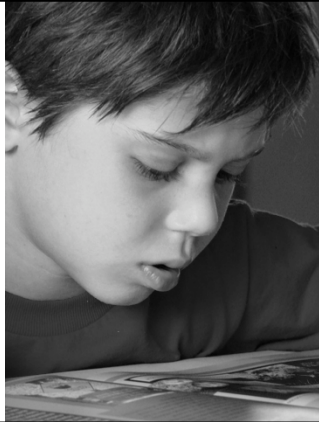


Teach Them All to Read

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Questions for Participants

- Do you or does someone in your group have a copy of *40 Reading Intervention Strategies* to which you will have access this afternoon and during the coming week?
- Have you ordered the book and are waiting for it to arrive?

My perspectives...

- From living in Oro Valley, AZ for 16 years
- From working in the Chicago area for 30 years
- From experience as a teacher, media specialist, elementary school principal, and central office administrator
- From experiences raising literacy in a very low-performing school (52% low SES and 51% limited English proficient homes) from the 17th percentile to the high 70th percentile
- From more than a decade of studying reading research and translating it into recommended best classroom practices for educators
- From writing more than 35 books for educators and parents
- From travel in all fifty states and consulting/presenting in 39 states, plus the District of Columbia
- From experiences as a parent and grandparent

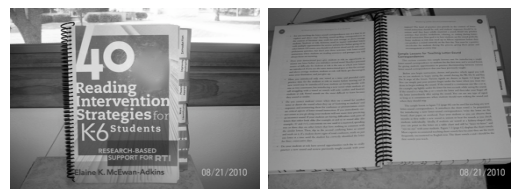
Workshop Norms

- Please ask questions during the presentation, if not knowing the answer to the question will interfere with your ability to learn.
- Please be an engaged learner by turning off your cell phones and putting them away. Texting, emailing, and web browsing interfere with everyone's opportunities to learn.
- Sit "knee-to-knee and eye-to-eye" during partner sharing.

Navigation Tips

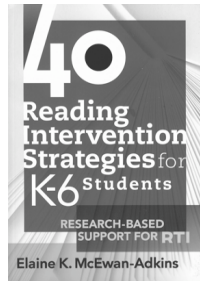
- *40RIS* = *40 Reading Intervention Strategies*
- Do not duplicate = You cannot copy this page without written permission from Elaine.
- Reproducible = You can copy this page for use in your school or classroom.
- (Author's name, Date) = a citation to a reference found in the references in *40RIS*.

Customize *40RIS*



Take a Book Walk

- Multiple TOCs
- Sections for Curricular Components
- Emphasis on Comprehension
- Reproducibles online
- Study Guide online
- Ready-to-use lesson plans



Other Literacy Resources by Elaine

- *Teach Them All to Read* (2009) Corwin Press.
- *40 Ways to Support Struggling Readers in Content Classrooms, Grades 6-12.* (2007).
- *7 Strategies of Highly Effective Readers: Using Cognitive Research to Boost K-8 Achievement.* (2004). Corwin Press.
- *Literacy Look-Fors: An Observation Protocol to Guide Your Classroom Walkthroughs.* (Forthcoming in 2011). Solution Tree Press.
- *Collaborative Teacher Literacy Teams: Connecting Professional Growth to Student Achievement.* (Forthcoming, 2011). Solution Tree Press.

Our Goals Today

- To stimulate your thinking about literacy learning to include an examination of your core beliefs (paradigms) about literacy instruction
- To define and describe the Response to Intervention paradigm and how it functions in best practices classrooms
- To introduce you to *4ORIS*
- To provide you with a menu of intervention lesson designs to assist you in designing your own intervention instruction.
- To model and facilitate practice in the use of two lesson designs.

Number Off

- Please number off by 1s and 2s.
- 1s and 2s will pair and share (cognitively process) during our workshop today.
- Join hands with your partner and raise them in the air.
- When it's time to stop sharing and resume listening, I will raise my hand to give you a signal. Please respond the instant you see my hand or the hand of someone else by returning to the listening mode.

