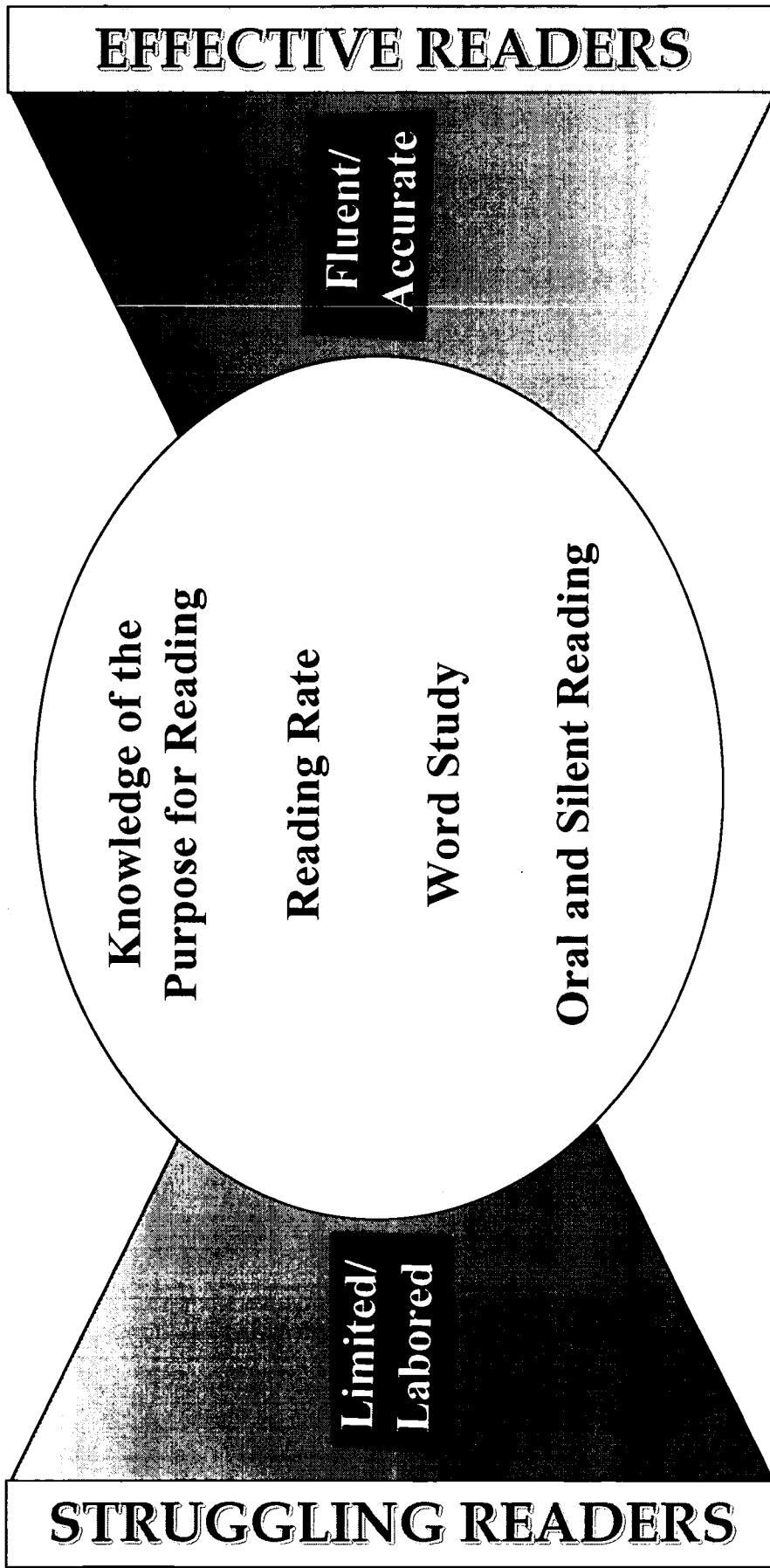


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# TEKS: Fluency Building





# Fluency Building Effective Instruction

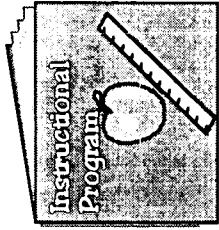
## Teachers:

- Model fluent reading.
- Provide opportunities for students to practice reading orally.
- Choose appropriate materials at students' independent or instructional reading levels.
- Establish individual reading rate goal.

## Students:

- Practice with corrective feedback several times weekly.
- Re-read same passage two to four times.
- Measure rate of reading.
- Chart progress towards goal.





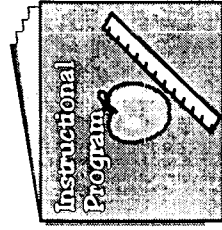
# Fluency Building Reading Rate

**Refers to how quickly students read.**

**According to Guszak (1972), the following are standard rates for oral reading of grade-level materials:**

<b>Grade</b>	<b>Words per Minute</b>
1	60
2	70
3	90
4	120
5	120
6 (and above)	150





# Fluency Building

## Instructional Strategy: Partner Reading

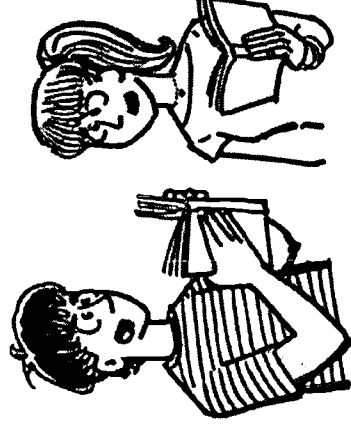
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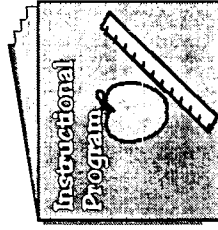
### What is Partner Reading?

A fluency building technique designed to help students develop more accurate and fluent reading in connected text.

### Partner Reading involves

- Oral reading practice with a partner
- Error correction strategies
- Comprehension questions
- Student progress monitoring





# Fluency Building

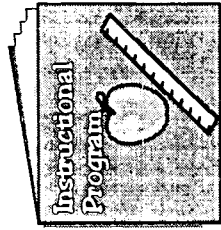
## Instructional Strategy: Partner Reading

### How to Set Up Partners

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- Rank order students according to reading ability.
- Divide the list in half. Label the first half List 1 (higher performing students), and the second half List 2 (lower performing students).
- Pair the top-ranked student on List 1 with the top-ranked student on List 2; continue this process until all student pairs are identified.
- For each student pair, the higher performing student (List 1) is designated as Partner A and the lower performing student (List 2) is designated as Partner B.





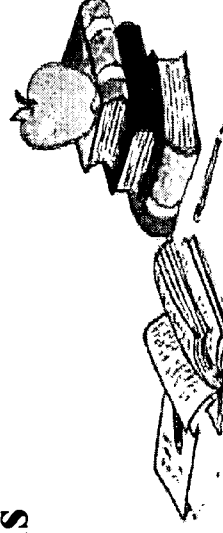
# Fluency Building

## Instructional Strategy: Partner Reading

### Materials

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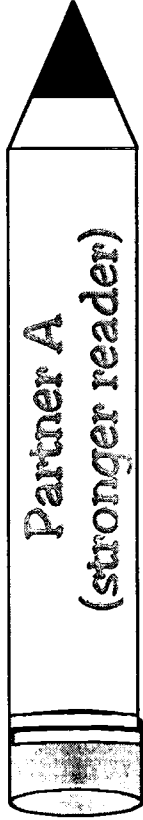
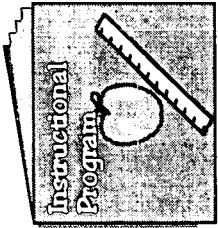
- **High-interest/controlled-vocabulary text selected for Partner B's independent reading level**
- **List of error correction procedures**
- **Timer**
- **Graphs**
- **Comprehension questions to accompany the reading passage**
- **Folders for reading passages and graphs**



# Fluency Building

## Instructional Strategy: Partner Reading

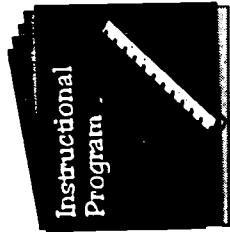
### Implementation



- Reads the assigned pages for three-minutes.
- Assists Partner B with difficult words.
- Takes a one-minute timed test.
- Provides error correction.
- Asks and answers comprehension questions.
- Charts data.

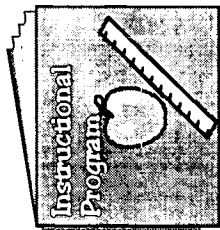


- Reads the assigned pages for three-minutes.
- Decodes difficult words with assistance from Partner A.
- Takes a one-minute timed test.
- Asks and answers comprehension questions.
- Charts data.



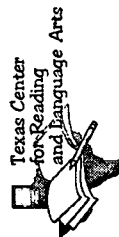
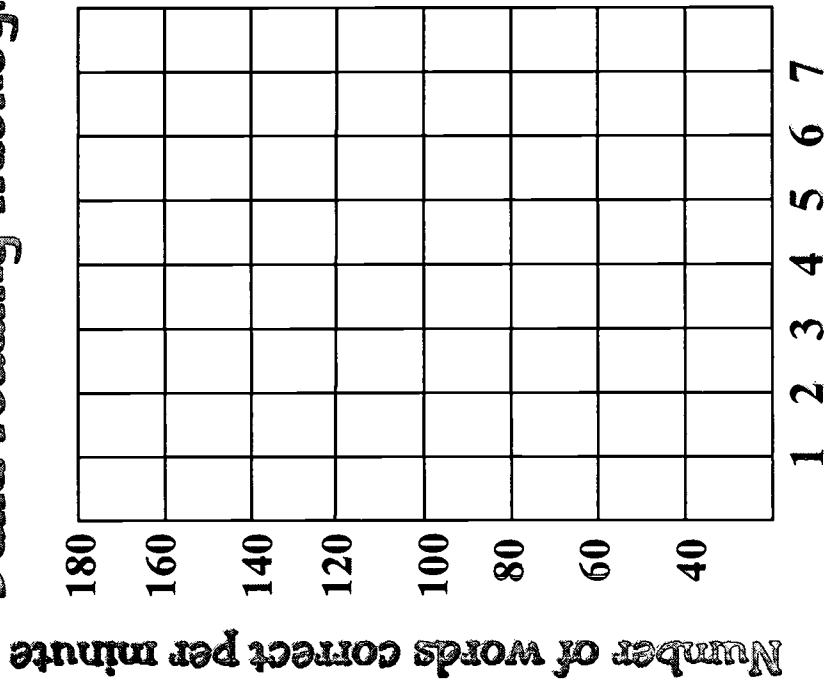
# Fluency Building Instructional Strategy: Partner Reading Assessment

- Increase in number of words read correctly in one-minute timing
- Improvement in word recognition



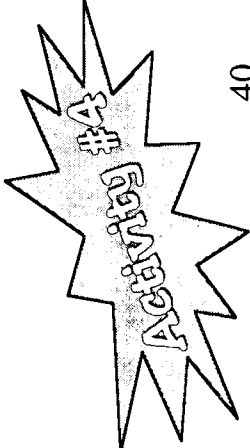
# Partner Reading

Students work in pairs to build reading fluency.

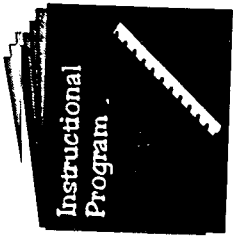


## Sample Reading Passage

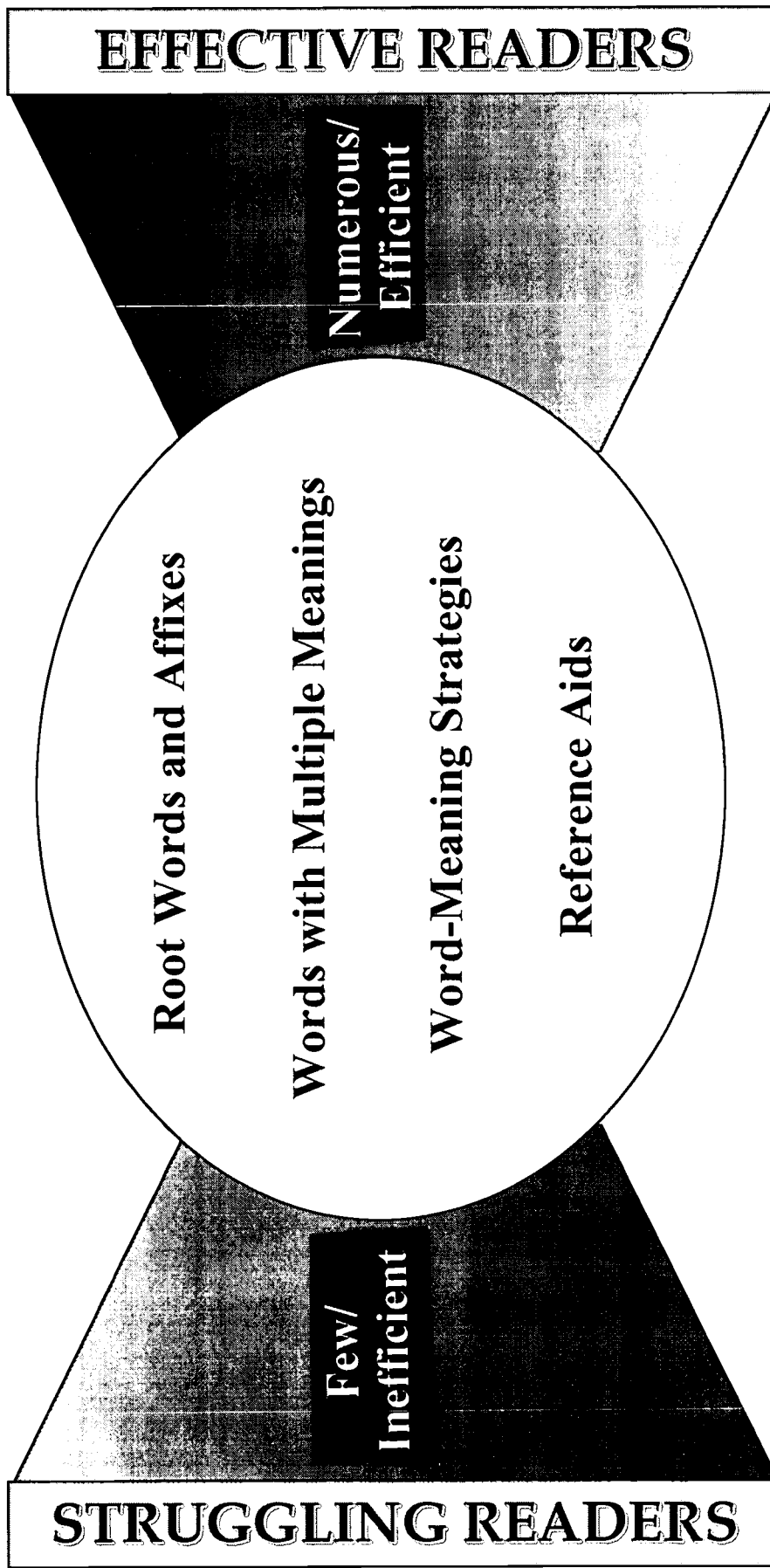
Charles found himself in a long, dark tunnel. There was a faint pinpoint of light at the end. He looked at this pale glow for a long time. After what seemed to be an eternity, he started walking toward the point of light. He wondered what he might find when he arrived there. The events of the night had been so unnerving that his thoughts weren't clear and his steps were unsure. The mere idea of arriving at yet another horrendous situation was almost more than he could bear. If only he could go back and begin this night again. He wondered how many things would he do differently? He knew it wasn't possible, no matter how much he wished for a new beginning. His feet slowly brought him toward the light... slowly, slowly, slowly. (135 words)



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# TEKS: Vocabulary



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# Vocabulary Effective Instruction

## Teachers:

- Use explicit instruction to teach key words and technical vocabulary prior to reading.
- Limit the number of new words taught at one time.
- Provide multiple exposures to words across contexts.
- Provide opportunities for students to discuss and use new words in and out of class.

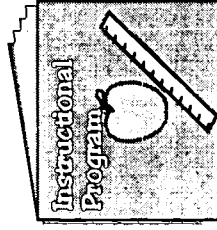
## Students :

- Use word meanings in a variety of contexts.
- Discuss the relationships between words.
- Use strategies to figure out the meanings of new words.



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# Vocabulary

## Instructional Strategy: Semantic Mapping

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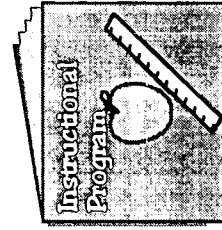
### **What is Semantic Mapping?**

**A process to connect new knowledge to pre-existing knowledge, thereby increasing vocabulary.**

### **Semantic Mapping involves:**

- **Activating prior knowledge**
- **Associating new words with prior knowledge**
- **Practicing new word meanings across contexts**
- **Revisiting, refining, and editing the map organizer**





# Vocabulary

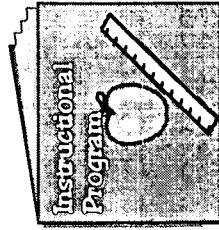
## Instructional Strategy: Semantic Mapping

### Materials

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- **Expository or narrative text**
- **High-interest/controlled-vocabulary text**
- **Overhead projector**
- **Overhead transparency of a blank semantic map**
- **Blank copies of a semantic map for students**
- **Dictionary**





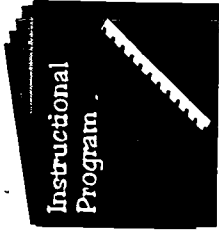
# Vocabulary

## Instructional Strategy: Semantic Mapping

### Implementation

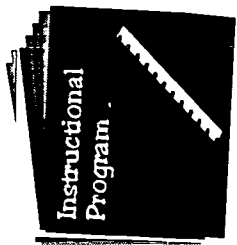


- Identify the main topic and place it at the center of the graphic organizer.
- Have students brainstorm words that are associated with the main topic.
- Discuss word meanings and group words into broad categories.
- Ask students to provide labels for the categories.
- Ask students to generate subcategories.
- Discuss the words and the interrelationships of categories and subcategories.



