Resource Packet
40 RIS

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Alaska Staff Development Network

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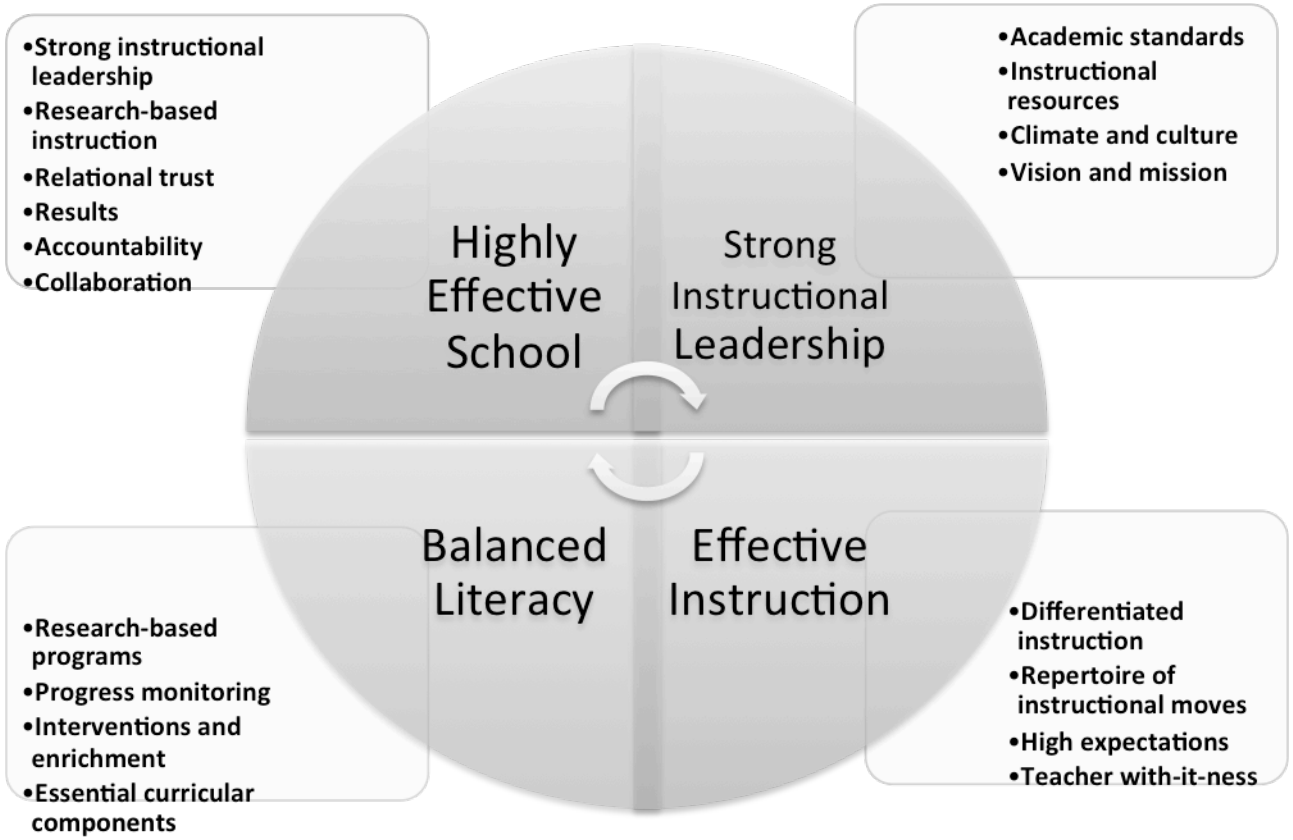
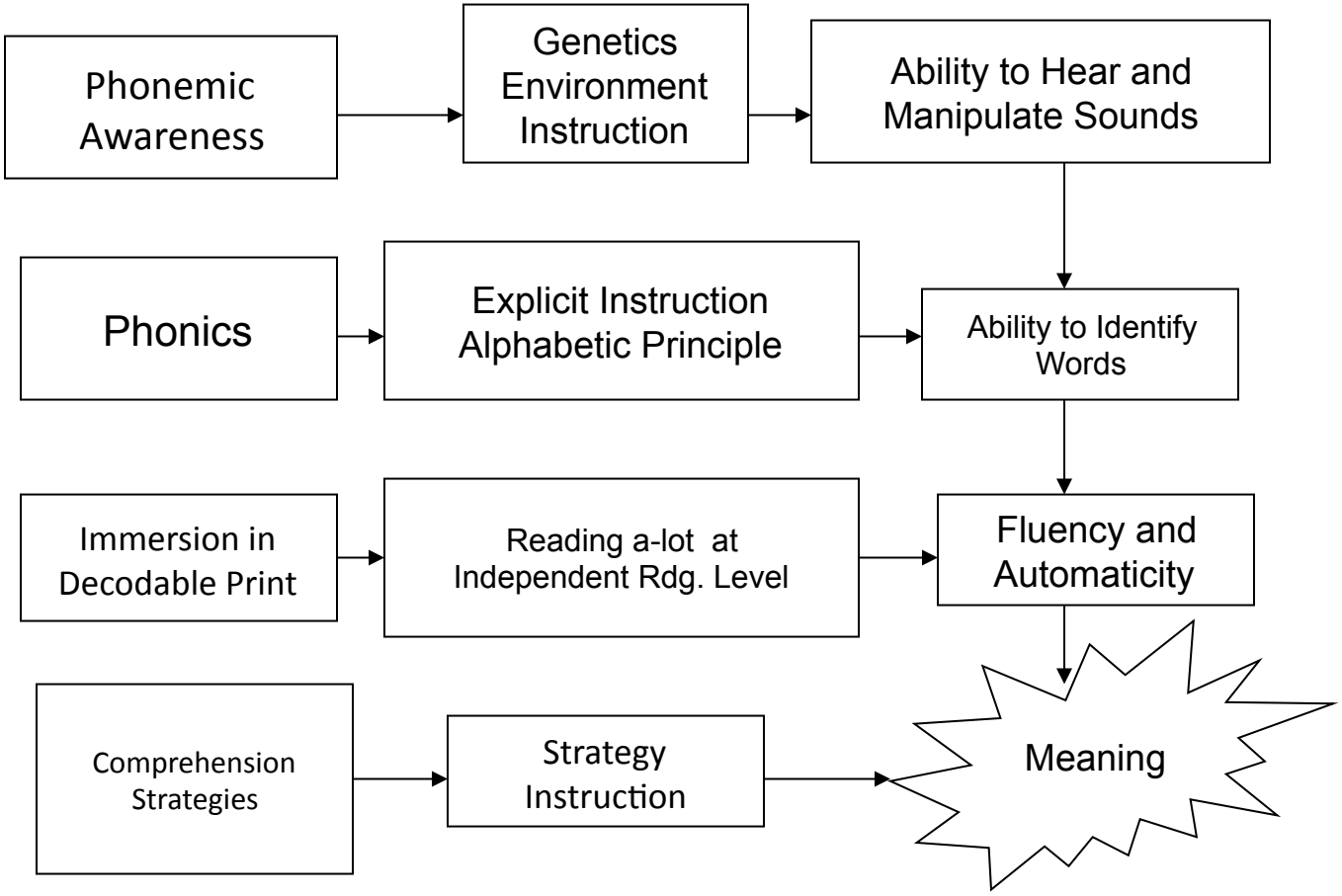
Literacy for All in Highly Effective Schools