Let's Practice

- Read the quotation on the next slide.
- Briefly reflect on what it means.
- Pair with your *assigned* partner and discuss the implications of this statement for your current classroom practice.
- Be ready to stop sharing and return to listening when I raise my hand.

What Does This Mean for Your Classroom Practice?

"We will never teach all of our students to read if we do not teach our students who have the greatest difficulties to read.

Another way to say this is: Getting to 100% requires going through the bottom 20%"

Torgesen, J. K. (2006, p. 1). *Intensive reading interventions for struggling readers in early elementary school: A principal's guide.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.

The Meaning of RTI

- The meaning used by the Individuals with Disabilities Education Improvement Act of 2004: “a diagnostic approach for determining which students are entitled to special educational services”
- A framework for organizing early reading instruction that differentiates instruction across 3 or 4 tiers

The Validity of RTI

“The validity of the RTI diagnostic approach for identifying students with learning disabilities depends critically on the quality of the RTI instructional model as it is implemented in a school or school district. If students do not receive high-quality initial instruction and do not have available to them reasonable interventions if they struggle in the classroom, then far too many students will be judged to have learning disabilities when they are clearly victims of weak instruction.”

(Torgesen, 2007, p. 1)

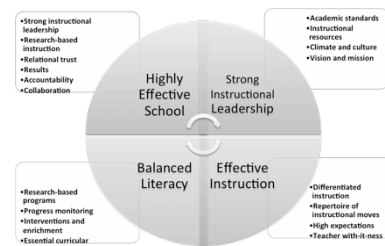
Response to Intervention

- Technically sound assessment instruments used to ensure that all student are making progress
- Use of the data to develop instructional interventions to meet the assessed needs of select groups of students
- Adequate amount of protected time for literacy instruction
- Zero tolerance for blaming students and parents for lack of student achievement
- Strong leadership team focused on student performance

McEwan (2009) *Teach Them All to Read: Catching Kids Before They Fall Through the Cracks*, p. 177.

Literacy for All in Highly Effective School

See next page for full-page version.



McEwan, E. K. *7 Steps to Effective Instructional Leadership* (2003), *10 Traits of Highly Effective Teachers* (2002), *The First Three Weeks of School* (2006), *10 Traits of Highly Effective Principals* (2002), *10 Traits of Highly Effective Schools* (2009), and *Teach Them ALL to Read* (2009), and *Literacy Look-Fors: Connecting Professional Growth and Student Learning* (2011, Forthcoming).

What Does This Mean for Your Classroom Practice?

Once teachers can admit that children are not the problem but that instructional strategies are, then learning is going to happen for every child.

Datrow et al. (2007, p. 26)

Turn to Your Partner

- Talk about what is holding you and your colleagues back from teaching them all to read.
- Be honest...do you really believe this can ever happen?



Change Your Paradigms

- Why do students fail to achieve?
- What happens to struggling students in the first year of school?
- What do you believe about how students learn to read?



The Determinants of Academic Destiny

- Demographics
 - Poverty
 - Minority Status
 - Educational Level of Mother
- Opportunities to Learn
 - Differentiated, research-based instruction

First Response for Struggling Readers

- Wait and see if the child has a developmental difficulty and then refer to special education
- Intervention/Prevention
- Immediate provision of tiered interventions in Pre-K or K

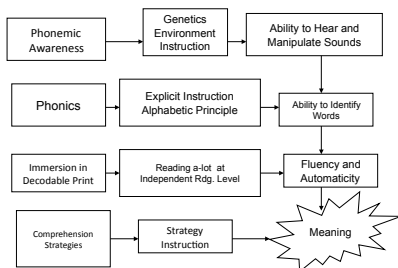
How Students Learn to Read

- Reading is natural
- Children learn to read like they learn to talk
- Immersion in children's literature
- Reading is rocket science
- Most children need explicit, systematic instruction in the alphabetic principle as a foundation for learning to read

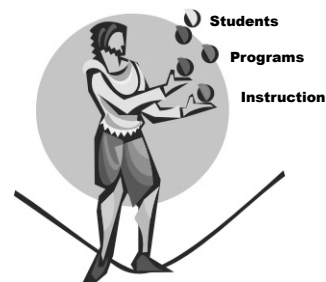
Learning to Read

(See next page for full-page version).

