# Establishing an Intensive Reading and Writing Program for Secondary Students (Revised)

University of Texas Center for Reading & Language Arts

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION

www.texasreading.org

**©2004, 2003, 2000 University of Texas System/Texas Education Agency**

These materials are copyrighted © by and are the property of the Texas Education Agency and the University of Texas System and may not be reproduced or distributed without their written permission. To obtain a license to reprint large quantities, contact info@texasreading.org.

# Contents


## 1. Introduction

## 2. Presenter Notes

Slide 1: Establishing an Intensive Reading and Writing Program for Secondary Students
Slide 2: Workshop Objectives
Slide 3: What Is the Purpose of the Program?
Slide 4: Why Do We Need This Intensive Reading and Writing Program?
Slide 5: Overview of the "Read for Success" Program: Implementation Guidelines
Slide 6: Reading Performance of Students in the "Read for Success" Program
Slide 7: Reading Performance of Students in the "Read for Success" Program (cont.)
Slide 8: Student Selection
Slide 9: What Are the Academic Characteristics of Struggling Secondary Readers and Writers?
Slide 10: Program Goals
Slide 11: Program Goals (cont.)
Slide 12: Secondary Setting Demands
Slide 13: Critical Features of an Effective Reading and Writing Program
Slide 14: Critical Features of an Effective Reading and Writing Program (cont.)
Slide 15: Critical Features of an Effective Reading and Writing Program (cont.)
Slide 16: Assessment Is a Crucial Part of Every Reading and Writing Program
Slide 17: Monitor Student Progress Regularly
Slide 18: Instructional Components
Slide 19: TEKS: Word Study
Slide 20: Word Study Effective Instruction
Slide 21: Word Study Instructional Strategy: Word Building
Slide 22: Word Study Instructional Strategy: Word Building Materials
Slide 23: Word Study Instructional Strategy: Word Building Implementation
Slide 24: Word Study Instructional Strategy: Word Building Assessment
Slide 25: Word Building
Slide 26: TEKS: Fluency Building
Slide 27: Fluency Building Effective Instruction
Slide 28: Fluency Building: Reading Rate
Slide 29: Fluency Building Instructional Strategy: Partner Reading
Slide 30: Fluency Building Instructional Strategy: Partner Reading – How to Assign Partners
Slide 31: Fluency Building Instructional Strategy: Partner Reading Materials
Slide 32: Fluency Building Instructional Strategy: Partner Reading Implementation
Slide 33: Fluency Building Instructional Strategy: Partner Reading Assessment
Slide 34: Partner Reading
Slide 35: TEKS: Vocabulary
Slide 36: Vocabulary: Effective Instruction
Slide 37: Vocabulary Instructional Strategy: Semantic Mapping
Slide 38: Vocabulary Instructional Strategy: Semantic Mapping Materials
Slide 39: Vocabulary Instructional Strategy: Semantic Mapping Implementation
Slide 40: Vocabulary Instructional Strategy: Semantic Mapping Assessment
Slide 41: Semantic Mapping Expository Text
Slide 42: TEKS: Reading Comprehension

Slide 43: TEKS: Reading Comprehension (cont.)
Slide 44: Reading Comprehension: Effective Instruction
Slide 45: Reading Comprehension Instructional Strategy: Collaborative Strategic Reading
Slide 46: Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Materials
Slide 47: Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Implementation
Slide 48: Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Implementation (cont.)
Slide 49: Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Assessment
Slide 50: Get the Gist
Slide 51: TEKS: Writing Process
Slide 52: Writing Process: Effective Instruction
Slide 53: Writing Process Instructional Strategy: Recursive Writing Process
Slide 54: Writing Process Instructional Strategy: A Closer Look at the Recursive Writing Process
Slide 55: Writing Process Instructional Strategy: Recursive Writing Process Materials
Slide 56: Writing Process Instructional Strategy: Recursive Writing Process Implementation
Slide 57: Writing Process Instructional Strategy: Recursive Writing Process Assessment
Slide 58: Cubing
Slide 59: Nuts & Bolts
Slide 60: Nuts & Bolts: Considerations for Setting Up Your Program