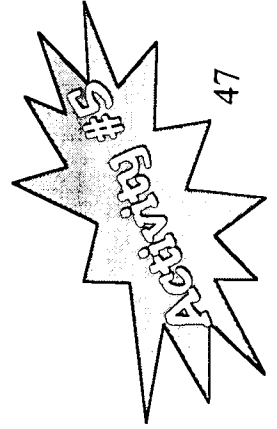
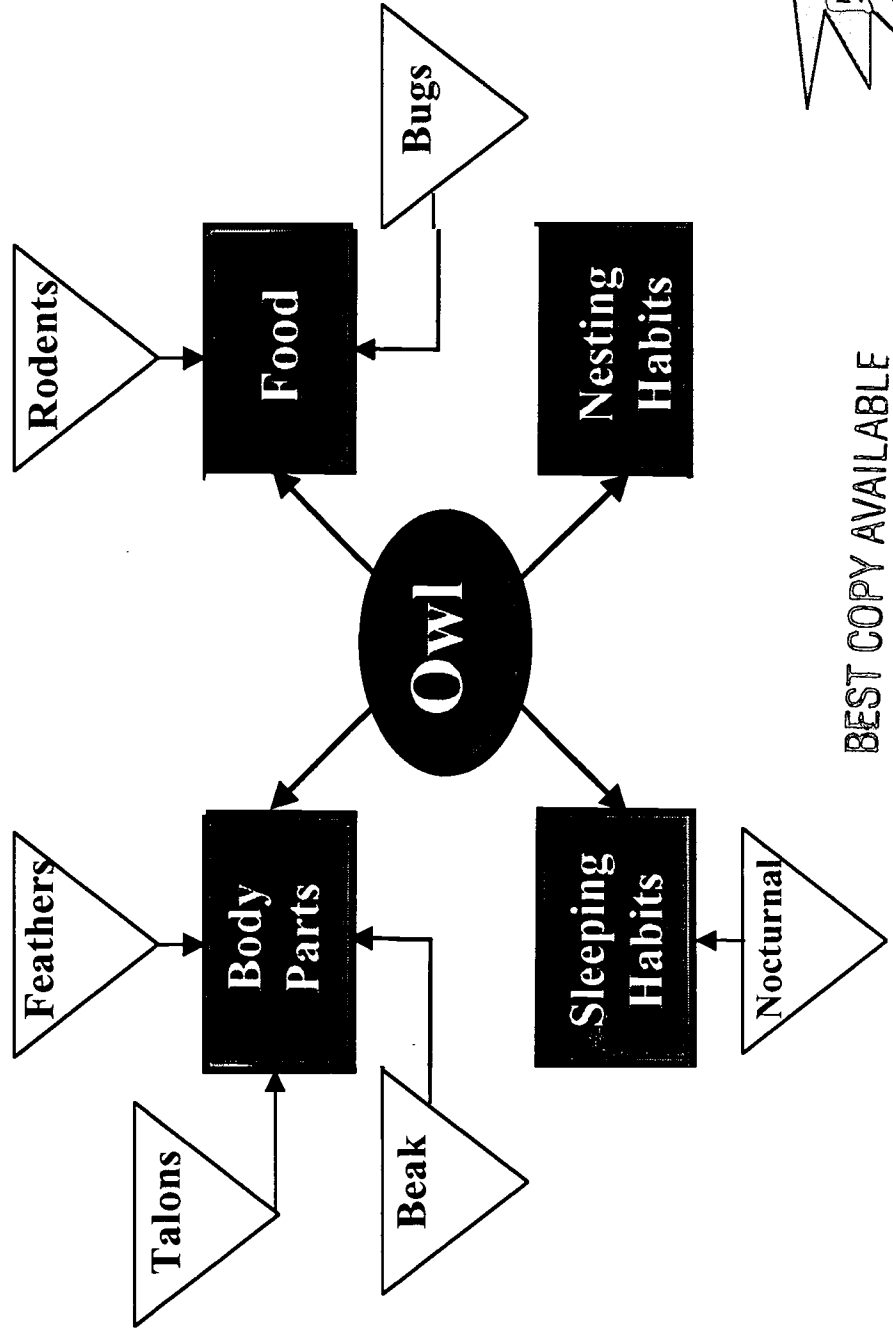
# Vocabulary Instructional Strategy: Semantic Mapping Assessment

- Accuracy of word meaning
- Grouping of ideas into categories and labeling of categories
- Interrelationship between category and subcategory



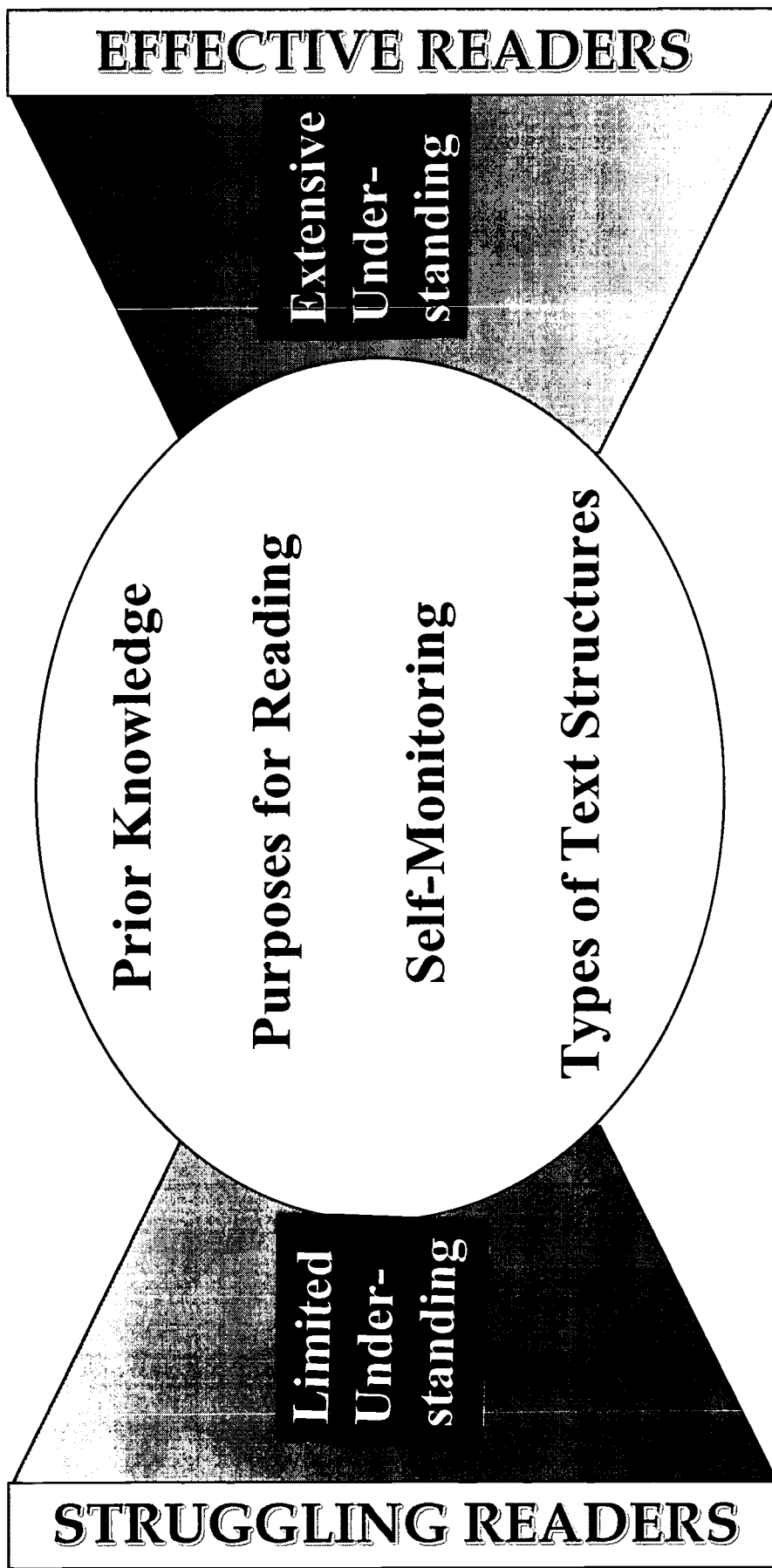
# "Semantic Mapping" Expository Text

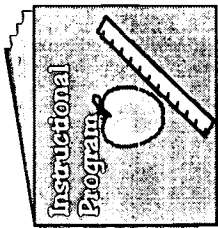
Students increase vocabulary by relating new words to their existing knowledge.



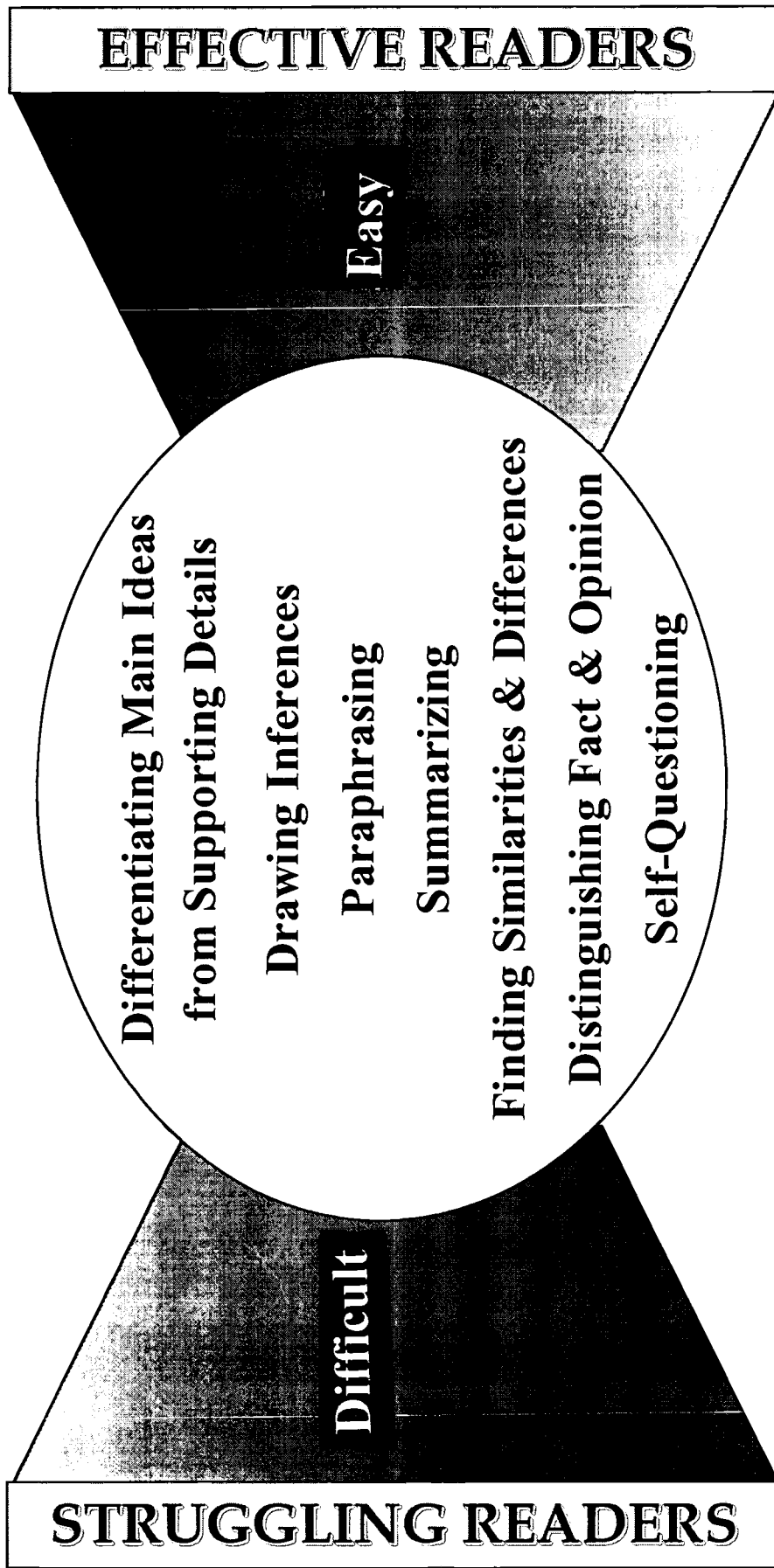


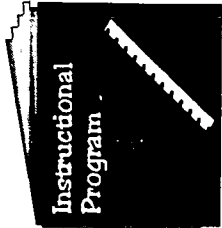
# TEKS: Reading Comprehension





# TEKS: Reading Comprehension (cont.)





# Reading Comprehension Effective Instruction

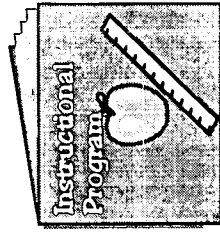
## Teachers:

- Introduce strategies one at a time.
- Model strategies and use prompting, elaboration, and explanation to encourage use.
- Help students apply strategies before, during, and after reading.
- Help students apply strategies in content area classes.

## Students:

- Practice strategies in a variety of texts.
- Learn when, where, and how to apply comprehension strategies.
- Self-monitor.





# Reading Comprehension

## Instructional Strategy:

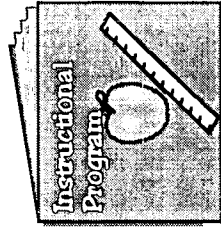
### Collaborative Strategic Reading

## What is CSR?

An instructional technique that uses cooperative learning and reading comprehension strategies.

## Reading Comprehension Strategies:

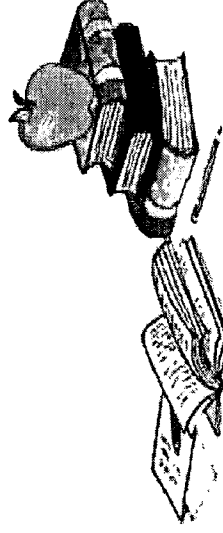
- Previewing: Students brainstorm and predict.
- Clicks and Clunks:
  - Clicks: Students understand portions of the text.
  - Clunks: Words, concepts, and phrases that students have difficulty understanding.
- Get the Gist: Students identify the most important information in the paragraph(s).
- Wrap-Up: Students ask questions and generate a summarization statement.

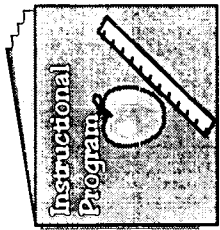


# Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Materials

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- **Consider high-interest/controlled-vocabulary expository and narrative text**
- **Select material with headings, illustrations, and boldface words to help students with predicting**
- **“Clunk” cards**
- **Learning logs**

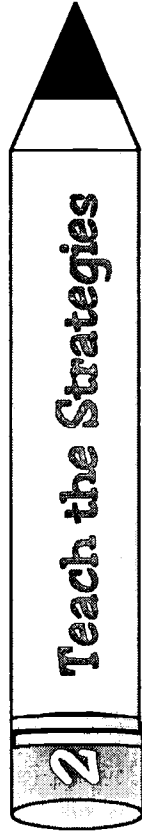




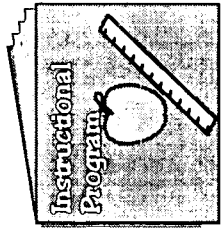
# Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Implementation



- Model the four strategies using a sample passage with the whole class.
- Use “think aloud” when modeling the strategies.
- Repeat the process for two to three days when first introducing CSR.



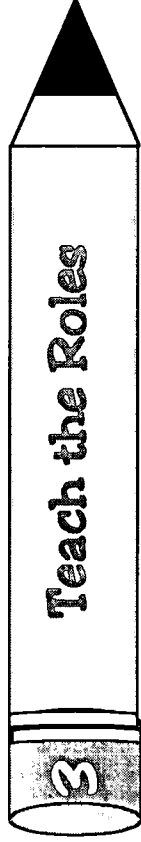
- Teach one strategy at a time.
- Have students practice each strategy with a partner.
- Ask students to record their ideas when applying the strategy.
- Ask some students to share predictions, clunks, and gists with the whole class.



# Reading Comprehension

## Instructional Strategy: Collaborative Strategic Reading

### Implementation (cont.)



- Assign students to cooperative learning groups.
- Assign roles to students.
- Teach students the tasks for each role.
- Prompt students to implement tasks for their roles.
- Repeat process for two to three days.



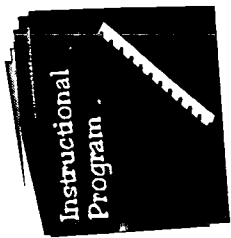
- Discuss rules for working cooperatively.
- Assign the reading passage and have students begin CSR.
- Remind students about role responsibilities.
- Circulate and provide assistance for behavior, “clunks,” “gists,” and wrap-up questions.



# Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Assessment

- Quizzes taken from student-generated wrap-up questions
- Essays
- Portfolios
- Presentations
- Visual representations
- Student Jeopardy using wrap-up questions and clunks





# "Get the Gist"

Students "Get the Gist" to summarize and remember what they read and to distinguish main ideas from details.