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Literacy as a Balancing Act




Balanced Literacy is...

the skilled implementation and differentiation of the eight curricular components of literacy by highly effective teachers that results in on grade-level or higher levels of literacy achievement for all students, irrespective of their demographics or categorical labels



(McEwan, Literacy Look-Fors Observation Protocol: Connecting Professional Growth and Student Learning). Forthcoming, 2011, Solution Tree Press.


The Students




Average Kindergarten Class (See p. 12 for full-page version.)

Reprinted by permission from McEwan (2009, p. 23). Do not reproduce.


5 % of students will come to school already reading.




20-30% of students will learn to read regardless of the curriculum or instruction.




20-30% of students will require systematic, explicit instruction.




20-30% of students will require systematic, explicit, instruction combined with intensive opportunities to learn.



5% of students will have a reading disability and will require special education services.




The Programs



The Programs

<p>Core Program</p> <ul style="list-style-type: none"> • Not designed for skill building • Designed for students slightly above and slightly below grade level • Contains too much with little guidance about how to meet the needs of at-risk students • Needs to be supplemented with interventions 	<p>A Smorgasbord of Materials</p> <ul style="list-style-type: none"> • Phonemic awareness program • Phonics program • Fluency program • <i>Accelerated Reader</i>™ • Leveled readers • <i>WILSON Reading System</i>®, <i>Orton-Gillingham</i> method, <i>Lindamood-Bell</i>, <i>Voyager</i>®, <i>Read Naturally</i>®, and so on
--	--

The Instruction



Words From a Sample Story (cont. 40RIS, p. 143)

Figure 19.2: Words from a sample story.

Day 1	Day 2	Day 3
journey	North America	village in Japan
surrounded	deserts	daughter
enormous	sculptures	married
astonished	amazed	grandson
towering	endless farm fields	grandparents
scattered	tall buildings	family
grandfather	bewildered	homeland
Japan	marveled	explored
Pacific Ocean	longed	traveled
steamship	California	

Source: Say, 1993.

Words in Meaning Categories (figure 19.3, 40RIS, p. 144)

Figure 19.3: Words in meaning categories for Days 1-3.

Picture Words	Gesture Words	Concept Words
married	amazed	towering
tall buildings	enormous	journey
grandfather	bewildered	homeland
sculptures	scattered	longed
North America	marveled	explored
endless farm fields	astonished	traveled
daughter	surrounded	
grandson		
Japan		
grandparents		
Pacific Ocean		
California		
deserts		
family		
village in Japan		
steamship		

Source: Say, 1993.

tall buildings



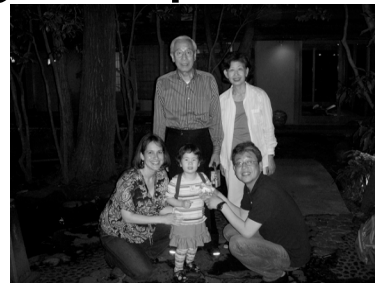
family



family



grandparents



daughter



Pacific Ocean



Pacific Ocean



desert



marriage



Teaching Concept Words
 (figure 19.4, 40RIS, p. 145)

Figure 19.4: Sample routine for teaching the meanings of concept words.

Teacher	Word 1 is towering. What word? [Teacher gives signal by dropping hand, snapping finger, or clapping hands.]
Students	Towering.
Teacher	The meaning of towering is very tall. What is the meaning of towering? [Give signal.]
Students	Very tall.
Teacher	In the story, we will read that there are some very tall mountains. Watch for that word as we read, and imagine what very tall mountains would look like.
Teacher	Word 2 is journey. What word? [Give signal.]
Students	Journey.
Teacher	The meaning of journey is a very long trip. What is the meaning of journey? [Give signal.]
Students	A very long trip.
Teacher	If I went to the grocery store, that would not be a journey. In the story we will read, someone will go on a journey, a very long trip.
Teacher	Word 3 is homeland. What word? [Give signal.]
Students	Homeland.
Teacher	The meaning of homeland is the country in which a person is born. What is the meaning of homeland? [Give signal.]
Students	The country in which a person is born.