## 3. Handouts/Activities

Participant Notes
Handout 1: Overview of the "Read for Success" Program
Handout 2: High-Interest/Controlled-Vocabulary Materials
Handout 3: Critical Features of an Effective Reading and Writing Program
Handout 4: Word Identification Activities
Handout 5: Fluency Activities
Handout 6: Vocabulary Activities
Handout 7: Comprehension Activities
Handout 8: Writing Activities
Handout 9: Nuts and Bolts: Considerations for Setting up Your Program

## 4. References

# Introduction

## What Is the University of Texas Center for Reading and Language Arts?

The University of Texas Center for Reading and Language Arts (UTCRLA) is in the College of Education at The University of Texas at Austin. When the Texas Education Agency (TEA) first funded it in 1996, UTCRLA's efforts focused entirely on assisting Texas educators in implementing the newly adopted state standards for the Reading and Language Arts Texas Essential Knowledge and Skills (TEKS). Now UTCRLA has expanded from one state-funded project, the Center for Educator Development in Reading and Language Arts, to many projects funded by state, federal and private entities. This "diversified portfolio" has allowed UTCRLA to expand its mission beyond Texas' borders by funding critical research to determine effective practices for teaching students to read, and by immediately incorporating research findings into professional development for teachers.

## About This Guide

UTCRLA developed this guide as a Center for Educator Development product for the TEA in 2000 with Academics 2000 funding from the TEA. The original development team included Kathy Bell, Diane Pedrotty Bryant, Maggie Coleman, Maria Elena Arguelles, Alison Gould, Ui-Jung Kim, Fran Lehr, Pam Bell Morris, Nicole Ugel, and Sharon Vaughn.

The 2003 version of this guide, *Establishing an Intensive Reading and Writing Program for Secondary Students,* was updated and revised by Pam Bell Morris, Carey Cooper, Bonnie O'Reilly, Alejandra Rodriguez-Galindo, Jessica Ross, Susan Sivek, Elana Wakeman, Jennifer Wick, Johnnie Blevins, Carlos Treviño, and Chris Latham. A teacher focus group also provided very helpful recommendations, and included Sarah Crippen (TEA), Antonio Fiero (ESC Region XIX), Theresa Fuentes (Balmorhea ISD), Denisa Garcia (Tornillo High School), Alice Hawkins (Miller High School), Melva Kitchens (Pewitt High School), Al Lozano (Alpine High School), Opal Pate (Pewitt High School), Markay Rister (Stamford High School), Janie Solis (Pharr-San Juan-Alamo ISD), and Jennifer Wiltsie (Rio Grande ISD).

The content of this professional development guide is designed for educators who work with students who struggle in reading and writing and who need intensive, individualized instruction to improve their skills. Such students may 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.

For additional information about this and other UTCRLA professional development products, please visit our Web site at www.texasreading.org.

## Organization and Content

This professional development guide is organized into four sections:

1) **Presentation Slides**
   Presentation slides contain key points for the workshop. They may be used as either color overhead transparencies or as an Adobe Acrobat PDF presentation.

2) **Presenter Notes**
   Detailed notes have been provided for the workshop presenter. The Presenter Notes section includes a snapshot of the presentation slide on the left side and the corresponding presenter notes on the right side.

   The following formatting features, found on the slides and presenter notes pages, are designed to facilitate implementation:
   - Icons indicate when activities occur.
   - Directions to the presenters are set off in a different font so they are easy to distinguish from text the presenter says aloud.
   - Citations are included.

   A sample of the presenter notes pages can be found on the following pages.

3) **Handouts**
   Handouts include activities, handouts with snapshots of presentation slides with room for participants to take notes, and informational handouts that expand on many of the ideas presented on the slides.

4) **References**
   The Reference section contains suggestions for further reading.

## Instructional Content

The slides present an introduction to (a) the writing process and characteristics of effective and struggling writers; (b) the planning stage of writing; (c) the drafting stage of writing; (d) the revising stage of writing; and (e) the editing stage of writing. Within each stage, further characteristics of struggling and effective writers pertinent to that stage of writing are discussed. Given the extensive content of the guide and the fact that the time available for professional development workshops will vary, we suggest the following guidelines:

1) Full-day workshop: the instructional content and some activities can be presented.
2) Half-day workshop: the introductory material and several of the stages can be presented.
3) Two-hour workshop: the introductory material and an overview of the stages can be presented.

Additionally, presenters should identify the purpose of the workshop: overview/introduction of knowledge; review of knowledge; and skill building with audience participation.

# Preparing for the Workshop

It is recommended that presenters review the activities and obtain participant materials prior to conducting 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 materials.