Person	Place	Thing
--------	-------	-------

## Sample Gist from Paragraph

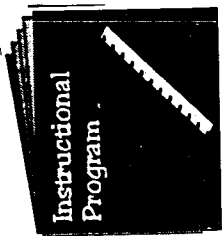
### Paragraph

Charles found himself in a long, dark tunnel. There was a faint pinpoint of light at the end. He looked at this pale glow for a long time. After what seemed to be an eternity, he started walking toward the point of light. He wondered what he might find when he arrived there. The events of the night had been so unnerving that his thoughts weren't clear and his steps were unsure. The mere idea of arriving at yet another horrendous situation was almost more than he could bear. If only he could go back and begin this night again. He wondered how many things would he do differently? He knew it wasn't possible, no matter how much he wished for a new beginning. His feet slowly brought him toward the light... slowly, slowly, slowly. (135 words)

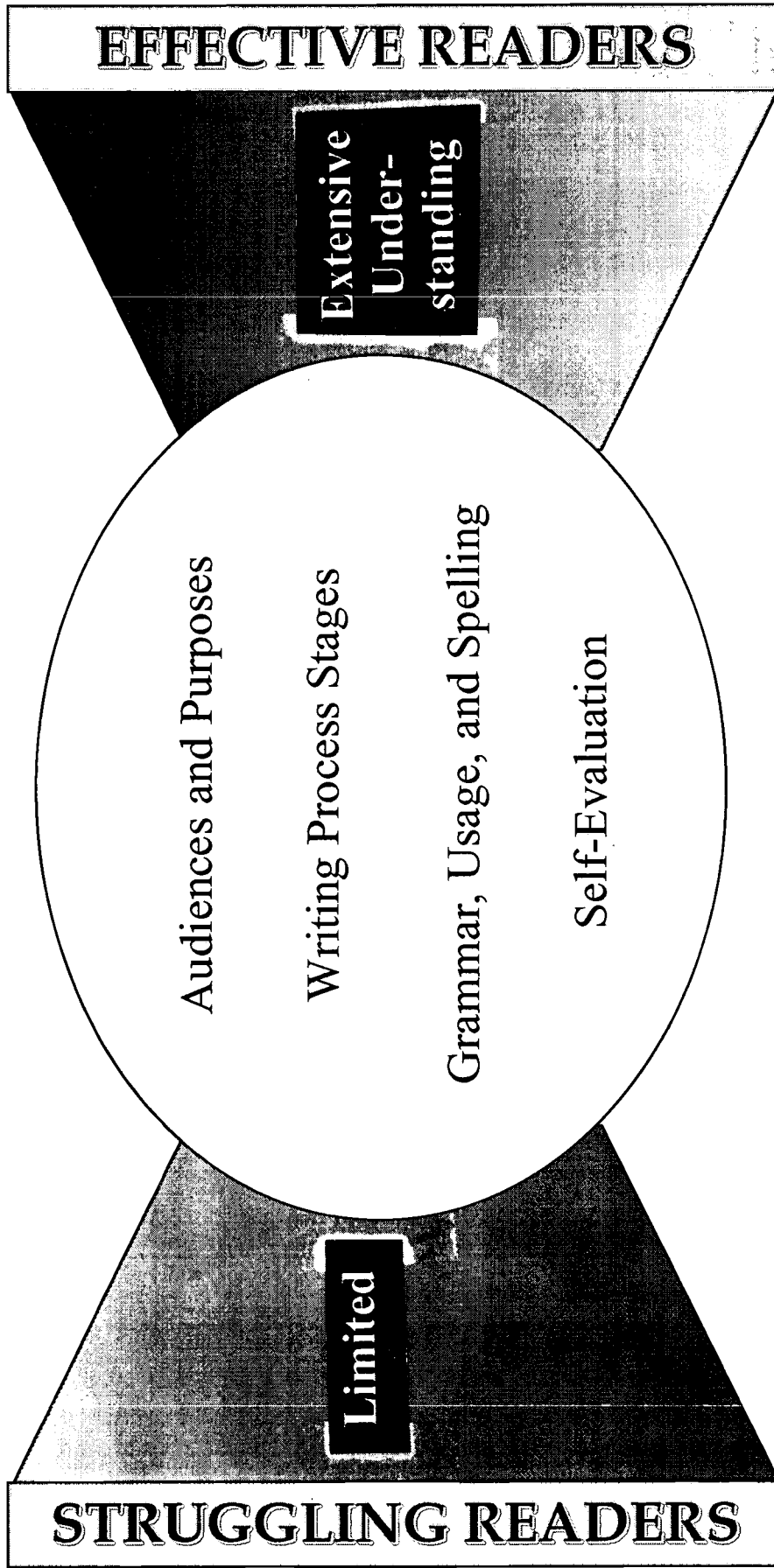


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# TEKS: Writing Process



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# Writing Process Effective Instruction

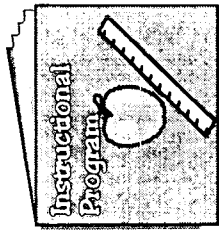
## Teachers:

- Teach students to set specific goals for writing improvement.
- Use mini-lessons to teach specific skills.
- Model different types of writing structures and characteristics.
- Provide feedback and conduct continuous evaluation.
- Integrate writing instruction into all subject areas.

## Students:

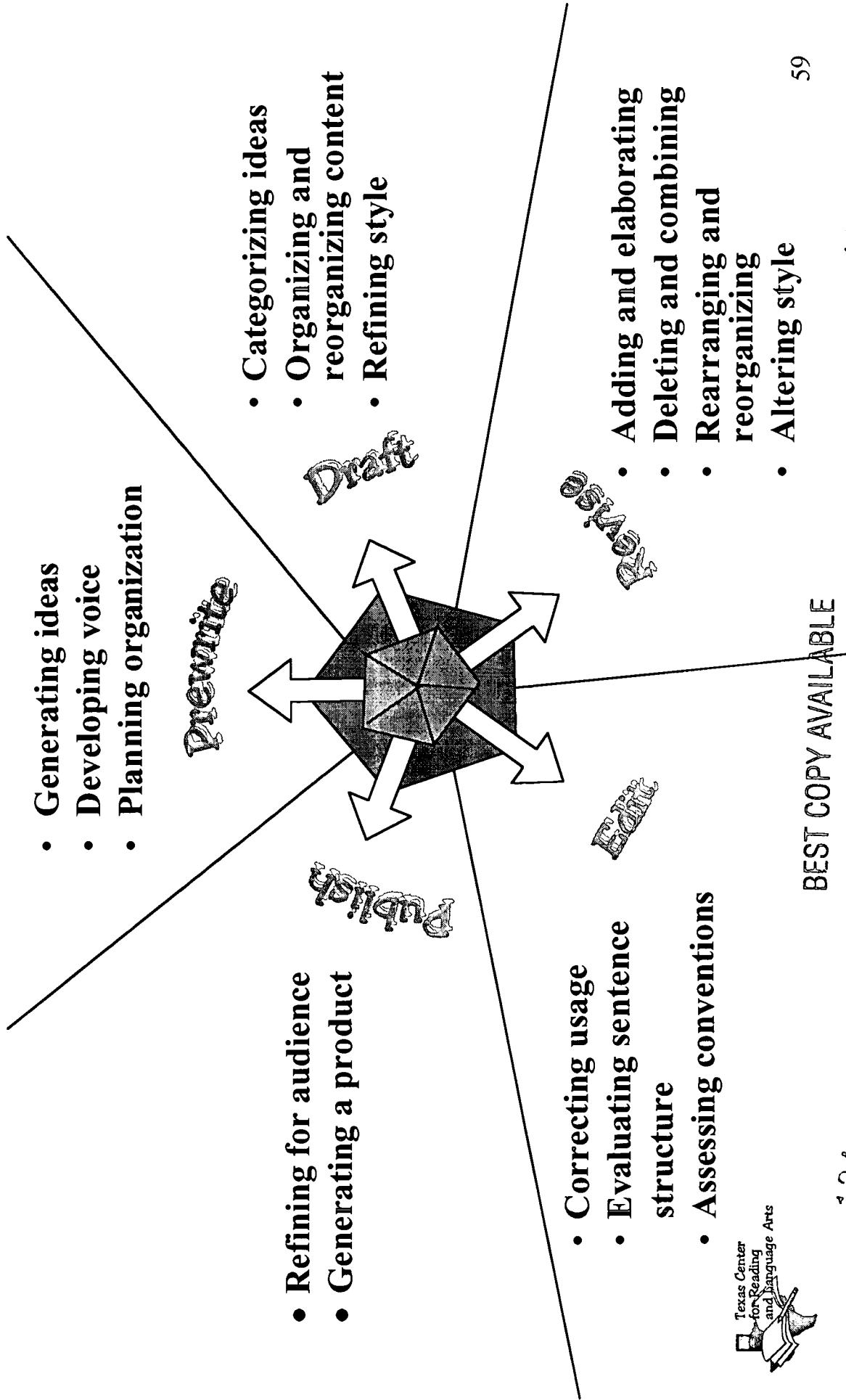
- Recognize that writing is a process.
- Participate in and provide peer feedback.
- Recognize that learning to write takes time.





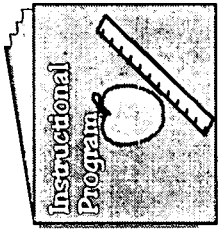
# Writing Process

## Instructional Strategy: A Closer Look at Recursive Writing Processes



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# Writing Process

## Instructional Strategy: Recursive Writing Process

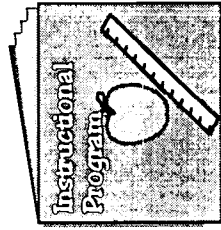
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### What is the writing process?

The process of working recursively to plan, draft, revise, edit, and publish a written product.

### The writing process involves:

- Prewriting
- Drafting
- Revising
- Editing
- Publishing



# Writing Process

## Instructional Strategy: Recursive Writing Process

### Materials

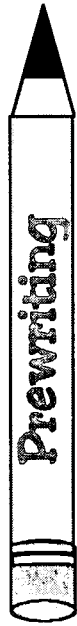
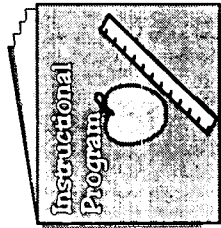
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- Pencil and paper and/or a computer or typewriter to motivate, enhance, and facilitate the writing process.
- Semantic maps to organize thoughts and generate ideas.
- Notebooks to provide a running record of student work.
- Editing forms to target specific areas for revision and provide comments to the author.
- Software programs to enhance all components of writing.



# Writing Process

## Instructional Strategy: Recursive Writing Process Implementation



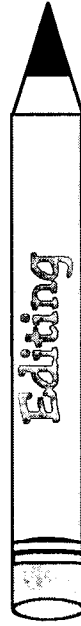
Students think critically about purpose, audience, content, and form.



Students keep the writing plan in mind, monitor the plan for effectiveness, and anticipate and answer the reader's questions.



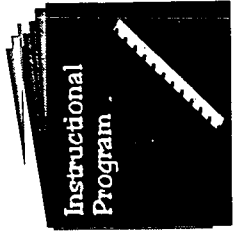
Students keep the plan in mind, monitor the plan for effectiveness, make necessary changes and anticipate and answer the reader's questions.



Students correct technical aspects of writing independently or collaboratively.



Students present writing products to selected audiences.

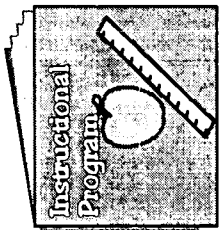


# Writing Process

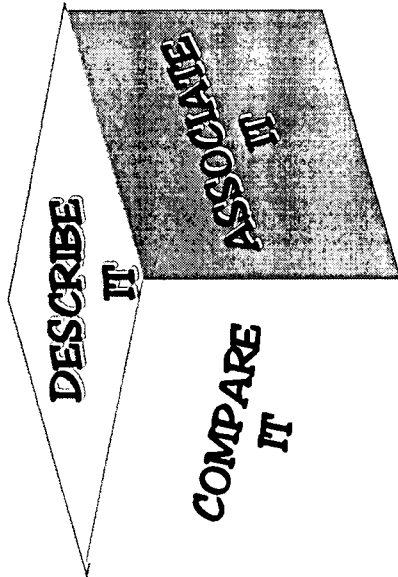
## Instructional Strategy: Recursive Writing Process Assessment

- Organization
- Knowledge of purpose, audience, and format
- Word usage
- Sentence and paragraph elaboration
- Spelling and syntax
- Punctuation and capitalization
- Length of the product



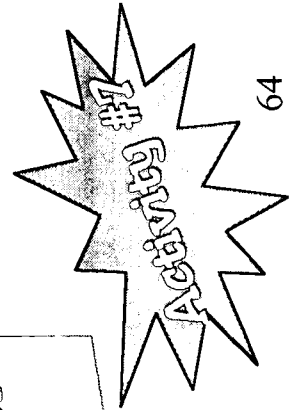
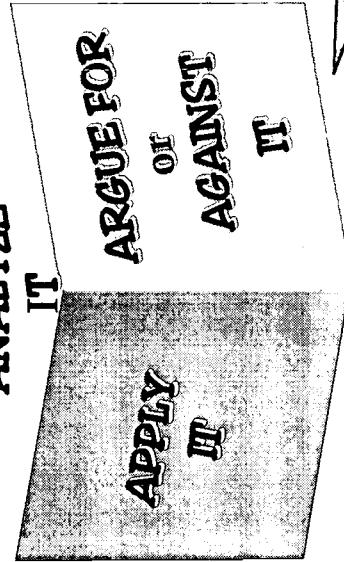


# "Cubing"

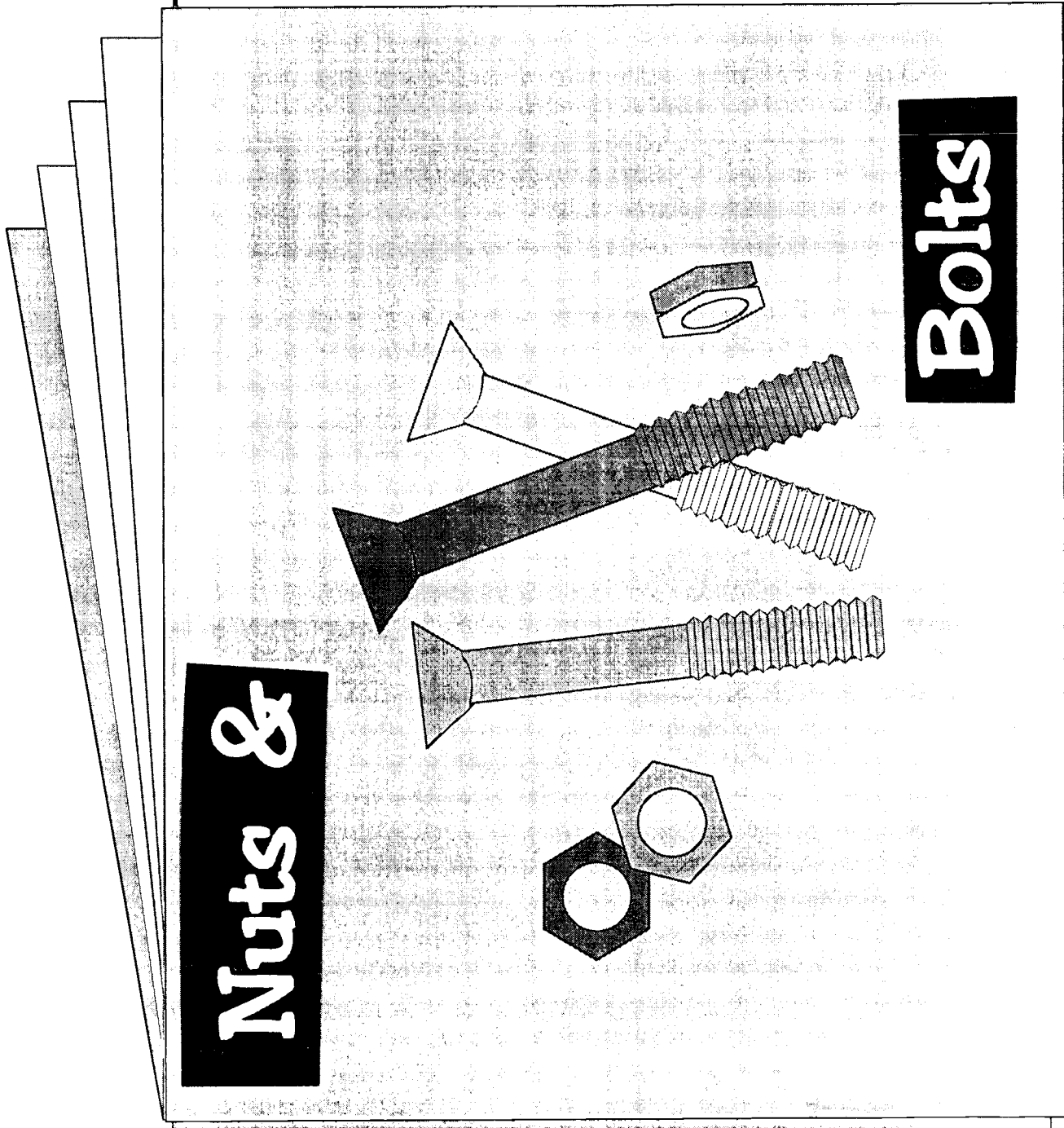


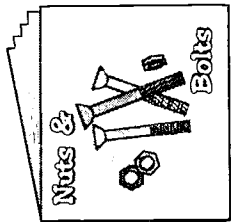
- DESCRIBE** it:  
What color, shape, size is it?
- COMPARE** it:  
What is it similar to, different from?
- ASSOCIATE** it:  
What does it make you think of?

- ANALYZE** it:  
How is it made?
- APPLY** it:  
Tell what you can do with it.
- ARGUE** for/against it.

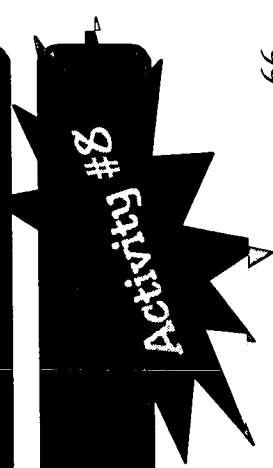
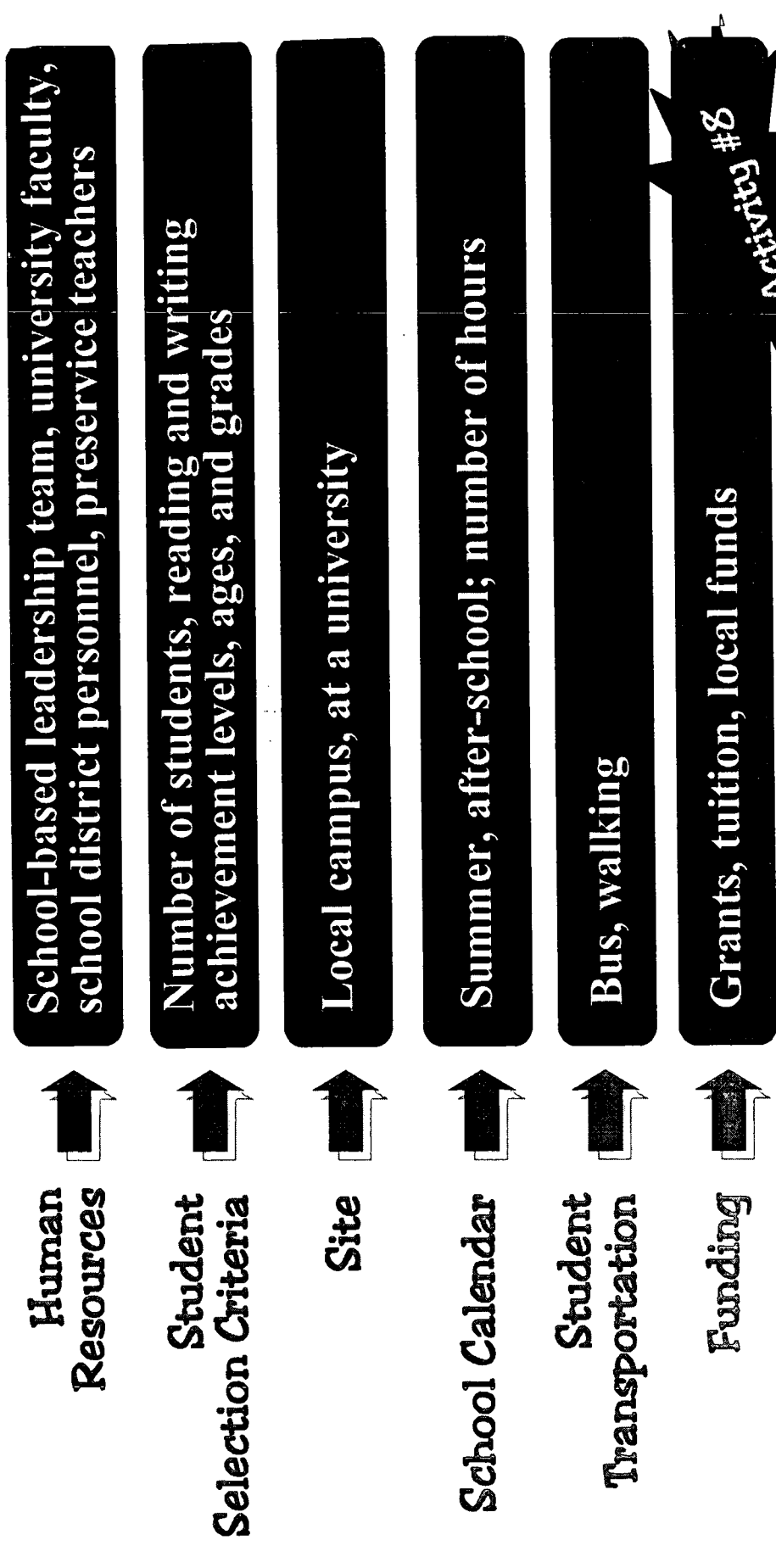