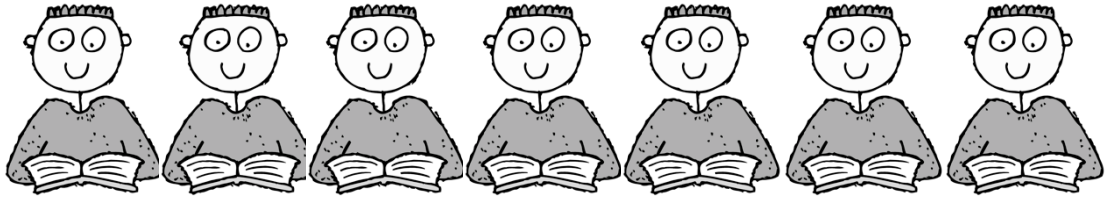
McEwan, E.K. *7 Steps to Effective Instructional Leadership* (2003)*; 10 Traits of Highly Effective Teachers* (*2002); The First Three Weeks of School* (2006); *10 Traits of Highly Effective Principals* (2002)*; 10 Traits of Highly Effective Schools* (2009)*;* and *Teach Them ALL to Read* (2009); and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

Learning to Read



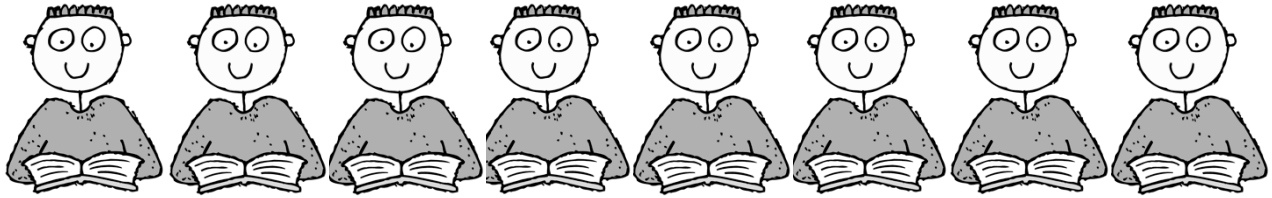
Average Kindergarten Class

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.

A Menu of Lesson Designs to Differentiate Instruction for Students At-Risk

Type of Lesson	Description of Lesson	Key Instructional Moves	Sample Lessons	Notes
Skill-Focused Lesson for Discrete Skills	These lessons are designed for bringing students to mastery of discrete concepts and skills such letter-sound correspondences, phonemic decoding strategies, and vocabulary knowledge essential to reading the assigned text. This lesson design can also be used to provide cumulative review and practice of these skills.	*Directly Instructing* *Modeling* *Scaffolding* *Guiding Practice*	See Figure 5.1, Sample lesson for blending individual sounds on p. 47 in *40RIS.* See Intervention 19 on pp. 139-148 in *40 RIS* for a variety of lessons to teach vocabulary meaning, spelling, and reading.	This lesson design uses the presentation techniques described in Figure 1.3, Proven presentation techniques on pp. 16-17 in *40RIS.*
Skill-Focused Lesson for Comprehension	This lesson is designed to directly teach the seven cognitive strategies of highly effective readers.	*Directly Instructing* *Explaining* *Modeling* *Scaffolding* *Guiding Practice*	See pp. x-x in the Resource Packet for a template for designing cognitive strategy lesson. See pp. 183-264 in *40RIS.*	See pp. xx-xx in the Resource Packet for a Professional Growth Unit for teachers on the topic of cognitive strategy instruction.
Skill-Focused Lessons for Building Fluency	There are two versions of fluency-focused guided reading lessons: 1) Fluency Development Lesson (Rasinski, Padak, Linke & Sturdevant, 1994); and 2) Fluency Oriented Reading Instruction (Stahl & Heubach, 2005).	*Modeling* and *guiding practice* are the key instructional moves in these two fluency-building lesson designs.	See Figure 14.1, Fluency lesson formats on pp. 108-109 in *40RIS.*	Version 1 can also be used as a center activity. In Version 2, the teacher reads the story aloud first. Students are never expected to do a "cold read."
Skill-Focused Lesson for Building Decoding Skills	"Cold-Reading" Reading Lesson (Bursuck & Damer, 2010).	*Directly instructing, guiding practice, scaffolding, and constructing meaning* are the instructional moves featured in this design.	See Figure 2.1 Figure 14.2 (McEwan, 2010, pp. 109-110) for the specific steps in this lesson.	This lesson design will only be effective if your students are grouped by skill level and the decodable text is at their instructional reading level.
Guided Reading Lesson	This guided reading lesson is designed to provide a context in which the teacher can monitor and guide students' application of specific skills in decoding and comprehension to construct meaning while reading and also build a sense of reading as a meaningful and enjoyable activity (Fountas & Pinnell, 1996). In order for the guided reading lesson to fulfill these functions, however, students must have accessible text at their instructional reading levels (80% accuracy).	*Constructing meaning* is the key instructional move in the guided reading group. Complementary instructional moves are *facilitating, coaching, and attributing.*	Following are the steps in a guided reading lesson. Skills are implicitly taught in the context of the text. 1.Selecting the text 2.Introducing the text 3.Reading the text 4. Discussing the text 5.Teaching for strategic activities	The guided reading lesson is not an appropriate lesson design for the explicit instruction of discrete skills needed by students at-risk. Leveled readers do not provide enough accessible (decodable) text for struggling readers to gain mastery of phonemic decoding skills.

