Curriculum Considerations for Students with Intensive Reading Needs

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Goals for Session

1. Briefly review alterable variables (grouping, design, delivery and time)
2. Provide lesson demonstrations to highlight design features
3. Share progress monitoring tools
4. Share other forms and resources

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Three-tier Model

- Assumption – identification and intervention will result in all students being effective readers
- Primary Interventions – regular classroom instruction or program
- Secondary Interventions – short term intervention for students starting to fall behind on skills or content
- Tertiary Interventions – students not learning at an adequate rate or are not responding to interventions need an alternative program

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Factors We Can Manipulate

- Grouping
  - Who are your students?
- Design
  - What do they need?
  - Research or evidence-based programs/curricula
- Delivery
  - How do we deliver the needed instruction?
- Time
  - How much time do students need?
### Initial Grouping

- School level and grade level teams use summative data (OSAT), and universal screening data such as Oral Reading Fluency (ORF) to:
  - Rank order students low to high
  - Chunk into categories of performance (intensive, low fluency, emerging, established)
- Add other measures and considerations
  - San Diego Quick, MAZE, OSAT, teacher judgment
- Identify students already on reading IEPs
- Identify students in need of placement tests

### Group Size

- Students with intensive needs receive instruction in smallest groups (4-12 students)
- Students with established reading skills receive instruction in the largest groups (35+ Students)
Big Ideas of Early Reading
National Reading Panel, 2000

- **Phonemic Awareness**: the ability to hear and identify sounds in spoken words.
- **Phonics**: the relationship between the letters of written language and the sounds of spoken language.
- **Fluency**: the capacity to read text accurately and quickly.
- **Vocabulary**: the words students must know to communicate effectively.
- **Comprehension**: the ability to understand and gain meaning from what has been read.

Placement Tests

- Data informs who needs placement tests
  - Usually students identified as Intensive and Low Fluency and possibly your lowest Emerging students.
Placement Test Guidelines & Interpretation

- We use Corrective Reading placement tests and follow placement guidelines.
- We’ve discovered this relationship of ORF to placement in Corrective Reading:
  - 15 cwpm = Corrective Reading Level A
  - 20-70 cwpm = Corrective Reading Level B1
  - 70-110 cwpm = Corrective Reading Level B2
  - 106-130 cwpm = Corrective Reading Level C

Corrective Reading Decoding: An example of a curriculum that meets intensive reading needs

- Suitable for students in grades 4-12
- Highly structured, direct instruction lessons that take 45 minutes to teach
- Goals are to increase accuracy (decoding), develop fluency and build reading comprehension
- Lessons include word-attack skills, group reading, individual reading “checkouts” and workbook exercises

Corrective Reading Decoding Levels A - C

- Level A – 65 lessons (half school year) focus on sounds, rhyming, pronunciation, sounding out, word/sentence/story reading, fluency
- Level B1 – 65 lessons (half school year) focus on decoding words in isolation, sentences and stories
- Level B2 - 65 lessons (half school year) focus on decoding and increasing fluency
- Level C – 125 lessons (full school year) focus on decoding multisyllabic words and increasing fluency

Corrective Reading Content

- Phonemic Awareness: (segmenting, blending) found in levels A, B1 and B2
- Phonics: high frequency regular letter/sound relationships, decodable text building to reading multisyllabic words found in levels A, B1 and B2
- Fluency: found in Group Reading and Reading Checkouts. Fluency goals increase across levels A, B1, B2 and C
- Vocabulary: presented before Group Reading found in level C
- Comprehension: uses questioning strategy in narrative and expository text found in levels B1, B2 and C

Adapted from Florida Center for Reading Research SRA Corrective Reading www.fcrr.org
Sample Lessons

- Level A
- Level B1
- Level B2
- Level C

Alternative/Supplemental Curriculum in Bethel

- Curriculum Maps – developed in collaboration with Mary Gleason provide us with guidance
  - Phonics for Reading is our choice (looking at others)
  - Others include Wilson Reading Program, Language!

- Ravenscourt Books – used in conjunction with Corrective Reading to enhance comprehension and fluency
  - “The Unexpected” series used after B1
  - “Overcoming Adversity” series used after B2
  - “Reaching Goals” series used after lesson 60 of C

Progress Monitoring for Students with Intensive Needs

1. What are the two types of monitoring? Out of Program and In-Program Assessments
2. What is the purpose? To determine whether students are responding to interventions
3. Which Out of Program assessments do we use? Those which are reliable, valid and sensitive. We use Oral Reading Fluency linked to Universal Assessment and In-Program assessment data.
4. How do we interpret the results of out of program assessments? For ORF we use trend lines, aim lines, and target line.
5. How often do we give out of program assessments? Once per month (grade level passage) unless student is significantly discrepant. In those cases, we use instructional level passages.

Individual Student Progress Monitoring Bethel School District

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In Program Progress Monitoring

- In program progress monitoring is conducted through Mastery Tests (level A) or reading “Check Outs” (levels B1, B2, C)
- Data on mastery tests or check outs are collected and analyzed regularly. This data is recorded on Student Test Summary Form (STS)
- In addition, data on lesson progress is also collected weekly and analyzed. This data is recorded on the Lesson Progress Chart (LPC)
- Data is used to modify instruction or change groups. To modify instruction, we follow recommended interventions (found in Teacher Guide, Troubleshooting Guide and/or recommended by Literacy Coach)

Forms and Other Resources

Materials courtesy of the National Institute for Direct Instruction (NIFDI)

Other Resources for Intensive Reading Groups

- Program Reference Chart, 2002
- Lesson Progress Charts, 2003
- Expected Lesson Progress, 2003
- Student Test Summary Forms, 2003
- NIFDI Troubleshooting Guide, 2002
- Examples of Program Adjustments, 2002
- Guidelines for Conducting Rehearsals, 2002
- Zig Englemann on Mastery, 2003. This can be downloaded for free at www.nifdi.org

Flexible Grouping

- Changes in grouping are made based on student performance (progress monitoring)
- How often?
  - Minimally after each universal screening
  - More frequently for students for whom additional data is being collected (i.e., monthly progress monitoring and/or performance as indicated on STS and LPC forms)
Delivery of Instruction

- Gain and maintain attention
- Elicit responses
- Maintain a “perky pace”
- Have close proximity
- Connect with your students.
  - Greet them
  - Smile, nod
  - Use their names
- Add Humor and delight
- Teach with enthusiasm

Delivery Models

- One period of reading instruction
  - Whole school or
  - Pull out into special education classroom
- Second period of reading instruction
  - Elective class (“Lab” or “Study Skills”)
    - Use alternative curriculum if you can’t coordinate the logistics of two lessons per day

Time for Intensive Instruction

- Students with Intensive/Low Emerging skills need 90 minutes of reading instruction per day.
- Students in Corrective Reading Level A or B1 must have a 2nd period of reading
- Students in Corrective Level B2 may need a 2nd period of reading
- Students in Corrective Reading Level C should make good progress with one period of reading
Professional Development in Corrective Reading Program

- All staff teaching Corrective Reading receive two full days of training prior to teaching
  - Training includes:
    - Reviewing all program components
    - Learning the teaching formats
    - Using correction procedures accurately
    - Learning procedures for individual student turns
    - Executing signals
    - Implementing data collection systems (STS, LPC)

Resources

- National Institute for Direct Instruction (NIFDI) [www.nifdi.org](http://www.nifdi.org)
- Florida Center for Reading Research (FCRR) [www.fcrr.org](http://www.fcrr.org)