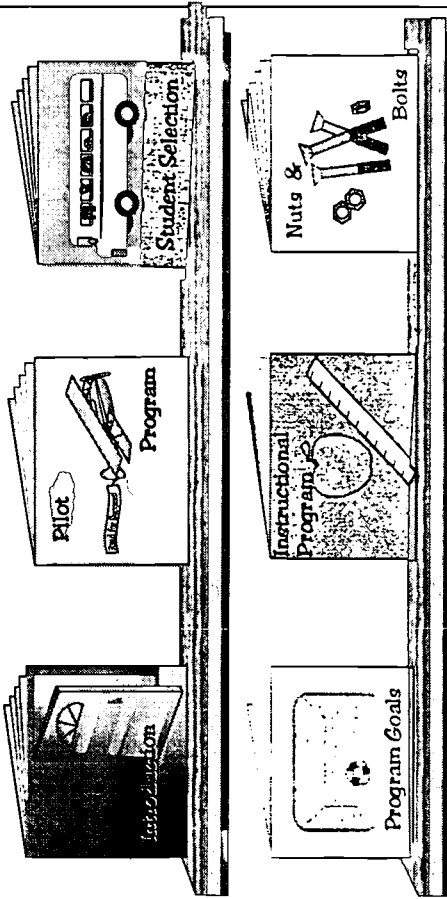


# Nuts & Bolts: Considerations for Setting Up Your Program



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## Establishing an Intensive Reading and Writing Program for Secondary Students



## Workshop Objectives

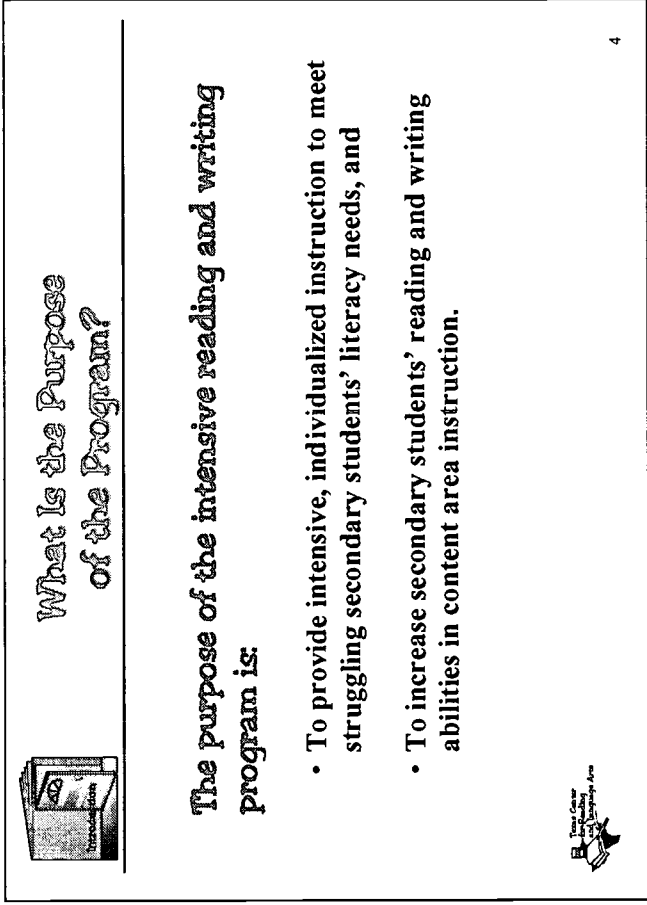
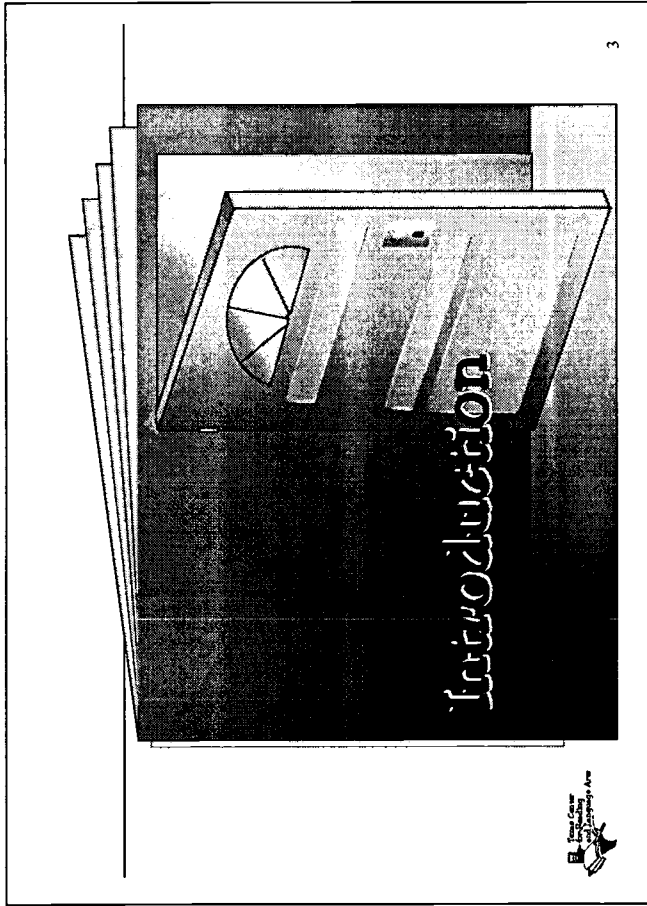
Participants will learn about the:

- Purpose of the program
- Pilot program: "Read for Success"
- Student selection for the program
- Goals for students, preservice teachers, school district personnel, and university faculty
- Instructional program
- Nuts and bolts of program development



Notes

Notes




4

**What Is the Purpose of the Program?**

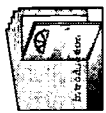
**The purpose of the intensive reading and writing program is:**

- To provide intensive, individualized instruction to meet struggling secondary students' literacy needs, and
- To increase secondary students' reading and writing abilities in content area instruction.



Notes

Notes



## Why Do We Need This Intensive Reading and Writing Program?

- Reading failure correlates with school failure (Marsh, 1993).
- Students with below-average reading skills are twice as likely to drop out of school as those who read on or above grade level (U.S. Department of Education, 1996).
- Once students fall behind in acquiring critical basic reading skills, intensive interventions are necessary (Vaughn & Schumm, 1996).
- Explicit instruction is needed to teach the kinds of reading skills required in secondary school (Wolfram, 1992).
- There is a documented need for a systematic approach to writing instruction (Atwell, 1998).
- Twenty-five percent of adults in this country lack the basic literacy skills required in a typical job (Moats, 1998).



5

Notes

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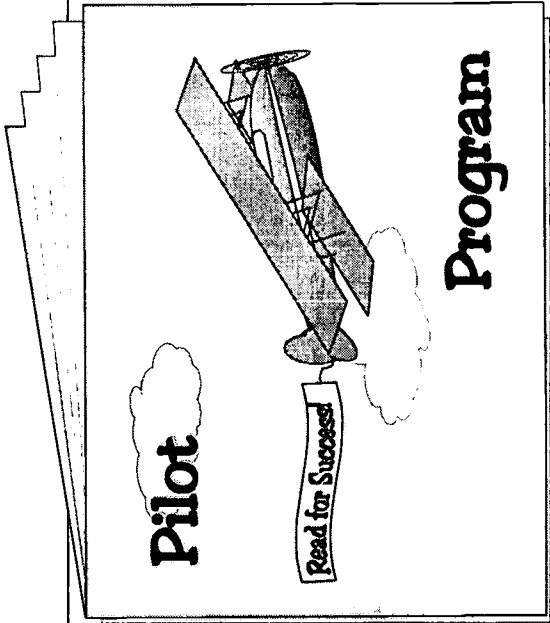
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**Pilot**

**Read for Success**

**Program**



6

Notes

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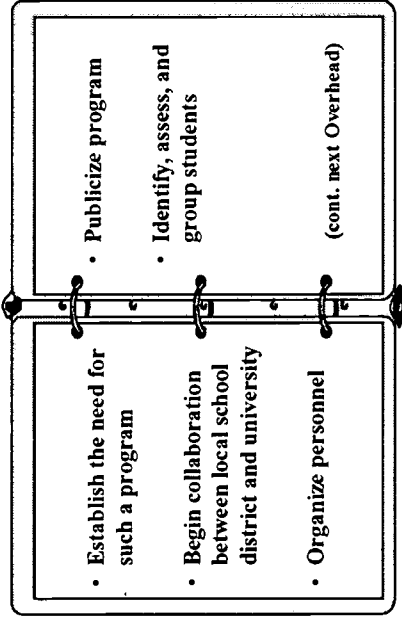
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 **Overview of the "Read for Success"  
Pilot Program: Implementation Guidelines**



- Establish the need for such a program
- Begin collaboration between local school district and university
- Organize personnel

- Publicize program
- Identify, assess, and group students

(cont. next Overhead)

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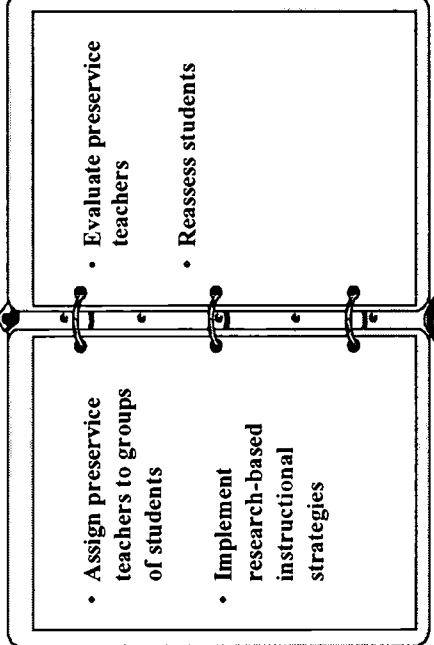
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 **Overview of the "Read for Success"  
Pilot Program: Implementation Guidelines (cont.)**



- Assign preservice teachers to groups of students
- Implement research-based instructional strategies

- Evaluate preservice teachers
- Reassess students

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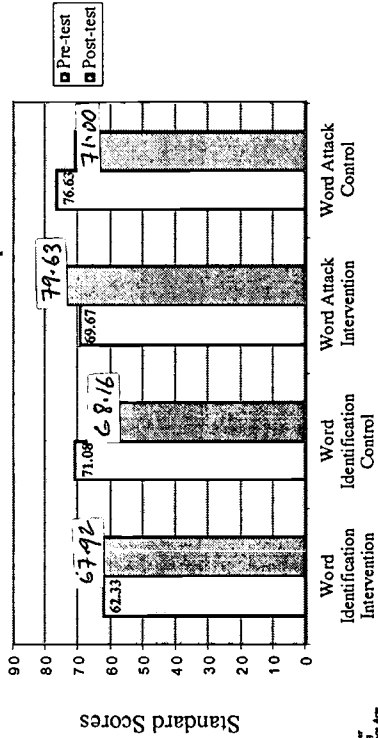
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**Reading Performance of Students  
in the 'Read for Success' Program**

**Woodcock Reading Mastery Test-Revised  
Average Pre-test, Post-test Standard Scores for the  
Intervention and Control Groups**



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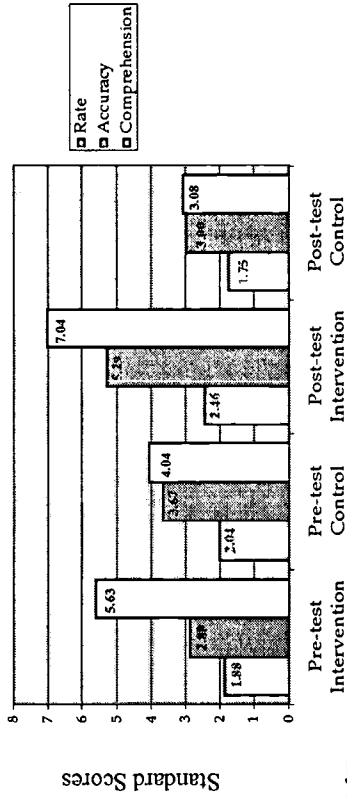
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**Reading Performance of Students  
in the 'Read for Success' Program**

**The Gray Oral Reading Test - III  
Average Pre-test, Post-test Standard Scores for the  
Intervention and Control Groups**



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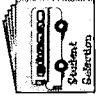
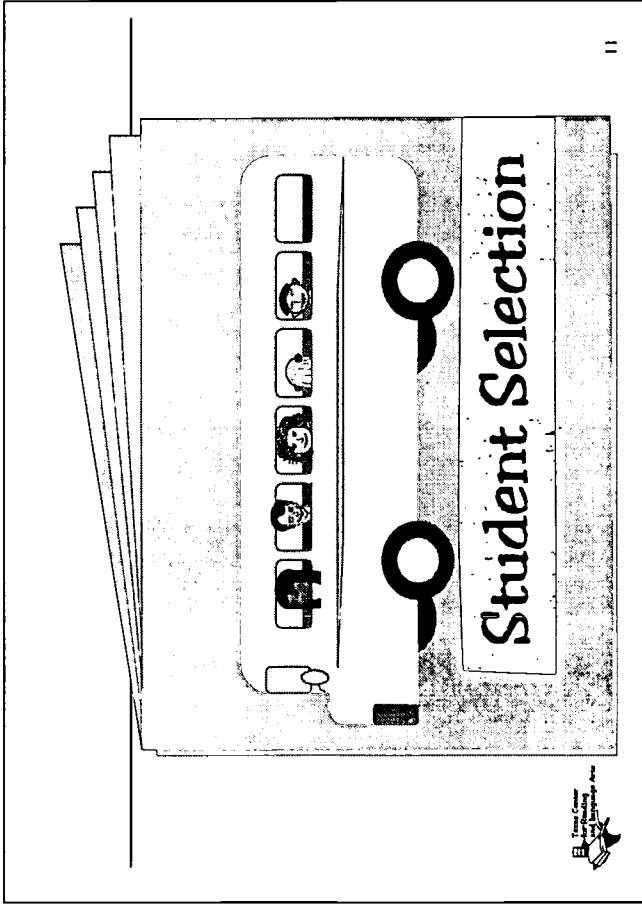
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### What Are the Academic Characteristics of Struggling Secondary Readers and Writers?

**Word Study:**

- Have difficulty decoding words, especially multisyllabic words

**Fluency:**

- Read at a slow pace and with many errors

**Vocabulary:**

- Know few words and lack understanding of word meanings

**Comprehension:**

- Do not use self-monitoring skills before, during, and after reading to facilitate comprehending text

**Writing:**

- Have difficulty planning, drafting, revising, and/or editing written work

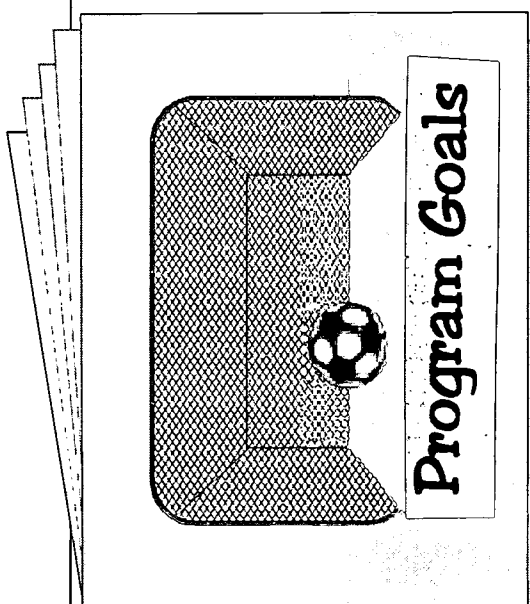
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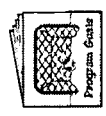

Activity #1

Notes

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**Program Goals**


**Goals for Students:**

- Learn strategies to become more efficient readers and writers
- Generalize strategies to learning in content area instruction and to other learning environments
- Increase self-confidence in reading and writing

**Goals for Preservice Teachers:**

- Obtain practical experience teaching struggling secondary students
- Design, implement, and evaluate effective instruction
- Apply research-based strategies in a classroom setting
- Improve teaching effectiveness based on supervisor feedback
- Strengthen communication skills with students, parents, and administrators

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Notes

Notes



### Program Goals (cont.)

#### Goals for the School District:

- 1 Provide effective literacy programs for struggling readers and writers
- 2 Increase the number of students who successfully complete state required assessments
- 3 Engage in research with a university

#### Goals for the University:

- 1 Provide preservice teachers with opportunities to work with struggling students in school settings
- 2 Build a collaborative relationship with a school district
- 3 Conduct research to determine effective literacy programs



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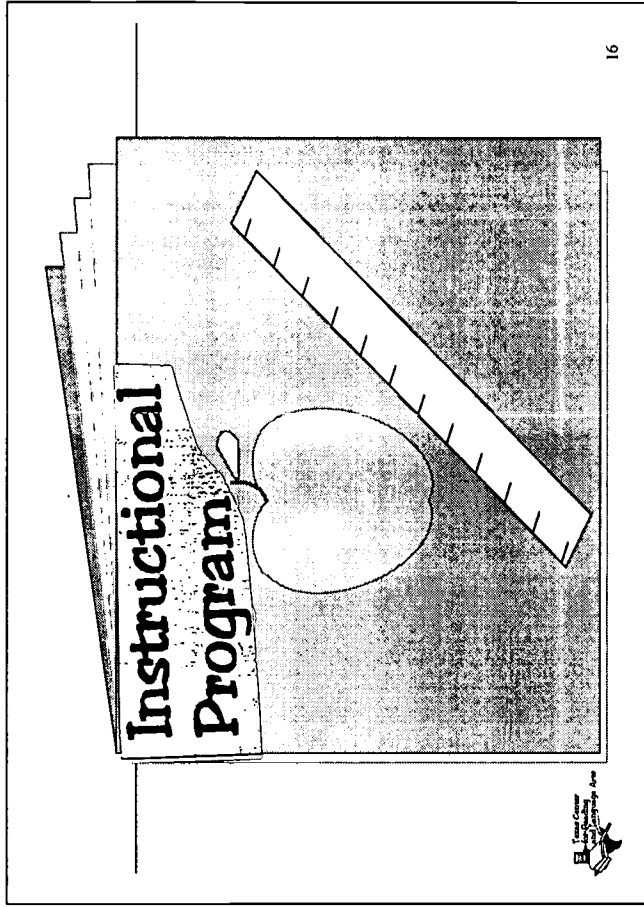
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## Secondary Setting Demands

### Content Area Reading and Writing:

- Reading and writing are prerequisites to successful content area learning.
- Students are expected to read and understand content in various text formats.
- Students are expected to have knowledge of effective reading and writing strategies to comprehend content area materials.
- Vocabulary demands become more complex and incorporate multisyllabic words.