Lesson Steps	Lesson Notes
1. Provide direct instruction regarding the strategy.	
a. Define the strategy.	
b. Explain the purpose the cognitive strategy serves during the act of reading.	
c. Explain how, when, or where the strategy might be used.	
d. Describe the critical attributes of the strategy.	
e. Provide concrete examples and non-examples of how the strategy looks, sounds, and feels to the reader when it is being employed.	
2. Model the strategy by thinking-aloud for students.	
3. Facilitate guided practice with students.	
4. Follow-up with coaching and scaffolding students' strategy usage as needed to move students toward the automatic use of strategies during independent reading.	

Lesson Steps	Lesson Notes
1. Directly teach the strategy.	
a. Define the strategy.	Inferring is making a decision about what the evidence means.
b. Explain the purpose the cognitive strategy serves during the act of reading.	Good readers make inferences to understand what is happening in stories when the author doesn't directly explain what is happening in the text.
c. Explain how, when, or where the strategy might be used.	You will use the inferring strategy when the author doesn't tell you everything you need to know to figure out what's going on in the story. You will also use inference when the teacher or the test asks a question that isn't answered right in the book.
d. Describe the critical attributes of the strategy.	A good inference uses four sources of evidence: 1) what the author directly states in the text (factual evidence); 2) what the author means, but doesn't actually state in the text; 3) what you know from your real-life experiences that could help you make a decision about the evidence; and 4) what you have learned from classes in school or reading books. The last three categories of evidence are called circumstantial evidence.
e. Provide concrete examples and non-examples of how the strategy looks, sounds, and feels to the reader when it is being employed.	There are many kinds of inferences and we will learn about three kinds of inferences: coherence inferences, elaborative inferences, and higher level inferences. When you use one of the inferring words: think, believe, assume, deduce, conclude, judge, and surmise, you are making an inference. You will know it is a good inference because you can point to evidence in the text (factual) and evidence from other sources (circumstantial).
2. Model the strategy by thinking-aloud for students.	
3. Facilitate guided practice with students.	
4. Follow-up with coaching and scaffolding students' strategy usage as needed to move students toward the automatic use of strategies during independent reading.	

Figure I.1 Descriptions of the Components of a Professional Growth Unit

Lesson Component	Description of the Component
What the Experts Say	A quote from a commentary or research article by a well-know literacy expert that illustrates and stimulates thinking about the content of the unit or module. The experts may be highly effective teachers who have made statements about the content.
Advance Organizer	This activity provides a brief introduction to the unit that helps to focus participants' thoughts and motivate interest in the big idea of the unit.
Read to Understand and Remember	A reading assignment that provides background knowledge and research about one or more of the literacy look-fors.
Essential Question	An important question related to the big idea of the unit or professional growth module that helps participants think more deeply and arrive at more thoughtful conclusions about literacy issues.
Achievement Connection	A suggested learning goal for students based on the content of the unit.
Cognitive Processing Activity	An instructional activity that guides participants to process text or concepts from the unit either through organizing them in a new way with a graphic organizer, writing about them to understand them more deeply, teaching a concept or idea to a team partner, or completing a self-evaluation tool in response to questions about personal instruction.
Lesson Planning Activity	An instructional activity that guides participants to use what they have learned in the unit or module to collaboratively design lessons for students.
Grade Level Achievement Goal	An achievement goal informed by the content of the unit or module and set by the grade-level team to be accomplished in a short span of time, e.g., 3-4 weeks.
Literacy Walkthrough	A team literacy walkthrough based on the look-fors being studied in the professional growth unit including a debriefing session led by the principal, literacy coach, or team leader.

The following professional growth unit is designed for a collaborative grade-level team to study together with the guidance of a team leader. The leader could be a grade-level volunteer, a literacy coach, or some other individual selected by the principal.