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Serial Processing List (figure 19.5, 40RIS, p. 146)

Figure 19.5: Serial processing list.

journey	surrounded	enormous
astonished	towering	scattered
grandfather	Japan	Pacific Ocean
steamship		
North America	deserts	sculptures
amazed	endless farm fields	tall buildings
bewildered	marveled	longed
California		
village in Japan	daughter	married
grandson	grandparents	family
hometown	explored	homesick
traveled		

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Routine for Serial Processing (figure 19.6, 40RIS, p. 146)

Figure 19.6: I Do It-You Do It routine for serial processing.

Teacher	I do it. Journey, surrounded, enormous. You do it. [Signal.]
Students	Journey, surrounded, enormous.
Teacher	I do it. Astonished, towering, scattered. You do it. [Signal.]
Students	Astonished, towering, scattered.
Teacher	I do it. Grandfather, Japan, Pacific Ocean. You do it. [Signal.]
Students	Grandfather, Japan, Pacific Ocean.

Note: Continue using this routine until all of the words introduced to that point have been practiced as many times as indicated in the five-day plan.

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Quick Review Routine (figure 19.7, 40RIS, p. 147)

Figure 19.7: Quick review routine for Days 2, 3, or 4.

Teacher	Word 1 is journey. What word? [Teacher gives signal by dropping hand, snapping fingers, or clapping hands.]
Students	Journey.
Teacher	Spell journey. Get ready. [Signal.]
Students	J-o-u-r-n-e-y.
Teacher	The word is journey. What word? [Signal.]
Students	Journey.
Teacher	Word 2 is surrounded. What word? [Teacher gives signal by dropping hand, snapping fingers, or clapping hands.]
Students	Surrounded.

Note: Continue in the I Do It-You Do It format until all of the words for that day have been read/spelled/read as indicated in the five-day plan.

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Pronunciation, Spelling, Meaning: Concept Words (figure 19.8, 40RIS, p. 147)

Figure 19.8: Sample routine for teaching pronunciation, spelling, and meaning of concept words for Day 2.

Teacher	Word 1 is journey. What word? [Teacher gives signal by dropping hand, snapping fingers, or clapping hands.]
Students	Journey.
Teacher	Spell journey. Get ready. [Give signal and tap for each letter in journey.]
Students	J-o-u-r-n-e-y.
Teacher	The meaning of journey is a very long trip away from home. What is the meaning of journey? [Give signal.]
Students	A very long trip away from home.
Teacher	I want to the grocery store to pick up some milk and bread. Would that be a journey? Why?
Students: Emily	No. The trip was too short to be considered a journey.
Teacher	My husband and I took a 2000-mile trip across the United States. Would that be a journey?
Students: Sam	Yes. You took a very long trip and were gone a long time from home.
Teacher	I went to the next town to visit my friend. Would that be a journey?
Students	No.

Note: Read, spell, and review meanings for as many words as time permits. This routine can also be used to check and individual students in the class regarding their mastery of the pronunciations, spellings, and meanings of the words. Use contextual statements and questions to discuss students' understanding of the words.
 Source: This routine was informed by the work of Beck et al., 2002; Bausick & Danes, 2005; Canipe et al., 2004.

12 Encounters With the Word

- Word wall/pocket chart
- Use a big word strategy with the word (Intervention 10, 40RIS, pp. 79–85).
- Serial reading exercise
- Read it in the text.
- Hear the teacher (parent, TV or radio program) use the word.
- Associate the word with a picture, gesture, model, or diagram.
- Write the word and meaning in your Vocabulary Journal.
- Act out the word with a partner.
- Use it in a routine once or twice every day.
- Write a Show You Know sentence (Intervention 22, pp. 159-162, 40RIS) or construct a graphic organizer.
- Read, spell, define, and write the word.
- Talk to a partner about the word.
- Use the word at home.