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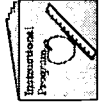
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## Critical Features of an Effective Reading and Writing Program

### I. Instructional Materials: High-Interest/Controlled-Vocabulary Materials

- Are written at students' instructional reading level,
- Contain age-appropriate content,
- Motivate students to read,
- Decrease frustration, and
- Can be linked to the curriculum.



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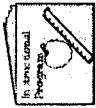
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### *Critical Features of an Effective Reading and Writing Program (cont.)*

#### **II Delivery of Instruction: The Teacher**

- Uses advance organizers and activates students' prior knowledge,
- Provides explicit content presentation,
- Models and demonstrates by "think alouds,"
- Gives corrective feedback,
- Demonstrates and uses scaffolding techniques, and
- Uses language during instruction that is comprehensible and meaningful to students who are English language learners.



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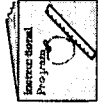
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### *Critical Features of an Effective Reading and Writing Program (cont.)*

#### **II Delivery of Instruction: The Teacher (cont.)**

- Adjusts pacing appropriately,
- Ensures that students spend a large percentage of time on task,
- Provides frequent opportunities for students to respond,
- Checks frequently for student understanding,
- Provides opportunities for students to practice new skills and strategies, and
- Assists the development of key language and literacy skills at a student's level of oral proficiency.



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### *Crucial Features of an Effective Reading and Writing Program (cont.)*

#### **III. Instructional Grouping**

- Engages students in learning with low teacher-student ratios (1:4) and
- Facilitates individualization by grouping students based on skill level.

#### **IV. Student Progress Monitoring**

- Measures the content being taught,
- Includes record keeping (graphs, checklists) to track progress,
- Is conducted on a weekly basis,
- Promotes data-driven instructional decision making, and
- Monitors student mastery of instructional objectives.
- Involves students in self-evaluation



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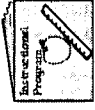
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### *Assessment is a Crucial Part of Every Reading and Writing Program*

#### **Conduct initial assessment to:**

- Determine baseline for academic levels
- Establish student groups

#### **Conduct ongoing assessment to:**

- Monitor student progress
- Inform instructional decision making

#### **Conduct final assessment to:**

- Determine student academic growth
- Investigate program effectiveness



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### Student Progress Monitoring Occurs Regularly

1	2	3
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**Curriculum-based assessment:** Evaluates daily instruction (e.g., teacher-made tests, fluency measures, homework)

**Error analysis:** Looks for patterns in errors (e.g., types of reading and writing mistakes)

**Observation:** Notes student performance (e.g., reading behaviors, writing difficulties)



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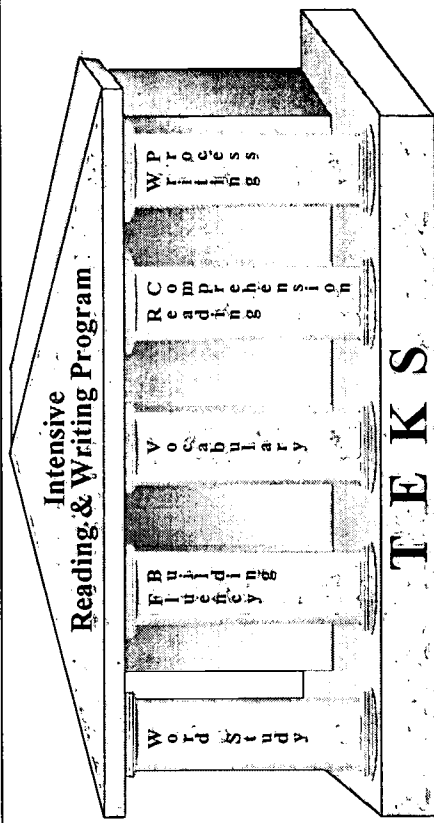
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### Instructional Components



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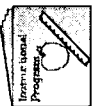
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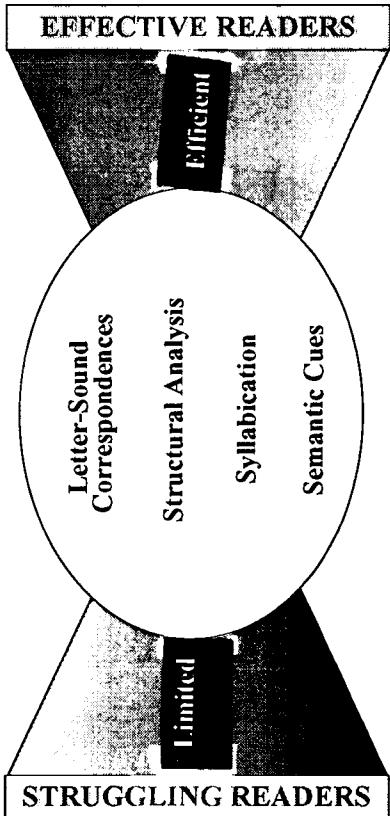
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**TEKS: Word Study**



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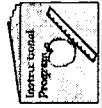
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**Word Study  
Effective Instruction**

**Teachers:**

- Model and provide steps for using knowledge of letter-sound correspondence.
- Focus on words from content area text and literature students are reading.
- Teach word study as part of vocabulary building activities.
- Use materials that are challenging, but not too difficult.
- Model and provide steps for using contextual cues.

**Students:**

- Apply strategies to figure out unknown words.
- Break apart multisyllabic words to decode words.
- Use newly learned words in a variety of contexts.

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## Word Study Instructional Strategy: Word Building

### What is word building?

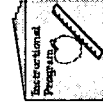
An activity that helps students combine individual letters to make words.

### Word building involves:

- Manipulation of individual letters
- Knowledge and use of
  - letter-sound correspondences
  - orthographic patterns
  - structural analysis
- Use of self-monitoring



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## Word Study Instructional Strategy: Word Building Materials

- List of words for instruction
- Index cards with individual letters printed on them
- Different colored index cards for vowels and consonants
- Plastic zipper bags to store letter cards
- Holder to allow placement of these letters
- Timer

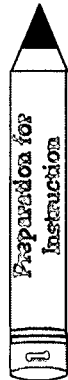
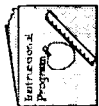


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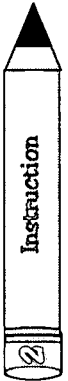
Notes

## Word Study Instructional Strategy: Word Building Implementation



### Preparation for Instruction

- Select the final word.
- Make a list of shorter words that can be made from the letters of the final word.



### Instruction

- Distribute sets of individual index cards for the word.
- Designate the number of letters that the word should contain.
- Model word building by demonstrating the process.
- Ask students to manipulate the letters to make multiple words.
- Ask students to make the final word that uses all individual letter cards.



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## Word Study Instructional Strategy: Word Building Assessment



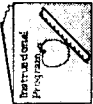
- Knowledge and use of letter-sound correspondences and structural analysis
- Application of syllabication rules




30

Notes

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**Word Building**



31

Students manipulate letters to improve their letter-sound correspondence and structural analysis skills.

r	s	p	t
t	a		
2	3	4	5



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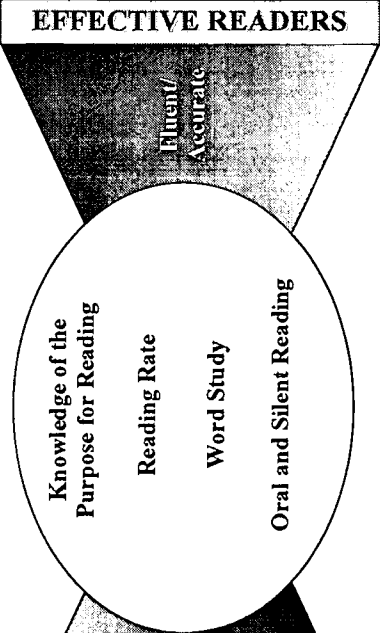
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**TEKS: Fluency Building**



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**EFFECTIVE READERS**

Fluent/Accurate

**STRUGGLING READERS**

Limited/Labored

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## Fluency Building Effective Instruction

### Teachers:

- Model fluent reading.
- Provide opportunities for students to practice reading orally.
- Choose appropriate materials at students' independent or instructional reading levels.
- Establish individual reading rate goal.

### Students:

- Practice with corrective feedback several times weekly.
- Re-read same passage two to four times.
- Measure rate of reading.
- Chart progress towards goal.



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## Fluency Building Reading Rate

Refers to how quickly students read

According to Guszak (1972), the following are standard rates for oral reading of grade-level materials:

Grade	Words per Minute
1	60
2	70
3	90
4	120
5	120
6	150
(and above)	



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## Fluency Building Instructional Strategy: Partner Reading

### What is Partner Reading?

A fluency building technique designed to help students develop more accurate and fluent reading in connected text.

### Partner Reading involves:

- Oral reading practice with a partner
- Error correction strategies
- Comprehension questions
- Student progress monitoring



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## Fluency Building Instructional Strategy: Partner Reading How to Set Up Partners

- Rank order students according to reading ability.
- Divide the list in half. Label the first half List 1 (higher performing students), and the second half List 2 (lower performing students).
- Pair the top-ranked student on List 1 with the top-ranked student on List 2; continue this process until all student pairs are identified.
- For each student pair, the higher performing student (List 1) is designated as Partner A and the lower performing student (List 2) is designated as Partner B.



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## Fluency Building Instructional Strategy: Partner Reading Materials



- High-interest/controlled-vocabulary text selected for Partner B's independent reading level
- List of error correction procedures
- Timer
- Graphs
- Comprehension questions to accompany the reading passage
- Folders for reading passages and graphs



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## Fluency Building Instructional Strategy: Partner Reading Implementation



- Reads the assigned pages for three-minutes.
- Assists Partner B with difficult words.
- Takes a one-minute timed test.
- Provides error correction.
- Asks and answers comprehension questions.
- Charts data.



- Reads the assigned pages for three-minutes.
- Decodes difficult words with assistance from Partner A.
- Takes a one-minute timed test.
- Asks and answers comprehension questions.
- Charts data.



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**Fluency Building  
Instructional Strategy: Partner Reading  
Assessment**

- Increase in number of words read correctly in one-minute timing
- Improvement in word recognition



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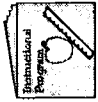
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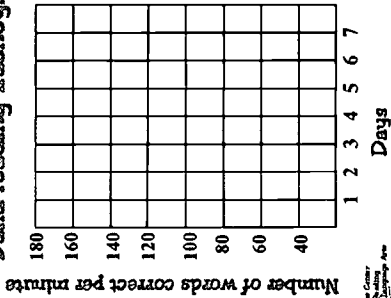
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**Partner Reading**

Students work in pairs to build reading fluency.



**Sample Reading Passage**

Charles found himself in a long, dark tunnel. There was a faint pinpoint of light at the end. He looked at this pale glow for a long time. After what seemed to be an eternity, he started walking toward the point of light. He wondered what he might find when he arrived there. The events of the night had been so unnerving that his thoughts weren't clear and his steps were unsure. The mere idea of arriving at yet another horrendous situation was almost more than he could bear. If only he could go back and begin this night again. He wondered how many things would be so differently? He knew it wasn't possible, no matter how much he wished for a new beginning. His feet slowly brought him toward the light... slowly, slowly, slowly. (135 words)



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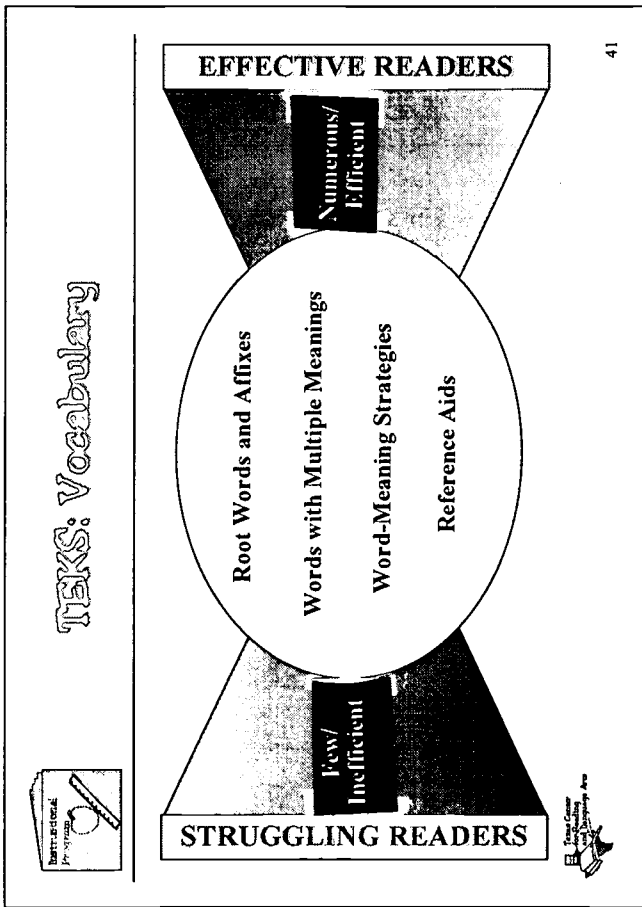
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## Vocabulary Effective Instruction

**Teachers:**

- Use explicit instruction to teach key words and technical vocabulary prior to reading.
- Limit the number of new words taught at one time.
- Provide multiple exposures to words across contexts.
- Provide opportunities for students to discuss and use new words in and out of class.

**Students:**

- Use word meanings in a variety of contexts.
- Discuss the relationships between words.
- Use strategies to figure out the meanings of new words.

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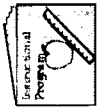
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## Vocabulary Instructional Strategy: Semantic Mapping

### What is Semantic Mapping?

A process to connect new knowledge to pre-existing knowledge, thereby increasing vocabulary.

### Semantic Mapping involves:

- Activating prior knowledge
- Associating new words with prior knowledge
- Practicing new word meanings across contexts
- Revisiting, refining, and editing the map organizer



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## Vocabulary Instructional Strategy: Semantic Mapping Materials

- Expository or narrative text
- High-interest/controlled-vocabulary text
- Overhead projector
- Overhead transparency of a blank semantic map
- Blank copies of a semantic map for students
- Dictionary



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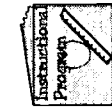
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## Vocabulary Instructional Strategy: Semantic Mapping Implementation



### Stages

- Identify the main topic and place it at the center of the graphic organizer.
- Have students brainstorm words that are associated with the main topic.
- Discuss word meanings and group words into broad categories.
- Ask students to provide labels for the categories.
- Ask students to generate subcategories.
- Discuss the words and the interrelationships of categories and subcategories.



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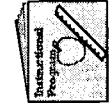
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## Vocabulary Instructional Strategy: Semantic Mapping Assessment

- Accuracy of word meaning
- Grouping of ideas into categories and labeling of categories
- Interrelationship between category and subcategory



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**Instructional Programs**

**"Semantic Mapping Expository Text"**

Students increase vocabulary by relating new words to their existing knowledge.