UNIT 2.2, THE MEANING OF DIFFERENTIATION

What the Experts Say

The argument that teaching will be more effective if it is adapted to the needs of individual learners is undoubtedly true, but the instructional inferences typically drawn from that fact are unsupportable. Unsupportable inferences include that instruction should be differentiated or adapted to students' learning styles, aptitudes, personalities, hemispheric preferences, intelligences, or other dispositional traits.

—Lalley & Gentile (2009, p. 462)

Advance Organizer

To differentiate is to calibrate and manipulate. You calibrate the difficulty of learning tasks so as to create the best match possible between those tasks and your students' current skills and knowledge by manipulating the following variables: 1) how much time you allocate for teaching certain skills or guiding student practice; 2) the difficulty of the text you expect students to comprehend (either in terms of actual reading level or in the way it is organized and presented); 3) the cognitive complexity of the tasks students are performing on the text (e.g., summarizing), or 4) the type of curriculum or program that drives your instruction.

Read to Understand and Remember

In the course of writing *40 Reading Intervention Strategies for K-6 Students* (McEwan-Adkins, 2010), I discovered a body of research that stimulated my thinking about many aspects of reading instruction, but most especially about differentiation. It was the first high-quality research study I had ever encountered that not only demonstrated the power of differentiation, but revealed the fall-out for students of failing to differentiate.

To help you cognitively process this research in a timely way I provide a brief abstract and then a longer summary discussion of two different studies. Both studies were conducted with the same sample of students, but when they were at different grade levels and focused on different curricular components of balanced literacy. Note that although both studies were published in 2004, the actual studies were conducted at different times.

Decoding Instruction (Connor, Morrison & Katch, 2004)

Text Preview

This study examines the interaction between the fall language-literacy skills (vocabulary and decoding) of 108 English speaking first graders and their teachers' instructional practices on the students' spring decoding scores. Another way to state the question that was investigated in this study is: *Given a child's level of vocabulary and decoding knowledge (strong or weak) in the fall of the school year, what kind of instructional practices (teacher-managed or student managed/explicit or implicit) produce the largest degree of literacy growth?*

Text Summary

This study focused on beginning reading instruction, specifically on explicit decoding activities in which teachers directly taught letters, letter-sound correspondences, phonological awareness, spelling, or the decoding of words. The 108 students in the sample group were recruited from a larger group participating in a longitudinal study of schooling done in a major midwestern city. After the students had been selected, their teachers were then recruited to be a part of the study. All students were given a battery of assessments to determine their baseline vocabulary and decoding skills. Over the yearlong study, trained observers conducted three all-day observations (fall, winter, and spring) in each of the 42 classrooms, writing a narrative description of the school day and coding activities for types of instruction and the amount of time spent on each. The coding categories included: 1) teacher-managed instruction in which the teacher was the primary director of students' attention, 2) student-managed instruction in which students were primarily controlling their attention and keeping themselves engaged in literacy tasks, 3) explicit decoding instructional activities in which the teacher directly taught letters, letter-sound correspondences, phonological awareness, spelling, or decoding words, and 4) any implicit activities that indirectly supported decoding such as oral reading to build fluency or spelling. The 42 classrooms were located in schools in a large district in which the whole language philosophy of literacy instruction was encouraged in all classrooms.

At the end of the school year, all students were tested to determine their academic growth over the school year. The researchers found that students with stronger fall vocabulary or decoding skills achieved a greater amount of academic growth in

classrooms that provided more child-managed implicit decoding instruction and less teacher-managed explicit decoding instruction. Conversely, they found that students with weaker fall vocabulary or decoding scores achieved stronger decoding skill growth in classrooms characterized by more teacher-managed explicit decoding instruction and less child-managed implicit decoding instruction.

The results also revealed that students with weaker fall vocabulary or decoding skills who received greater amounts of teacher-managed explicit instruction in the fall, but were gradually transitioned during the year into increasing amounts of student-managed instruction demonstrated greater academic growth than did weaker students whose teachers did not gradually release responsibility to them for managing more of their own reading activities.