Stand Up and Find a New Partner

- 1s find a new 2.
- Take a quick look at the 12 Encounters with a Word.
- Then, think of a way that you build vocabulary encounters into your classroom on a daily basis.
- Share that way with your new partner.



How to Teach a Cognitive Strategy (Intervention 27, *40RIS*, pp. 191–193)

- Define and explain the cognitive strategy.
- Explain the purpose that the strategy serves for students during their own reading of text.
- Describe the critical attributes of the cognitive strategy, and provide concrete examples and non-examples.
- Model the strategy by thinking aloud for students. (I do it.)
- Guide your students in the beginning steps of using the strategy in easy-to-read text. (We do it.)

Template for Cognitive Strategy Instruction (see p. 23)


Lesson Template for Directly Teaching Cognitive Strategies

Lesson Steps	Lesson Notes
1. Provide direct instruction regarding the strategy.	
2. Define the strategy.	
3. Explain the purpose the cognitive strategy serves during the act of reading.	
4. Explain how, when, or where the strategy will be used.	
5. Describe the critical attributes of the strategy.	
6. Provide concrete examples and non-examples of how the strategy looks, sounds, and feels to the student (e.g., a writing strategy).	
7. Model the strategy by thinking aloud for students.	
8. Engage in guided practice with students.	
9. Follow up with monitoring and supporting student strategy usage by modeling to assess student use of the strategy and use of strategies during independent reading.	

From Collaborative Teacher Learning Teams: Connecting Professional Growth and Student Achievement. Forthcoming, 2011. Elaine K. McEwan-Adrian. Author. You Press. May not be reproduced without written permission of the author. emcewan@elainemcewan.com


1.a Define summarizing.

- Summarizing is telling the meaning of what you have read in your own words.
- Summarizing is drawing a picture that tells what's important about a story.
- Summarizing is writing a sentence about what you have read or heard.

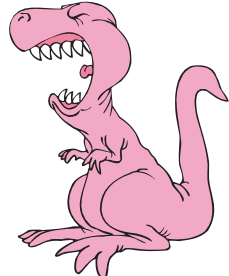


1.b. Explain the purpose of summarizing.

- You will remember what you hear and read.
- You can tell your friends or parents about what you hear and read.
- You will get smarter.




1.c Explain when summarizing is used.




- After we read a story
- After we read an article
- After we watch a video
- After we take a field trip or have a visitor to our classroom
- After something exciting happens in our classroom

1.d. Describe the critical attributes of summarizing.



- A summary is short.
- A summary leaves out unimportant details.
- A summary doesn't copy the story or retell the story.
- A summary tells what is most important.

1.e. Provide examples and non-examples of summarizing.




- Examples can be found on p. 231 of *4ORIS*.
- Non-examples can be found in the Resource Packet.

2. Model and scaffold summarizing.


- The Five Cs of Summarizing (figure 32.3, *4ORIS*, p. 232)
- Graphic Organizer for Five Cs (figure 32.6, *4ORIS*, p. 235)
- Interventions for Summarizing:

Comprehend




Activate prior knowledge.

- What has been a compelling influence on my life?
- Weather and temperature



Make connections to experiences.

- I've always been cold.
- Cold feet, cold nose, cold hands.



Make emotional connections.

- I intensely dislike cold weather.
- I could live the rest of my life without a white Christmas.

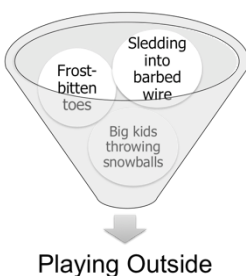
Chunk

Childhood (ages birth to 18)

Adulthood (ages 19–52)

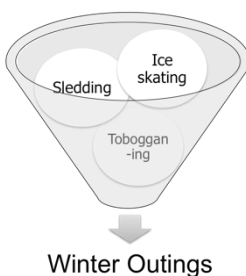
Retirement (ages 52–?)