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    graph TD
      Owl((Owl)) --- BodyParts[Body Parts]
      Owl --- NestingHabits[Nesting Habits]
      BodyParts --- Feathery[Feathery]
      BodyParts --- Talons[Talons]
      BodyParts --- Beak[Beak]
      NestingHabits --- Bugs[Bugs]
      NestingHabits --- Nocturnal[Nocturnal]
  
```

**Instructional Programs**

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**Instructional Programs**

**TEKS: Reading Comprehension**

**STRUGGLING READERS**

**EFFECTIVE READERS**

**Instructional Programs**

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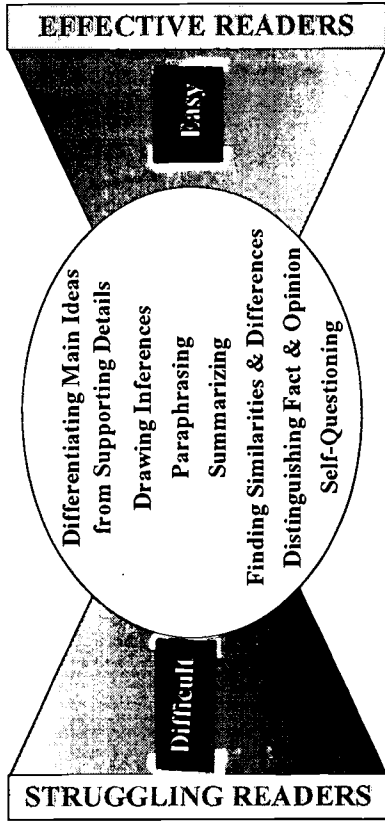
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## TAKS: Reading Comprehension (cont.)



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## Reading Comprehension Effective Instruction

### Teachers:

- Introduce strategies one at a time.
- Model strategies and use prompting, elaboration, and explanation to encourage use.
- Help students apply strategies before, during, and after reading.
- Help students apply strategies in content area classes.

### Students:

- Practice strategies in a variety of texts.
- Learn when, where, and how to apply comprehension strategies.
- Self-monitor.

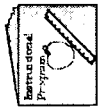
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Notes

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## Reading Comprehension Instructional Strategy: Collaborative Strategic Reading

### What is CSR?

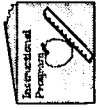
An instructional technique that uses cooperative learning and reading comprehension strategies.

### Reading Comprehension Strategies:

- Previewing: Students brainstorm and predict.
- Clicks and Clunks:
  - Clicks: Students understand portions of the text.
  - Clunks: Words, concepts, and phrases that students have difficulty understanding.
- Get the Gist: Students identify the most important information in the paragraph(s).
- Wrap-Up: Students ask questions and generate a summarization statement.



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## Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Materials

- Consider high-interest/controlled-vocabulary expository and narrative text
- Select material with headings, illustrations, and boldface words to help students with predicting
- “Clunk” cards
- Learning logs

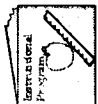


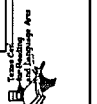
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Notes

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**Reading Comprehension**  
**Instructional Strategy: Collaborative Strategic Reading**  
**Implementation**





**1**  
**Model CSR Strategies**

- Model the four strategies using a sample passage with the whole class.
- Use “think aloud” when modeling the strategies.
- Repeat the process for two to three days when first introducing CSR.

**2**  
**Teach the Strategies**

- Teach one strategy at a time.
- Have students practice each strategy with a partner.
- Ask students to record their ideas when applying the strategy.
- Ask some students to share predictions, clunks, and gists with the whole class.

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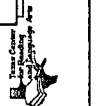
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**Reading Comprehension**  
**Instructional Strategy: Collaborative Strategic Reading**  
**Implementation (cont.)**





**3**  
**Teach the Roles**

- Assign students to cooperative learning groups.
- Assign roles to students.
- Teach students the tasks for each role.
- Prompt students to implement tasks for their roles.
- Repeat process for two to three days.

**4**  
**Monitor Cooperative Learning Groups**

- Discuss rules for working cooperatively.
- Assign the reading passage and have students begin CSR.
- Remind students about role responsibilities.
- Circulate and provide assistance for behavior, “clunks,” “gists,” and wrap-up questions.

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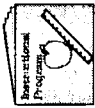
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**Reading Comprehension**  
**Instructional Strategy: Collaborative Strategic Reading**  
**Assessment**



- Quizzes taken from student-generated wrap-up questions
- Essays
- Portfolios
- Presentations
- Visual representations
- Student Jeopardy using wrap-up questions and clunks



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**"Get the Gist"**

Students "Get the Gist" to summarize and remember what they read and to distinguish main ideas from details.

Person	Place	Thing
_____	_____	_____
_____	_____	_____

**Paragraph**

Charles found himself in a long, dark tunnel. There was a faint pinpoint of light at the end. He looked to the left and saw a small opening. He stepped forward to be an exactly, he started walking toward the point of light. He wondered what he might find when he arrived there. The events of the night had been so surprising that his thoughts weren't clear and his steps were unsure. The mere idea of arriving at yet another horrendous situation was almost more than he could bear. If only he could go back and begin the night over again, he would be so differently. He knew it wasn't possible, no matter how much he wished for a new beginning. His feet slowly brought him toward the light...



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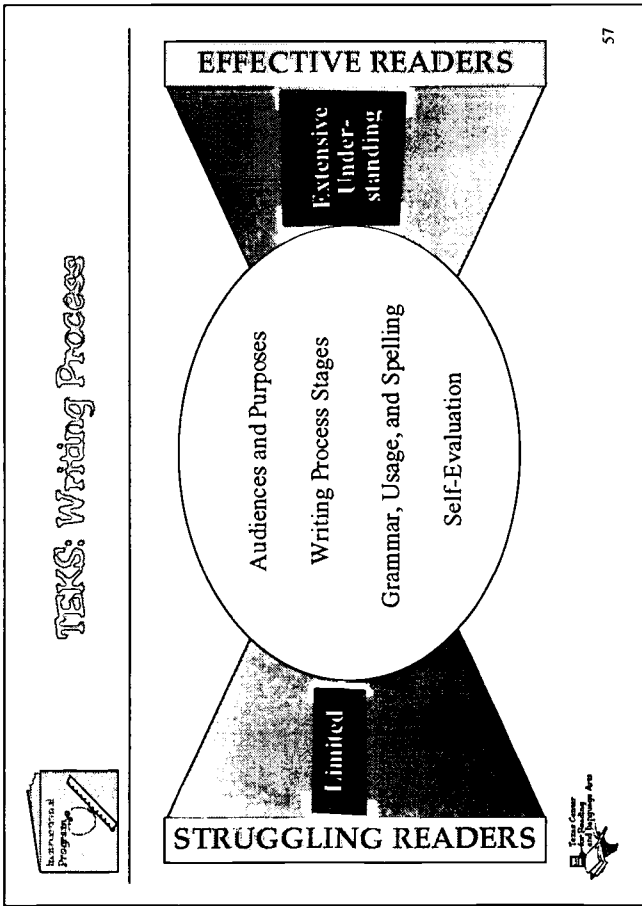
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**Writing Process Effective Instruction**

**Teachers:**

- Teach students to set specific goals for writing improvement.
- Use mini-lessons to teach specific skills.
- Model different types of writing structures and characteristics.
- Provide feedback and conduct continuous evaluation.
- Integrate writing instruction into all subject areas.

**Students:**

- Recognize that writing is a process.
- Participate in and provide peer feedback.
- Recognize that learning to write takes time.

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**Writing Process**  
**Instructional Strategy: A Closer Look at Recursive Writing Processes**

59

**Prewrite**

- Generating ideas
- Developing voice
- Planning organization

**Draft**

- Categorizing ideas
- Organizing and reorganizing content
- Refining style

**Revise**


- Adding and elaborating
- Deleting and combining
- Rearranging and reorganizing
- Altering style

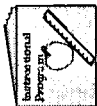
**Publish**

- Refining for audience
- Generating a product

**Edit**

- Correcting usage
- Evaluating sentence structure
- Assessing conventions






**Writing Process**  
**Instructional Strategy: Recursive Writing Process**

60

**What is the writing process?**  
The process of working recursively to plan, draft, revise, edit, and publish a written product.

**The writing process involves:**

- Prewriting
- Drafting
- Revising
- Editing
- Publishing



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**Instructional Strategy: Recursive Writing Process Materials**

**Writing Process**

- Pencil and paper and/or a computer or typewriter to motivate, enhance, and facilitate the writing process.
- Semantic maps to organize thoughts and generate ideas.
- Notebooks to provide a running record of student work.
- Editing forms to target specific areas for revision and provide comments to the author.
- Software programs to enhance all components of writing.

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**Instructional Strategy: Recursive Writing Process Implementation**

**Writing Process**

<p>Prewriting</p>	<p>Students think critically about purpose, audience, content, and form.</p>
<p>Drafting</p>	<p>Students keep the writing plan in mind, monitor the plan for effectiveness, and anticipate and answer the reader's questions.</p>
<p>Revising</p>	<p>Students keep the plan in mind, monitor the plan for effectiveness, make necessary changes and anticipate and answer the reader's questions.</p>
<p>Editing</p>	<p>Students correct technical aspects of writing independently or collaboratively.</p>
<p>Publishing</p>	<p>Students present writing products to selected audiences.</p>

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**Writing Process**  
**Instructional Strategy: Recursive Writing Process**  
**Assessment**

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- Organization
- Knowledge of purpose, audience, and format
- Word usage
- Sentence and paragraph elaboration
- Spelling and syntax
- Punctuation and capitalization
- Length of the product

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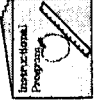
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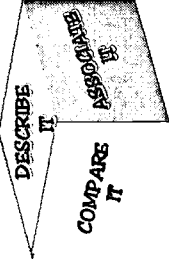
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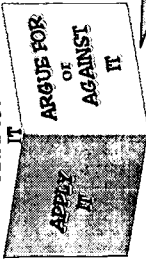
**"Cubing"**

64






**DESCRIBE IT**  
What color, shape, size is it?  
**COMPARE IT**  
What is it similar to, different from?  
**ASSOCIATE IT**  
What does it make you think of?



**ANALYZE IT**  
How is it made?  
**APPLY IT**  
Tell what you can do with it.  
**ARGUE FOR/AGAINST IT**



**ARGUE FOR/AGAINST IT**

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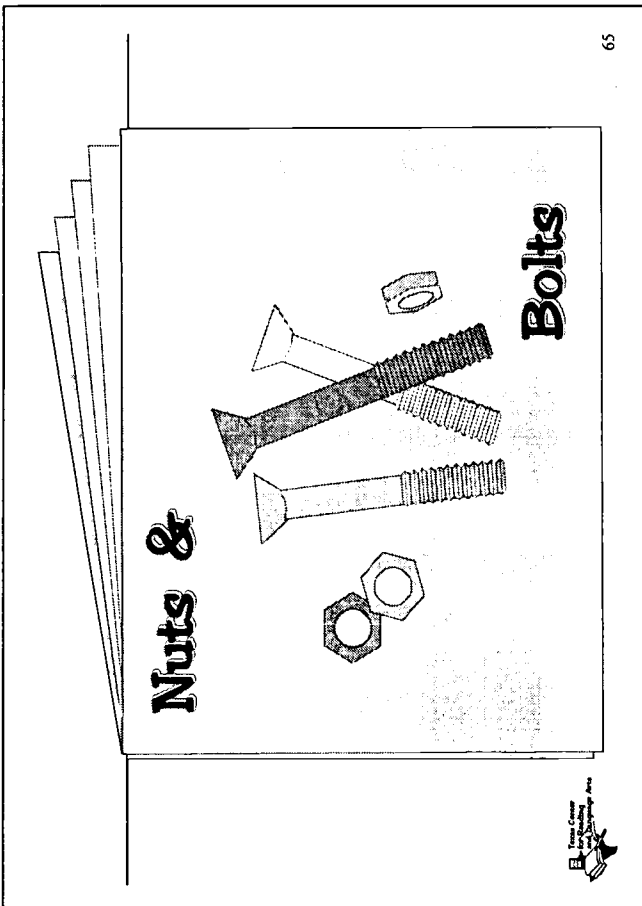
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**Nuts & Bolts:  
Considerations for  
Setting Up Your Program**

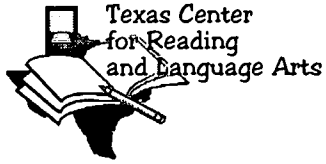
<b>Human Resources</b>	↑	School-based leadership team, university faculty, school district personnel, preservice teachers
<b>Student Selection Criteria</b>	↑	Number of students, reading and writing achievement levels, ages, and grades
<b>Site</b>	↑	Local campus, at a university
<b>School Calendar</b>	↑	Summer, after-school; number of hours
<b>Student Transportation</b>	↑	Bus, walking
<b>Funding</b>	↑	Grants, tuition, local funds

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Notes

Notes



Handout #1  
Use with  
OH #6-#8

# **Overview of the Pilot Program: "Read for Success"**

## **SUMMER SCHOOL PROGRAM**

The University of Texas at Austin  
Austin Independent School District  
Texas Education Agency  
Texas Center for Reading & Language Arts

1998 and 1999

## SUMMER SCHOOL PROGRAM

Purpose	The purpose of the “Read for Success” summer school program was to provide a four-week intensive, individualized literacy program for middle school struggling readers and writers. This program was intended to improve reading and writing skills for students who require extensive literacy instruction to help them be more successful with middle school curricula.
Goals	<p><u>Students</u></p> <p>The goals of the program were to help students increase their self-confidence and to become more efficient readers and writers.</p> <p><u>Preservice Teachers</u></p> <p>The primary goal for the preservice teachers involved in the program was to obtain additional opportunities to teach small groups of struggling readers.</p>
Students	Participants were 56 middle school students (grades 6-8) who had been identified as having reading disabilities and who consequently were not succeeding in middle school content area classes.
Preservice Teachers	Teachers for the program were practicum students in the Special Education Masters program at UT. A professor at UT supervised the students. AISD also hired several AISD teachers.
Assessment	To evaluate the effect of the summer school program on students’ reading performance, students were pre- and post-tested at the beginning and end of the program using the Gray Oral Reading Test-III (GORT-III; Wiederholt & Bryant, 1992) and the Woodcock Reading Mastery Test-Revised (WRMT-R; Woodcock, 1987). The pre-test results also were used to place students into small groups for individualized instruction. Additionally, teachers evaluated the participating students daily.
Curriculum	The skills and strategies taught in the “Read for Success” pilot program adhered to the Texas Essential Knowledge and Skills (TEKS). The program incorporated group and individualized instruction in the following five areas: word identification, vocabulary development, reading fluency, reading comprehension, and writing. Specific cognitive strategies were taught to students to help them become more proficient readers and writers. Activities were integrated to help students make connections across reading and language arts areas. Materials that reflected a range of students’ reading levels were used to provide a literacy environment that best supported learning to read.

Costs	<p><u>UT</u> UT personnel salaries and tuition for practicum students.</p> <p><u>AISD</u> Tuition for AISD students, transportation, building administration, AISD personnel salaries, and literacy materials.</p>
Funding	<p><u>UT Summer Program Funds</u> Grants and tuition.</p> <p><u>AISD Summer Program Funds</u> Tuition was charged for AISD students (sliding scale).</p>
Collaboration	<p>UT and AISD began planning in February 1999, and worked collaboratively to make the summer program a success.</p>
Roles	<p><u>UT Leadership Team</u> The UT leadership team was responsible for: (a) teaching practicum students the strategies used in the summer school program; (b) providing practicum students and AISD teachers with on-site supervision and instruction; (c) evaluating and documenting practicum students' performance; (d) providing instructional materials; and (e) working collaboratively with AISD.</p> <p><u>AISD Leadership Team</u> The AISD leadership team was responsible for: (a) publicizing the program; (b) recruiting middle school students; (c) hiring AISD teachers; (d) arranging transportation, registration, and a middle school site; (e) establishing school rules; (f) communicating between the summer school site administrator and the UT supervisor; (g) providing a daily snack; (h) providing materials; and (i) working collaboratively with UT.</p> <p><u>Preservice and AISD Teachers</u> UT preservice teachers and AISD teachers were responsible for: (a) taking daily attendance; (b) providing instructional strategies; (c) developing lesson plans; (d) handling the majority of discipline issues; (e) evaluating student performance; and (f) communicating between home and school.</p> <p><u>Students</u> Students were responsible for: (a) following school rules; (b) attending school; and (c) participating in school activities.</p>

Middle School Site

Bedichek Middle School  
Austin, Texas

Dates & Times

Dates

“Read for Success” was a four-week program.

The summer school was held from June 7<sup>th</sup> through July 2<sup>nd</sup>, 1999.

Class Times

Students attended 1<sup>st</sup> period from 8:00 a.m. - 10:30 a.m. (2.5 hours),  
and 2<sup>nd</sup> period from 10:30 a.m. - 12:15 p.m. (1.75 hours)

Registration

Registration

On-site registration was required at Bedichek Middle School. Students were asked to register following the alphabetical listing by time of day.

*Day 1*

June 1, 1999 - Registration by surname as follows:

A - D 8:30 a.m. - 9:45 a.m.

E - J 9:45 a.m. - 11:00 a.m.

K - Q 11:00 a.m. - 12:15 p.m.

R - Z 12:15 p.m. - 1:30 p.m.

*Day 2*

June 2, 1999 - A special evening registration schedule:

A - D 4:30 p.m. - 5:45 p.m.

E - J 5:45 p.m. - 7:00 p.m.

K - Q 7:00 p.m. - 8:15 p.m.

R - Z 8:15 p.m. - 9:30 p.m.

Late Registration

For students who could not register during the regular registration period, late registration was held on the day summer school started (June 7, 1999) from 8:30 a.m. to 10:30 a.m.

Rate: \$115

Students paid tuition in full at time of registration. Students who qualified for financial aid were required to have their copy of the approved financial aid application at registration. AISD students who qualified for free or reduced lunch were eligible for financial aid. This information was used to determine the amount of tuition students were required to pay.

Transportation	AISD provided bus service for students from selected sites. Being able to ride the bus was a privilege, which was revoked if safety rules and/or appropriate conduct were not observed.
Attendance Policy	Students were allowed only two absences. All 56 students attended regularly and completed the "Read for Success" Program.
Student Conduct	Students were required to have a positive attitude, good behavior, and respect for others in order to have the best possible learning environment for a successful summer school. Each classroom had posted rules.
Rules	Students were asked to follow AISD rules including (a) show respect for others; (b) report to class on time and be prepared to work; (c) refrain from using profanity; (d) respect school property; (e) follow the classroom rules and procedures for each class; (f) report to class with appropriate materials; and (g) complete and turn in all assigned work on time.
Progress Reports	Students received weekly progress reports from their teachers. Grades were not issued. Parents who wanted additional feedback were encouraged to speak to teachers on a regular basis.

## Summer School Program Daily Schedule

8:00 - 8:30 All Reading Areas/Newspaper

All students participated in reading and discussing newspaper articles on a variety of topics (e.g., politics, cooking, or major accidents). During this activity, students chose the articles, read them independently, and shared what they read with the class. Students asked questions about the articles, and teachers provided specific questions (e.g., who, what, when, why) about the articles. *The Austin American-Statesman* donated a newspaper for each student everyday.

8:30 - 9:00 Word Identification/Making Words

Making Words is an activity in which students make letter-sound associations as they look for patterns in words. (For more information, read Cunningham & Cunningham, 1992.) During this activity, students arrange paper or magnetic letters to create short words and continued with longer words until the final word is made. The final word always includes all the letters students used in the word identification lesson.

9:00 - 9:10 Break

9:10 - 9:55 Reading Comprehension/Collaborative Strategic Reading (CSR)

CSR combines comprehension strategy instruction and cooperative learning. (For more information, read Klingner & Vaughn; 1996; 1998; 1999.) Groups of students of mixed ability levels apply comprehension strategies such as brainstorming, predicting, and defining vocabulary; getting the gist; summarizing; and questioning to comprehend text. For more information, see the professional development guide, Enhancing Reading Comprehension for Secondary Students-Part II: Collaborative Strategic Reading (CSR). This guide is available from Region XIII or may be downloaded from the web site of the Texas Center for Reading and Language Arts.