As noted earlier, the district in which the targeted students were enrolled supported a whole-language approach to teaching reading, and teachers were encouraged by administrators to provide generous amounts of sustained silent reading for all students. The average amount of time per day devoted to child-managed instructional activities in the first grade classrooms in which targeted students were enrolled was 28.5 minutes per day, while the average amount of time per day devoted to teacher-managed instructional activities was 7.4 minutes per day. In this particular school district, students who began the school year with low decoding and vocabulary skills had far fewer opportunities to acquire the skills they needed to become independent readers, while students with high fall decoding and vocabulary skills did well in these classrooms where instruction was a perfect fit for their learning strengths. The researchers also noted that the school district

had a documented achievement gap that increased as their students progressed through the grades.

Perhaps you have encountered the term, *Matthew effect*, in your coursework or professional reading. The term was first coined by sociologist Robert Merton (1968) and later picked up by Walberg and Tsai (1983) to describe an educational phenomenon. The term has its origins in the New Testament parable of the talents in Matthew 25:29 in which according to Merton's initial interpretation, the "rich get richer and the poor get poorer." As used by Stanovich (1986), the term describes the effect of early reading deficits from which poor readers almost never recover. Once the Matthew effect kicks in for struggling readers, catching up is almost impossible. If your class, school, or district has a sizable cohort of students who have been behind since the second week of kindergarten, it's time to investigate what needs to be done to balance your literacy instruction.

Reading Comprehension (Connor, Morrison & Petrella, 2004)

Text Preview

The second study examines the effect of 3rd grade literacy instruction on the reading comprehension skills and the degree to which students' baseline language and reading skills at the beginning of the school year interacted with that instruction to produce different achievement patterns. Another way to state the research question in this study is: *Given a child's fall reading comprehension score in 3rd grade, can we predict*

what kind of comprehension instruction would produce the biggest gains in that child's spring reading comprehension score?

Text Summary

This second study followed the student sample from the first study as they moved to third grade, examining the interaction of baseline reading comprehension and vocabulary skills and the kinds of reading comprehension instruction they received. The number of students in the sample declined to 73 because of student transfers out of the district.

Researchers coded their observations to include the two dimensions examined in the earlier study—teacher-managed instruction and student-managed instruction—as these dimensions interacted with two sets of variables—explicit and implicit word level instruction and explicit and implicit higher-order instruction (reading comprehension and writing).

This study gives teachers much to think about as they design and deliver comprehension instruction to students beginning in the third grade and up. In this study, the effects of the teachers' comprehension instruction on students' comprehension gains over the year depended largely on their fall reading comprehension skills. Children with average to below-average reading comprehension skills in the fall achieved greater comprehension growth on average in classrooms with more time spent in teacher-managed explicit instruction. In contrast students with well above average reading comprehension skills in the fall (scoring or above the 75th percentile) achieved greater

reading comprehension growth in classrooms with less time in teacher-managed explicit comprehension instruction and more time in child-managed explicit instruction. Although more research is needed, the results of this study imply that student-managed reading comprehension activities, without teacher involvement, need to be used cautiously with children who are struggling to achieve or maintain on grade-level reading, and even somewhat carefully with students who score average or slightly above average on reading comprehension. This includes the very popular activity of sustained silent reading (SSR). The study showed that SSR demonstrated no significant effect on children's reading comprehension skill growth during the third grade year.

Essential Question

Why is differentiation at the heart of balanced literacy?

To address this essential question requires revisiting the definitions of both *differentiation* and *balanced literacy.* Can you accept the definitions used in this chapter? Will it be necessary to change your thinking to do so? How?

The Achievement Connection

My struggling students (based on progress monitoring data) will have at least one additional opportunity to learn (than I am currently providing), for example, extra practice on a discrete skill, a comprehension intervention lesson in a small group, or extra oral reading practice daily with a buddy. This additional opportunity is to be offered on a daily basis for one month and student progress will be assessed at the end of each week.

Cognitive Processing Activity

In this activity you will create a graphic organizer (Figure 2.18) to summarize the concept of differentiation. The organizer is based on the concept found in *The Important Book* by Margaret Wise Brown. There are many statements you might make about the concept of differentiation, based on the reading assignment you completed for this unit. However, your assignment is to select the important thing—the main idea or the big idea. Write your big idea in the upper left rectangle of the organizer. Write your details or less important statements in the remaining rectangles, saving your important thing (big idea) for the rectangle at the bottom right of the organizer.