Compact Childhood: Part 1

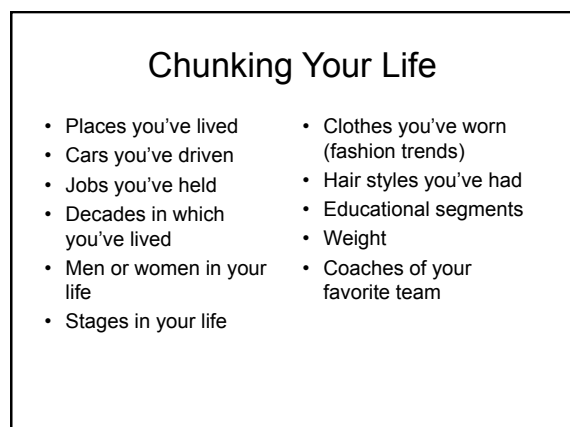
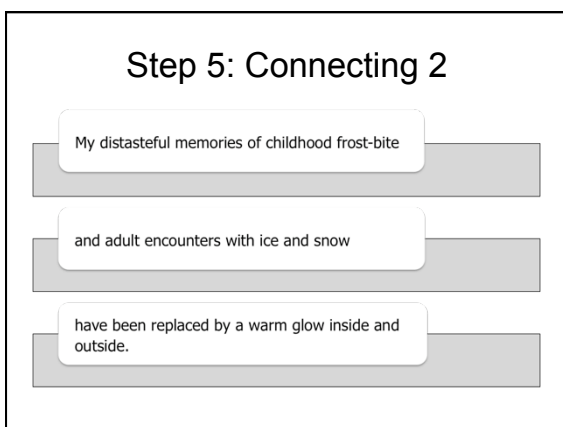
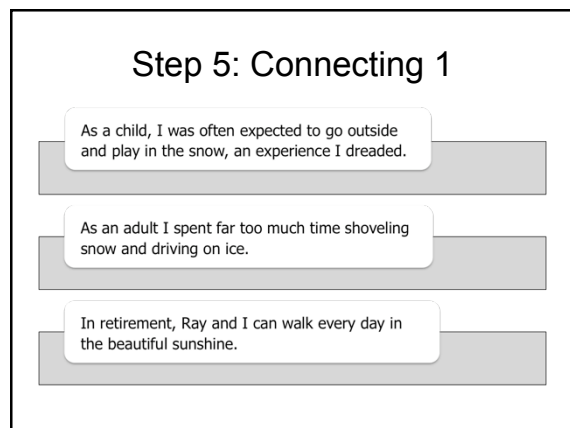
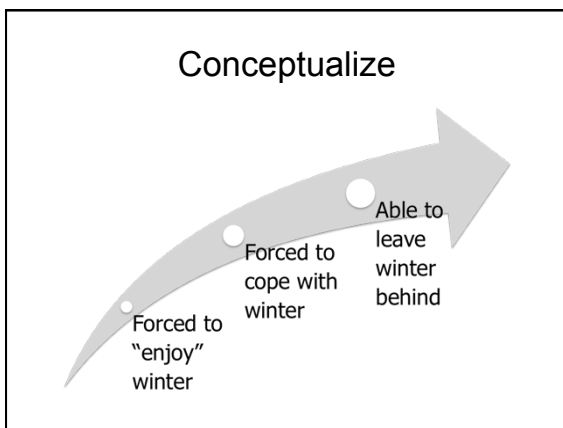
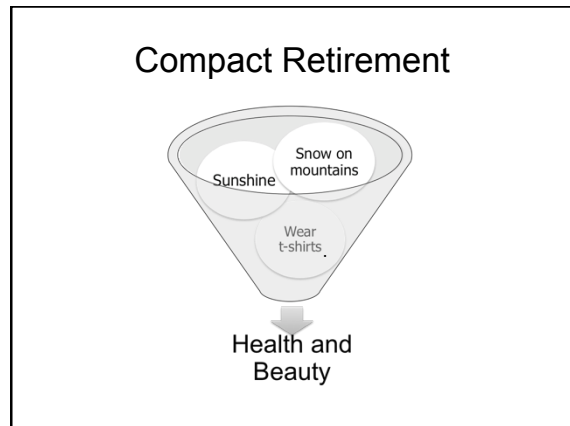
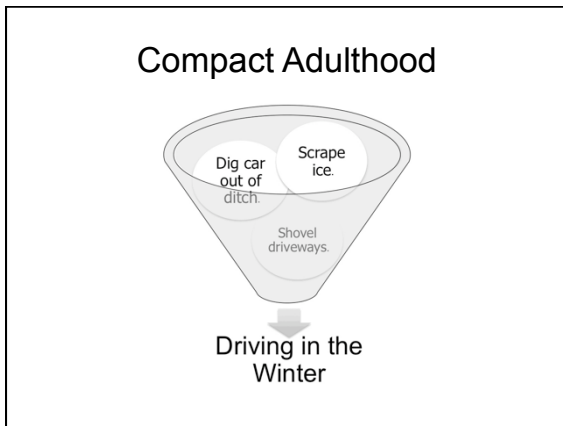