9:55 - 10:15 Fluency/Partner Reading

Partner reading is an effective strategy to help students who struggle with reading to become more fluent. (For more information, read Stahl & Heubach, 1993.) Partner reading is designed to help students develop more accurate and fluent word recognition skills in connected text. In the partner reading activity, student pairs read selected grade level passages orally until a certain level of rate and accuracy are attained. Students benefit from regular practice and modeling and from charting their rate. As students read the same selection a number of times, they become more accurate, reading fluency increases, and reading becomes more expressive. For more information see the professional development guide, Enhancing Reading Fluency for Secondary Students - Part II. This guide is available from Region XIII or may be downloaded from the web site of the Texas Center for Reading and Language Arts.

10:15 - 10:30 Break/Snack

10:30 - 11:00 Read Aloud/Literacy Study

Reading aloud to students is an effective strategy to facilitate students' oral language development and help them connect oral to written language. During the reading aloud activity, teachers read a variety of books and stories and introduce new words, new sentences, new places, and new ideas. Students also hear the vocabulary, sentences, and text structures they typically find and are expected to read and understand in their schoolbooks.

11:00 - 11:45 Writing Workshop

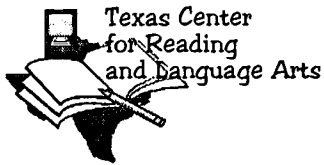
Writing workshop is a process in which students participate in different stages of writing activities (e.g., prewriting/initial writing, revising, final draft) at a given time. During writing activities, teachers give mini-lessons, provide feedback, and hold student conferences. Teachers provide assistance as needed. For more information see the professional development guide, Enhancing Writing Instruction for Secondary Students. This guide is available from Region XIII or may be downloaded from the web site of the Texas Center for Reading and Language Arts.

11:45 - 12:00 Closure/Wrap-up

12:15 - Students to Bus



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## **High-Interest/Controlled-Vocabulary Materials**

### **Publishing Companies/Books**

<b><u>Academic Communication Associates</u></b>	888-758-9558
<u>Narrative</u> : classics	
<b><u>BMI</u></b>	800-222-8100
<u>Narrative</u> : classics, adventures, mysteries	
<u>Expository</u> : biographies	
<b><u>Capstone Press</u></b>	888-574-6711
<u>Narrative</u> : classics, adventures, mysteries	
<u>Expository</u> : biographies, family, communities, native peoples, states, wildlife, galaxies, countries, ethnic holidays, space, extreme sports, military, history	
<b><u>Carson-Dellosa</u></b>	800-321-0943
<u>Narrative</u> : adventures, mysteries	
<u>Expository</u> : biographies	
<b><u>Curriculum Associates</u></b>	800-225-0248
<u>Expository</u> : nature, animals, sports	
<b><u>Educational Design</u></b>	800-221-9372
<u>Narrative</u> : action	
<u>Expository</u> : biographies, multicultural, world events	
<b><u>Educators Publishing Service</u></b>	800-435-7728
<u>Narrative</u> : sports	
<u>Expository</u> : biographies, multicultural, world events, history	

**Globe Fearon**

800-872-8893

**Narrative:** classics, action, science fiction, suspense, adventures, mysteries

**Expository:** biographies, multicultural, world events, family, communities, native peoples, states, wildlife, galaxies, countries, ethnic holidays, space, extreme sports, military, history

**High Noon Books**

800-422-7249

**Narrative:** classics, adventures, mysteries, athletes

**Expository:** natural disasters, biographies

**Incentives for Learning**

888-238-2379

**Narrative:** personal challenges, thrillers, adventures, mysteries, athletes, classics

**Expository:** holidays, biographies

**Michigan Products Incorporated**

800-444-1773

**Expository:** health and fitness, finance, history, sports and leisure, jobs, general science

**National Reading Styles Institute**

800-331-3117

**Expository:** sports figures

**New Readers Press**

800-448-8878

**Expository:** heroes, bibliographies, friendships

**News for You**

800-448-8878

**Narrative:** national and international articles and essays

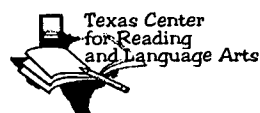
**Expository:** national and international news

**PCI Educational Publishing**

800-594-4263

**Narrative:** adventures, mysteries, classics, short stories

**Expository:** heroes, escapes, disasters, body science, US history, drivers education, job search



**Phoenix Learning Resources** 800-221-1274

**Narrative:** classics, art, poetry

**Expository:** life science, earth science, physical science

**Remedia** 800-826-4740

**Expository:** the solar system, biographies,  
insects, animals, inventors

**Rigby** 800-822-8661

**Expository:** journeys, survival, adventures, animals

**Steck-Vaughn** 800-531-5015

**Narrative:** classics

**Expository:** geography, challenges, adventures, rescues,  
national disasters, foreign nations, entertainers, health

**Sundance** 800-343-8204

**Narrative:** classics, adventures, science fiction, thrillers,  
mysteries, sports

**Expository:** ships, animal attacks, biographies

### **Publishing Companies/Magazines**

**National Geographic** 800-638-4077

**National Wildlife Federation** 800-611-1599

**Smithsonian Institute** 800-827-0227

### **Publishing Companies/Newspapers**

**Austin American Statesman Educational Services** 512-445-3590

## “Word Building” (Word Identification)

**Introduction:** In dealing with secondary students it is easy to believe that basic work with letter-sound correspondence may be too elementary. Yet many struggling students need to manipulate letters and groups of letters to enhance their ability to recognize and produce the sounds – the phonemes and phoneme groups – represented by the letters.

**Objective:** To build word identification skills by manipulating word parts.

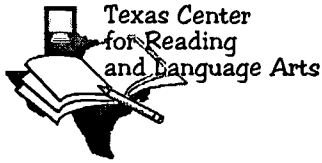
**Materials:** Index cards or cards cut to approximately two square inches, with individual letters printed on each card, and a stand to allow placement of these letters so they can be viewed easily.

**Procedure:**

1. First, create cards for the following letters: *r, f, s, p, t* and *a*.
2. Second, print the vowel with a red line over the top. Tell students that the red line is used to identify vowels very clearly. Say that all the other letters are consonants.
3. Next, write the number 2 on the board (this is done because there are two letters used in spelling the word). Ask the students to spell *at*. Have them attempt this and ask one student to write it on the board in front of the class. Correct any mistakes.
4. Put the number 3 on the board and ask the students to add a letter to the other two letters to make a 3-letter word. Ask them to turn *at* into *sat*. Again, ask a successful student to demonstrate at the board.
5. Continue putting larger numbers on the board and adding letters to make the words *star* and *start*.
6. Other words can be spelled by using these letters in different combinations. This would be a good time to allow the students to make as many other words as they can and write these in their word journal. Correct any spelling errors.
7. As students improve their skills add prefixes and suffixes as choices for word building.

**Evaluation:** Collect data on the number of words created each student and recorded when using specific numbers of letters.

(Adapted from Cunningham & Hall 1994)



## **"Stump Your Neighbor"** (Word Identification)

**Introduction:** Developing word identification skills to a targeted level of automaticity requires much practice. Providing this practice as a game is an excellent way to turn "work" into fun.

**Objective:** To improve word identification and to allow students to have fun as they increase their sight word vocabulary.

**Words:** Select words from content area text and from sight word vocabulary lists.

**Materials:** 3 x 5 cards, hole punch, snap rings (large ones, with a diameter of 2 to 3 inches, can hold lots of words), and water-based markers.

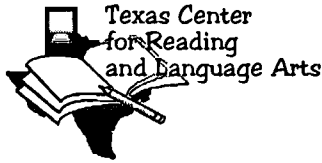
### **Procedure:**

1. On the front of a 3 x 5 card, write a single word. On the back of the card write the word in a phrase. (Use water-based markers or crayons so that the print doesn't show through to the other side.)
2. Punch a hole in the upper left-hand corner of the card and put a snap ring through the hole.
3. Add more difficult words to the ring as needed.
4. As a warm-up activity each day, let a student choose a word from this *word bank* that they think is difficult to see if other students know this word. If no one else knows the word, the student has "stumped their neighbor."
5. Move around the group until each student has had at least one turn challenging his or her neighbor with a chosen word.

**Evaluation:** An initial timed measurement can be taken using a small percentage of the words to be taught. Continued timed measurements based on these words should show a decrease in time needed to say these words.

As chosen words are mastered and become more automatic, a new list of words should be supplied.





## "Sorting Words" (Word Identification)

**Introduction:** One way to help students decode and spell new words is to have them compare the words to spelling patterns of words they know.

**Objective:** To build word identification skills by analyzing words according to patterns.

**Materials:** Word cards.

**Procedure:**

1. Create word cards representing three or four categories. (E.g., you may use three categories and one "other" for words that don't fit because they do not sound or look the same as the category words.)
2. Depending on the students' level, sorting can be done in many ways, including by initial sounds, rhyming words, vowel patterns, prefixes, suffixes, or by more difficult multisyllabic patterns.
3. Students can sort words as a whole class, in small groups, or in pairs. Index cards can be used to make word cards, with the category words written in a different color.
4. There are different types of categories. Students can find words that match category heading words or, in a more advanced sort, students can categorize words and then determine the category rules or headings. As students become familiar with spelling patterns, list the category heading on the board and call out words that students write down in the appropriate columns.

In the following example, the categories are words with medial *ou*, short vowel *o*, and long vowel *o* with silent *e*. Note that words do not all rhyme, but each word contains the same sound and spelling combinations as one of the category headings.

Categories:

<b>house</b>	<b>lock</b>	<b>bone</b>
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Possible words to be sorted:

<b>sock</b>	<b>grouch</b>	<b>clock</b>
<b>mouse</b>	<b>pole</b>	<b>loud</b>
<b>hot</b>	<b>slot</b>	<b>stone</b>
<b>phone</b>	<b>rope</b>	<b>pound</b>

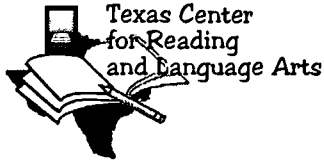
(Adapted from Cunningham, 1995; Henderson, 1990)

## Prefixes

ante-	before, front	antechamber
anti-	against	anticrime
bi-	two	bicycle
co-	with, together	coworker
de-	down, remove, reduce	dethrone, devalue,
	do the opposite	deactivate
dis-	opposite	distrust, distaste
en-	to cover, to cause to be	encompass, enslave
ex-	former, from	exresident, expatriate
hyper-	above, more, excessive	hyperactive,
		hyperventilate
hypo-	below, less	hypoactive
im-	not, in, into	impatient, implant
in-	not, in, into	incomplete, inclusion
inter-	between, together	interact
ir-	not, into	irreversible
mis-	wrong	miscalculate
non-	not	nonstop
out-	beyond, exceeds	outlast, outside
pre-	before, in front of	preface, precaution
pro-	before, in front of,	proactive
re-	again, backward motion	rewind
semi-	half	semifinalist
sub-	under, less than	subtitle
super-	above, superior	superliner
trans-	across, beyond	transcontinental
un-	not	unlucky, unclear

## Suffixes

-able	capable of, tendency to	dependable
-age	result of action or place	breakage
-al	pertaining to	personal
-ance	changing an action to a state	hindrance
-ation	changing an action to a state	determination
-ant	one who (occupation)	accountant
-en	noting action from an adjective	harden, loosen
-ence	changing an action to a state	dependence,
-er	notes occupation	lawyer, writer,
-ful	full of	bountiful, joyful
-fy	to make	identify
-ible	capable of, tendency to	collectible
-ish	belonging to, characteristic of	greenish
-ist	one who (occupation)	artist
-ive	changes action to characteristic or tendency	creative
-less	unable to, without	harmless, thoughtless
-ly	denotes adverbs	loudly, friendly
-ment	result of an action (noun)	entertainment, excitement
-ness	quality, state of being	happiness, deafness
-or	notes occupation or person	actor
-ous	full of, having	victorious, harmonious
-some	quality or state	bothersome
-tion	changing an action to a state	confusion
-ward	turning to	homeward,
-y	characterized by, inclined to	dirty, sleepy



## "Partner Reading" (Fluency)

**Introduction:** Partner Reading is used to provide practice in repeated reading and to allow students to monitor, through graphing, their own progress.

**Objective:** To improve fluency using repeated reading practice. Comprehension may also improve when this technique is used.

**Materials:** Grade-appropriate reading materials, timing device, graph, and pencil.

### **Procedure:**

#### Teachers:

1. Divide students into pairs (pair more skilled student with less skilled student).
2. Identify more skilled students as Partner A and less skilled students as Partner B.
3. Partner A always reads the passage first, to model and provide more practice opportunities for Partner B.
4. Choose appropriate material at instructional reading level (use this same material for two sessions and then change, keeping the same reading level.)
5. Set period of time for the reading (three-minutes for practice and one-minute for the timed test). Keep track of the time. Tell students when time ends.

#### Students:

1. Take turns reading the passage (three-minutes for each partner). After the three-minute practice, each student reads for one-minute. Next, all students count the number of words read correctly during the one-minute timing. All students graph their reading rate.
2. Graph number of words read correctly and monitor progress over time.

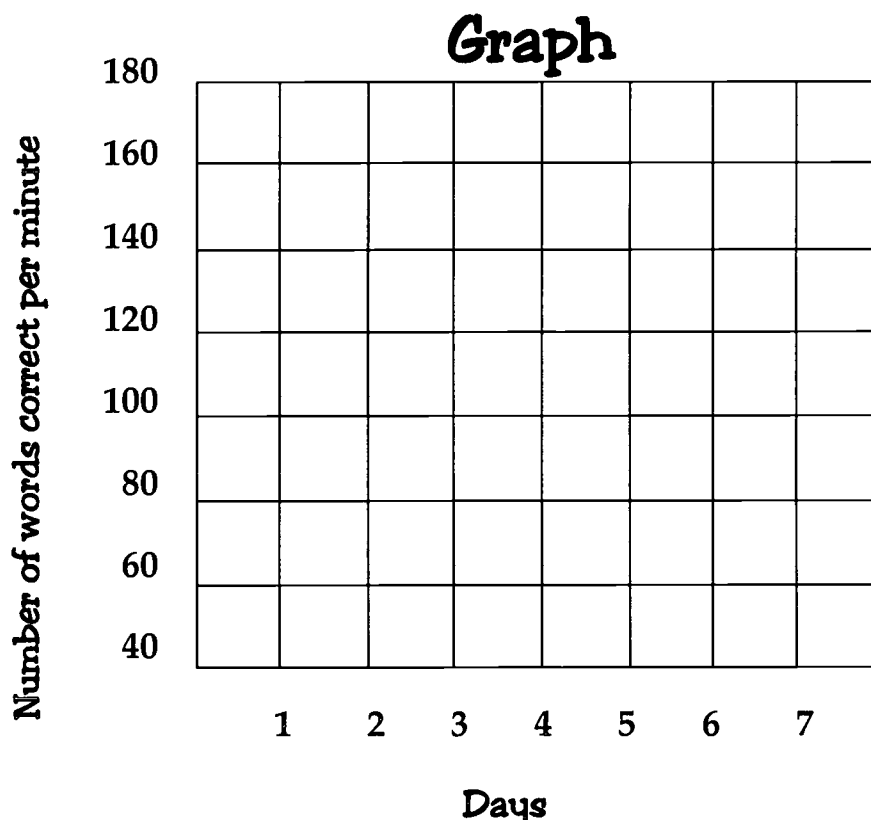
**Evaluation:** Graph number of words read in one minute during each session.

(Adapted from Stahl & Heubach, 1993)

## Sample Reading Passage & Graph (Fluency)

Charles found himself in a long, dark tunnel. There was a faint pinpoint of light at the end. He looked at this pale glow for a long time. After what seemed to be an eternity, he started walking toward the point of light. He wondered what he might find when he arrived there. The events of the night had been so unnerving that his thoughts weren't clear and his steps were unsure. The mere idea of arriving at yet another horrendous situation was almost more than he could bear. If only he could go back and begin this night again. He wondered how many things would he do differently? He knew it wasn't possible, no matter how much he wished for a new beginning. His feet slowly brought him toward the light... slowly, slowly, slowly.

(135 words)





## "Chunking" (Fluency)

**Introduction:** This activity provides practice with repeated reading using visual cues, which enhance the students' ability to read in meaningful phrases.

**Objective:** To improve fluency through the use of a visual cue. This exercise also helps students to increase their knowledge of phraseology.

**Materials:** Appropriate reading material, two highlighting markers per student (each student needs two different colors).

**Grouping:** This strategy is effective in both large and small groups, as well as with a single student.

### **Procedure:**

#### Teacher:

1. Copy a passage that is at the instructional level for the group.
2. Read the first sentence aloud, modeling two- and three-word phrases. For example, read the sentence, "High school can be one of the most important experiences in your life," read like this: "High school/can be/ one of /the most important experiences /in your life." (When working with more fluent readers, chunk the reading into longer phrases.)
3. Use the markers and highlight the phrase of the first two words with one marker, then the next phrase with the second marker. Continue alternating until the sentence is finished.
4. Ask the student(s) to read the passage by pausing between phrases, exactly as it has been marked. No pause or breath should be taken except between colors.

#### Students:

1. Follow along as the teacher demonstrates the process of chunking.
2. Read the passage as it has been chunked by the teacher.
3. Chunk remainder of passage.
4. Read remainder of passage aloud, exactly as it has been chunked. (Reading can be done as a group or by individuals.)

**Evaluation:** Observation of the students' ability to mark phrasing correctly. The student must also read the passage exactly as the colored marker would indicate. No pause in the flow of the voice should be taken unless there is a change of color.

(Adapted from Swaby, 1989)

## “Reading Sounds Like Talking” (Fluency)

**Introduction:** Fluent reading sounds like everyday speaking. Words flow from one to the next, and the reader pauses naturally at punctuation. This activity is especially effective for students who rush through reading without pausing at commas or stopping at periods, exclamation points, or question marks.

**Objective:** To increase fluency, phrasing, and expression.

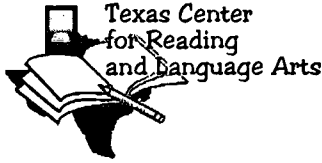
**Materials:** Overhead projector, overhead transparency of a short, colorful reading passage, highlighting markers, student copies of reading materials at a variety of instructional levels matched to students’ reading levels.

**Procedure:**

1. Remind students that authors use punctuation in writing to separate thoughts and ideas. Without punctuation, it is often difficult to understand what we read.
2. Display a simple passage on the overhead projector. Read the passage with flat expression and without pausing at the punctuation.
3. Next, take the same passage and highlight the punctuation with a colored marker. Read it aloud again, this time using expression and pausing (perhaps a bit longer than usual) at each highlighted punctuation mark. Discuss the difference in the two readings with the students.
4. Break students into pairs and give each student a photocopied passage to read at his/her independent reading level. Pair higher level readers (Partner A) with lower level readers (Partner B). Partner A is always the stronger reader.
5. Students first mark the punctuation and then alternate reading aloud. The task is to read in a conversational manner, paying close attention to pausing at punctuation. Students will have an easy time adding expression.
6. Choose students to read aloud in front of the group or the class.

**Evaluation:** Make observational notes as students work in pairs and demonstrate in front of the class.





## "Semantic Mapping" (Vocabulary)

**Introduction:** This exercise allows students to increase their vocabulary and to connect new knowledge to preexisting knowledge, thereby enhancing memory.

**Objective:** To use prior knowledge to make sense of and remember new vocabulary words.

**Materials:** Overhead projector, overhead transparency of Semantic Map outline.

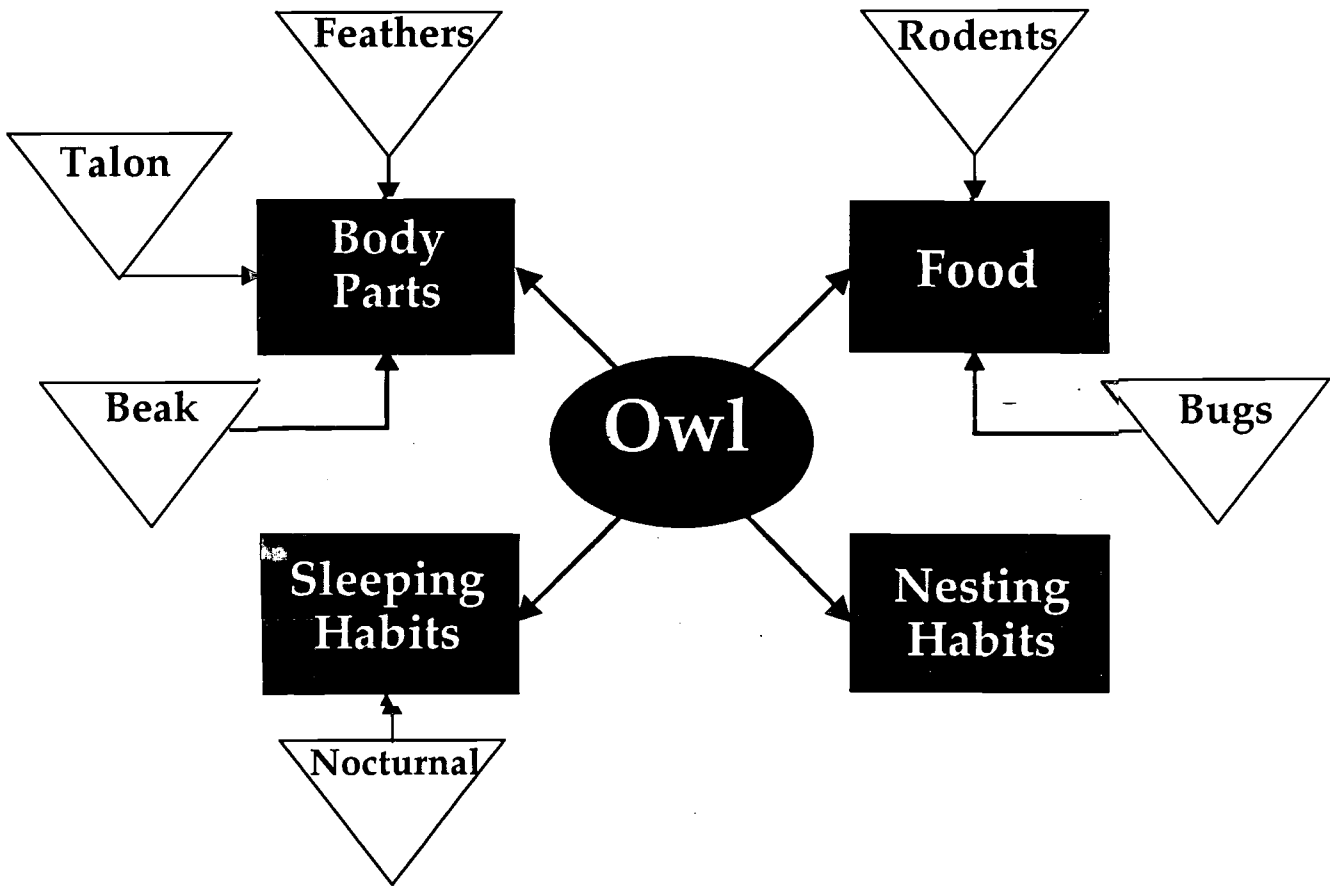
**Procedure:**

1. Write the topic or concept on the chalkboard or overhead transparency.
2. Ask students to think of other words that are related to the topic or concept.
3. Write these words and group them into broad categories.
4. Have students label each category.
5. Create a Semantic Map using the topic as the center circle. Connect adjoining rectangles for the categories with their related words in connecting triangles (see Semantic Map example in the handout).
6. Have students produce their own Semantic Maps for the topic or another topic or concept.
7. Conclude the session with a discussion of the topic and the vocabulary for the topic.

**Evaluation:** Assess individual maps; make observational notes during group work; give quizzes.

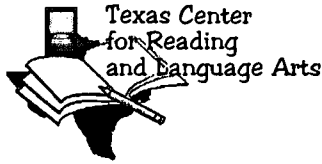
(Adapted from Bryant, Ugel, Thompson, & Hamff, 1999)

## "Semantic Mapping" (cont.) Expository Text



(Adapted from Bryant et al., 1999)

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## "Daily Word" (Vocabulary)

**Introduction:** Students develop vocabulary by discussing and using words both after their initial introduction in context and when they relate the new words to prior knowledge.

**Objective:** To increase knowledge and retention of new vocabulary words.

**Materials:** Dictionaries; Handout "Daily Word."

**Procedure:**

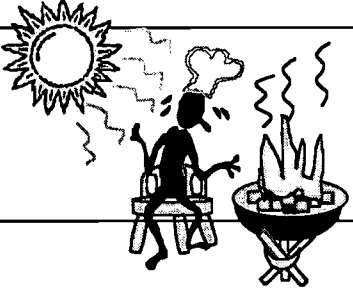
1. Every day (or several times each week), choose a new or difficult word from one of the class readings or texts.
2. Use the attached Daily Word sheet or designate a place in the students' notebooks to record new words.
3. Choose several students to be "reference people" who look up a word in one or two dictionaries and report the definitions. Have students decide the appropriate definition of the word.
4. Write the chosen definition on the board/overhead, and tell students to record it in the box.
5. Have students draw a picture or symbol that will help them remember the word.
5. Have students independently write a sentence using the word.
6. Have students share sentences. Record several of these on the board/overhead. Encourage students to check to make sure they have the correct meaning of the word.
7. Have students play a Concentration or Jeopardy game that uses the words, pictures/symbols, and definitions.

**Follow-up:** Homework: Use each new word in casual conversation and report how it was used to the class. Encourage the use of the words by including them in assignments, on bulletin boards, or in newsletters.

**Evaluation:** Assess Daily Word notebooks; Give Daily Word Quizzes.

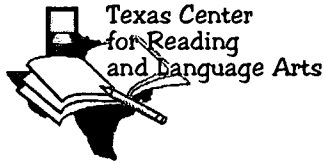
(Adapted from Routman, 1988)

## "Daily Word" (cont.) (Vocabulary)

Word #	Date	Target Word	Part of Speech
	9/14	SWELTERING	VERB
Symbol/graphic reminder:			
Definition: Sweltering means really hot.			
Sentence: Juan felt faint from the <u>sweltering</u> heat.			

(Adapted from Diskin, 1993)

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## **“Illustrated Word List” (Vocabulary)**

**Introduction:** This exercise allows readers with less extensive written vocabularies to achieve success.

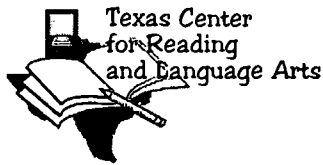
**Objective:** To use illustrations to enhance vocabulary building.

**Materials:** Notebook paper divided into 6 boxes of equal size, colored markers.

**Procedure:**

1. Choose up to 6 key words from the selected reading material. Write one word in each square on the sheet of paper.
2. Ask the students to read the words. Give assistance if needed.
3. Ask the students to volunteer the meaning of the first word. (If an incorrect response is given, try not to allow discussion on this misinformation. Students are the most powerful teachers, and an incorrect definition given by a student may be remembered much longer than the correct one given by a teacher.)
4. Have the students use a drawing to illustrate each word. Simplistic drawing can be an effective aid to vocabulary building.
5. Keep the illustrated vocabulary sheet in the student folder for future reference.

**Evaluation:** Periodic test of student’s knowledge of specifically taught vocabulary words.



## "Get the Gist" (Comprehension)

**Introduction:** This step-by-step process assists students in evaluating important information in reading materials.

**Objective:** To determine the main idea of a passage by using a limited number of words to retell the most important points. Students will summarize the key information for a paragraph.

**Materials:** Short reading passage, paper, pencils.

**Grouping:** This strategy is effective in both large and small group settings.

### **Procedure:**

#### Teacher:

1. Tell students to think about the most important "who" or "what" in the passage they are reading (one or two paragraphs).
2. After the students have a chance to read and think, put the words *person*, *place*, and *thing* on the board. Ask students to decide if the selection focused primarily on a person, place, or thing.
3. If students decide the passage is about a person, ask them to identify the person.
4. Ask students to state the most important point about the person. Ask other students to agree or disagree with shared ideas, and to support their responses with evidence from the passage.
5. Ask the students to write their own sentences, summarizing the most important points of the passage ("the gist"). Tell students to limit their sentences to approximately ten words.
6. Have students share their gists, discuss them, and provide feedback. Initially, in a large group, guide this process. As students become more familiar with getting the gist, they can work cooperatively in small groups. In small groups, students write individual gists and then choose one gist that they agree represents the most important points of the passage. Students should be taught to distinguish the main ideas from the details of the passage.

#### Students:

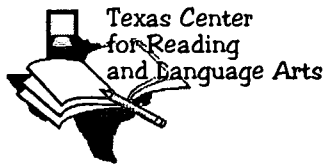
1. Think about the most important "who" or "what" in the passage.
2. Decide if the passage focused primarily on a person, place, or thing.

3. Identify the person, when applicable.
4. State the most important point.
5. Write sentences summarizing the most important points of the passage.
6. Share their gists, discuss them, and provide feedback.

**Evaluation:** Ask the students for a paraphrase of the gist. The paraphrase must include major points of the gist.

(Adapted from Vaughn & Klingner, 1999)





## **"Sentence Visualization"** (Comprehension)

**Introduction:** This is a basic technique to improve reading comprehension.

**Objective:** To improve the students' ability to comprehend text by learning to create "mind pictures" from the material that is being read.

**Materials:** Sticky notes, paper, pencils.

**Grouping:** This strategy is successful with groups and with individual students.

### **Procedure:**

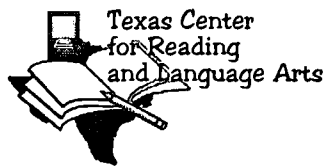
#### Teacher:

1. Choose a passage that deals with concrete, easily described situations and events. Read one sentence at a time and model orally the creation of a mind picture to represent the sentence.
2. Draw the picture to represent the sentence. Tell students that they may want to use a key word along with the drawing.
3. Practice sequencing four or five of these sentences and their accompanying pictures to help comprehend a story.
4. After the student is successful, have him or her generalize a main idea from the paragraph. Write the generalization on a sticky note. Place one or two sticky notes on each page so that the passage can be reviewed as needed.

#### Students:

1. Attend as the teacher models the process.
2. Attempt to create verbally a mind picture dealing with one sentence.
3. Draw a picture to represent the mind picture. A key word may also be written.
4. Continue the process through at least one paragraph.
5. Generalize a main idea from the illustrated paragraph or story.

**Evaluation:** Data collection and recording of the number of sentences that the student is able to illustrate and sequence.



## **“Wordless Book Writing” (Comprehension)**

**Introduction:** Wordless books provide visual cues to students so that creating ideas to form sentences is simpler. The action or situation is portrayed on the page. The students can first say what they see on the page and then write the words that they have said.

**Objective:** To improve reading comprehension and written expression. This activity also allows practice in repeated reading, which increases fluency.

**Materials:** Wordless book, sticky notes/removable tape or strips of paper cut to fit in the book without covering the illustrations.

**Grouping:** This activity is successful with individual students and with small - to moderate - sized groups.

### **Procedure:**

#### Teacher:

1. Choose a wordless book that is appropriate for secondary students. There are many of such books on the market.
2. Use strips of removable tape/sticky notes/Post-it pads adhered to the bottom of the page that students can then write on.
3. Look at the illustrations together. Talk about what is happening in the picture.
4. List and decode words that will be used on the page if the students need help in spelling or decoding these words.
5. If the book has many pages, this activity can occur over more than one day.

#### Students:

1. Apply strips to the bottom of the page of the wordless book.
2. After looking at the picture, choose the words and write the sentence representing the picture on the tape or sticky.

**Evaluation:** Observational data of student comprehension and improvement in ability to express visual images in written form.



## "Cubing" (Writing)

**Introduction:** This is a good activity during the prewriting stage to help students develop preliminary ideas about their topic.

**Objective:** To use a strategy to explore topics for writing.

**Materials:** Pencils, paper, outline for cube, glue, scissors.

**Procedure:**

1. Imagine that your topic is like a cube or a die that contains different information on each side or that can be explored from many different angles.
2. Write down ideas about your topic as you explore it in each of the following ways:

Describe: What does it look like? What sounds, sights, smells, and tastes are associated with it?

Compare: What is it like? What is it different from?

Associate: What does it remind you of?

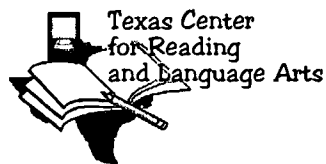
Analyze: What are the parts? How are the parts connected?

Apply: How can you use it? How is it used? What is its purpose?

Argue for or against: Take a stand about your topic. Why is it wonderful, terrible, or useful? Why should people buy it, use it, keep it, get rid of it?

3. Optional activity is to write your ideas down on a cube-shaped outline and glue it together to make a cube. Extend the activity by using the cube as a resource when writing your essay.

**Evaluation:** The student creates a cube and demonstrates ability to describe, compare, associate, analyze, and apply information related to writing.



## **“Writing Warm Up”** **(Writing)**

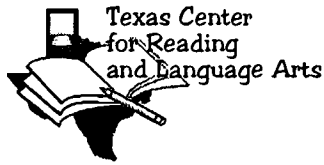
**Introduction:** Writing is a little bit like exercising. Not only do you get better with practice, but also the more you do it, the easier it gets! Students of all abilities benefit from this activity, and it is especially effective for reluctant writers.

**Objective:** Students gain writing experience without worrying about language conventions. This is not meant to take the place of writing lessons in which correct spelling and grammar are emphasized.

**Procedure:**

1. Choose a topic that will be easy for students to write about. Do writing warm-ups once or twice a week.
2. Tell students that they will have three minutes to write as much as they can about the topic. The goal is to write as much as possible about the topic without worrying about spelling, grammar or punctuation.
3. Set a timer and have students begin writing (you write as well). Do not respond to questions during writing and continue to write for the three minutes.
4. Call time and tell students to put their pencils down and count the number of words they have written. Students (or you) can share writing.
5. Each student graphs the date and number of words written. Students chart progress over time. If the number of words a student writes goes down, discuss with the student reasons why this might happen. Perhaps the topic was more difficult or less interesting.
6. As students feel more comfortable about writing, add additional requirements such as using correct beginning and ending punctuation or time another three minutes to correct mistakes.

**Evaluation:** Evaluate student writing based on the goal for the individual student (i.e., is the average number of words per sentence increasing?). Look at students’ charts for writing gains.



## **“Structuring the Writing Process” (Writing)**

**Introduction:** Do you know this student? He/she seems to have a lot to say, but can’t organize the ideas into a coherent piece. This student’s stories contain too many characters, have as many scenes as a movie, and never really get to the point.

**Objective:** To learn and apply strategies to organize writing.

**Materials:** Paper, pencils, quiet workspace.

**Procedure:**

1. Choose a daily time for writing.
2. Skip lines. Leave space for revisions and corrections, making it easier for the author, peer editors, or you to read. When using a computer, double space and type in a plain font (14 or 16 pt.). Save the colors and fancier fonts for the final draft.
3. Break the task into manageable steps. Allow students to work on one section at a time. Some students become overwhelmed when they are asked to write an entire story at once, even if they are allowed to go at their own pace.

Example: What you would do if you were invisible for 24 hours?

- Fold a piece of paper in half. Using the front and back of the paper, draw a picture of four things you would do if you were invisible. Now write a sentence to describe each picture.
- The next day, begin to write the introduction. How did you become invisible? Who was with you? Describe the events in detail. You may need to limit the number of characters (four or five is usually plenty).
- After writing the introduction, choose three of the events from the picture sheet and expand them into paragraphs.

- Conclude with how you turned back into yourself.
4. Have students limit the number of pages. A shorter piece is more manageable to revise and some students may benefit from fitting their story into two, three, or four pages.
  5. Have students edit their own work first. Tell them not to attempt to revise after a long period of writing. Suggest that they take a break and come back to it, or wait until the next day. Tell students to go to a quiet spot in the room and read their stories to themselves quietly, but out loud. Have them make sure that their stories say what they want them to say and make corrections as needed.
  6. Continue with peer editing and other revision procedures.

**Evaluation:** Assess whether or not the student adequately explained the three pictures chosen. Was there order and clarity? Was there an introduction, elaboration, and an appropriate wrap-up?





# Program Considerations (Nuts and Bolts)

Handout #8  
Use with  
OH # 66

<p><b>1. Human Resources</b></p> <ul style="list-style-type: none"> <li>• Who will be on your leadership team? University faculty member and school district employee....?</li> <li>• Who will manage the daily activities of the program?</li> <li>• Who will serve as the on-site administrator?</li> <li>• Who will teach the students? School district teachers, university graduate students?</li> </ul>	<p><b>Notes:</b></p>
<p><b>2. Student Selection Criteria</b></p> <ul style="list-style-type: none"> <li>• What student identification criteria will be used?</li> <li>• Who is eligible to attend the program?</li> <li>• Who will be taught (e.g., students with learning disabilities, low achieving)?</li> <li>• How many students will be served?</li> <li>• What are the costs affiliated with the program?</li> </ul>	<p><b>Notes:</b></p>



# Program Considerations

## (Nuts and Bolts)

Handout #8  
Use with  
OH # 66

<p><b>3. Site</b></p> <ul style="list-style-type: none"><li>• Where will the program take place?</li><li>• When will the program take place?</li><li>• Duration (during school, Saturday, six weeks in the summer...)?</li></ul>	<p><b>Notes:</b></p>
<p><b>4. School Calendar</b></p> <ul style="list-style-type: none"><li>• Is this a summer program or after-school program?</li><li>• How many hours and how many days will the program occur each week?</li></ul>	<p><b>Notes:</b></p>



# Program Considerations

## (Nuts and Bolts)

Handout #8  
Use with  
OH # 66

<p><b>5. Student Transportation</b></p> <ul style="list-style-type: none"><li>• How will students get to and from the program?</li><li>• Who will coordinate transportation (bus, carpools, walking)?</li></ul>	<p><b>Notes:</b></p>
<p><b>6. Funding</b></p> <ul style="list-style-type: none"><li>• First, explore school district, university, and community resources...</li><li>• Will students pay tuition?</li><li>• Will scholarships be made available?</li></ul>	<p><b>Notes:</b></p>

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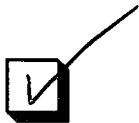


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EFF-089 (3/2000)