Playing Outside

Compact Childhood: Part 2



Winter Outings



Chunking Your Students' Lives

- Pets they have had
- Places they have visited
- Houses (states) they have lived in
- Authors they have liked to read at various stages
- Halloween costumes they have worn
- Vacations they have taken
- Foods they have liked to eat at various times of their lives

Chunk Your Life

- Reflect on meaningful events, influences, people, or stages in your life thus far. (Comprehend)
- Select three or four of these. (Chunk)
- Delete trivial or unimportant details. Collapse lists into categories. (Compact)
- Think of a key word or phrase for each of the chunks you have selected. (Conceptualize)
- Write a sentence or short paragraph describing your life. (Connect)

Teaching Students About Inferences (Intervention 28, pp. 195–202)

- Sample lesson for teaching inference (figure 28.1, pp. 197–200)
- Teacher think-aloud for making an inference (*The Wind in the Willows*, figure 28.2, pp. 200–201)
- Four sources of evidence on which to base an inference (figure 28.3, p. 202)

Teach Inference Progressively

- Begin with familiar real-world scenarios (home, community, school).
- Then, use the Form to Keep Track of Inferences During Reading (PB p. 177) and Kinds of Inferences (PB p. 178).
- For older readers, use the license plates (see *What Can We Infer About These Drivers?* on PB p. 180).
- Use high-interest picture books that have multiple opportunities for inference.

Inferences

Coherence Inferences

- Cohesive devices (see Intervention 29, *4ORIS*, pp. 203–210)
 - Pronoun resolution
 - Anaphoric reference
- Knowledge-based inferences (see inference chart, PB p. 177)
 - The cause of an event
 - Temporal inferences
 - Emotional inferences
 - Spatial inferences

(Graesser, Singer, & Trabasso, 1994; McKoon & Ratcliff, 1992)

Elaborative (Extending) Inferences

- Inferences about the consequences of a specific action
- Predictions about forthcoming events
- Speculations regarding the instrument used to perform an action
- Suppositions about the physical properties of characters and objects

Higher-Level Inferences

- Meanings of unknown words
- Subtle connotations in text
- Elaborations of ideas based on knowledge of the text or author or subject matter
- How ideas in text relate to one's own opinions and theories
- The author's purpose in writing the text
- The author's assumptions about the world
- The author's sources and strategies in writing
- The text characters' intentions and characteristics
- The nature of the world at the time it was written
- The conclusions of the text

(Pressley & Afflerbach, 1995)

What to Do With Students Who Don't Pay Attention to the Evidence

- Scaffold silent reading (Intervention 34) and coding of text (Intervention 35).
- Model your own comprehension by thinking aloud about the text (Intervention 30).
- Have students think aloud one sentence at a time about the meaning (simple inferences).
- Teach anaphoric relationships (Intervention 29).
- Give text previews (Intervention 37).

Sample Lesson for Teaching Inference (see p. 32)

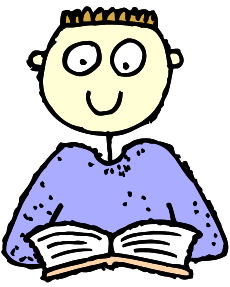
Sample Lesson for Teaching Inference

Lesson Steps	Lesson Notes
1. Identify the strategy.	Writing or talking to a partner about what the strategy means.
2. Define the strategy.	Write students' definitions in a notebook. Read or reread the text to determine where the author doesn't directly explain what is happening in the text.
3. Consider the evidence that supports the strategy without using the text.	Use an example of the strategy without using the text. Read the text together and discuss the strategy. Ask students to explain to the class what the strategy means and how it is used.
4. Consider how, when, or where the strategy is used.	Ask students to explain to the class when, where, or how the strategy is used. Ask students to explain to the class why the strategy is used.
5. Consider the critical attributes of the strategy.	Ask students to explain to the class what the critical attributes of the strategy are. Ask students to explain to the class why the strategy is used.
6. Provide accurate information and use examples of the strategy.	Provide accurate information and use examples of the strategy. Ask students to explain to the class why the strategy is used.
7. Provide an example of the strategy.	Provide an example of the strategy. Ask students to explain to the class why the strategy is used.
8. Provide an example of the strategy.	Provide an example of the strategy. Ask students to explain to the class why the strategy is used.
9. Provide an example of the strategy.	Provide an example of the strategy. Ask students to explain to the class why the strategy is used.
10. Provide an example of the strategy.	Provide an example of the strategy. Ask students to explain to the class why the strategy is used.

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1.a Define inferring.

- Inferring is making a decision about what the evidence means.
- Inferring is figuring out what actually happened in a story when you don't have all of the evidence.
- Inferring can be making a prediction about what will happen.
- Inferring is combining factual proof with circumstantial proof to reach a conclusion.




1.b Explain the purpose of inferring

- To understand what is happening in stories when the author doesn't directly explain in the text.
- To solve mysteries while you are reading or listening.
- To get smarter.

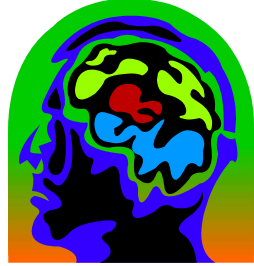


1.c Explain when to make an inference.



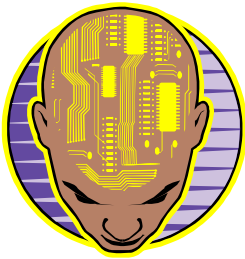
- When the author doesn't tell me everything I need to know to figure out what's going on in the story
- When the teacher or the test asks a question that isn't answered right in the book

1.e Describe examples of inferences.



- When you use one of the inferring words: think, believe, assume, deduce, conclude, judge, and surmise
- When you use one of the "inferring" words and it makes sense to you
- When you use one of the "inferring" words you can point to some evidence in the text

1.e Describe non-examples of inferences.



- I am making a wild guess.
- I have no evidence at all.
- I am making things up because I want to have an answer for the question.
- I like my answer.
- My inference has nothing at all to do with the story.

2. Model and scaffold inferring.

- What does the author directly state in the text?
- What does the author mean, but doesn't actually state in the text?
- What do you know from your real-life experiences that could help you make a decision about the evidence?
- What have you learned from classes in school and reading books that might help you make a decision about the evidence?
- See pp. 200-201 in *40RIS* for a sample think-aloud of a teacher modeling how she infers while reading text.
- See p. 202 in *40RIS* for a reproducible download of the four sources of evidence on which to base an inference.

Professional Growth Unit 2

- The professional growth unit is designed to be used by a collaborative grade-level team.
- It contains the components described on the following chart.
- Select a teacher leader from your team who will guide you through the various components.
- This sample is taken from *Collaborative Teacher Teams: Connecting Professional Growth and Student Learning*.

Can You Teach Them All to Read?

"We can, whenever and wherever we choose, successfully teach all children to read. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far."

—Adapted from Ron Edmonds