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

You will also need a chart paper for writing, markers, sticky notes, and enough pencils for the group.

## Equipment

The presenter may use presentation slides in one of two methods: as color transparencies with an overhead projector and screen; or as an Acrobat PDF presentation with a computer, LCD projector, and screen.

## 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.

# Sample Presenter Notes

SAMPLE

References: List of references used for this slide and corresponding presenter notes

# <Title of Slide>

Presenter notes contain detailed notes that elaborate on the content of the corresponding slide. Also included are instructions on how to conduct activities and work with handouts.

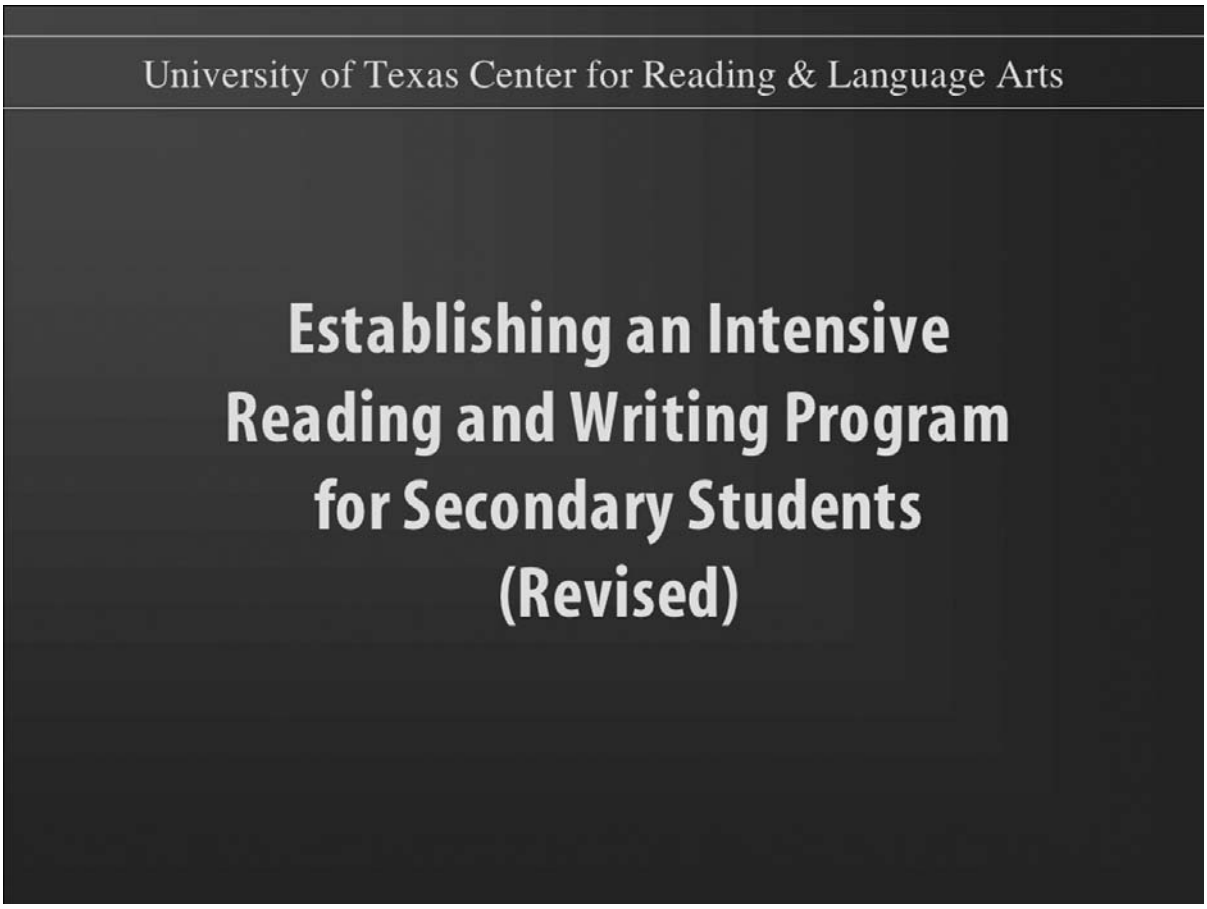
Because there is an activity icon at the top of this page, an activity will be described here.

Snapshots of presentation slides appear on the page opposite the corresponding notes.

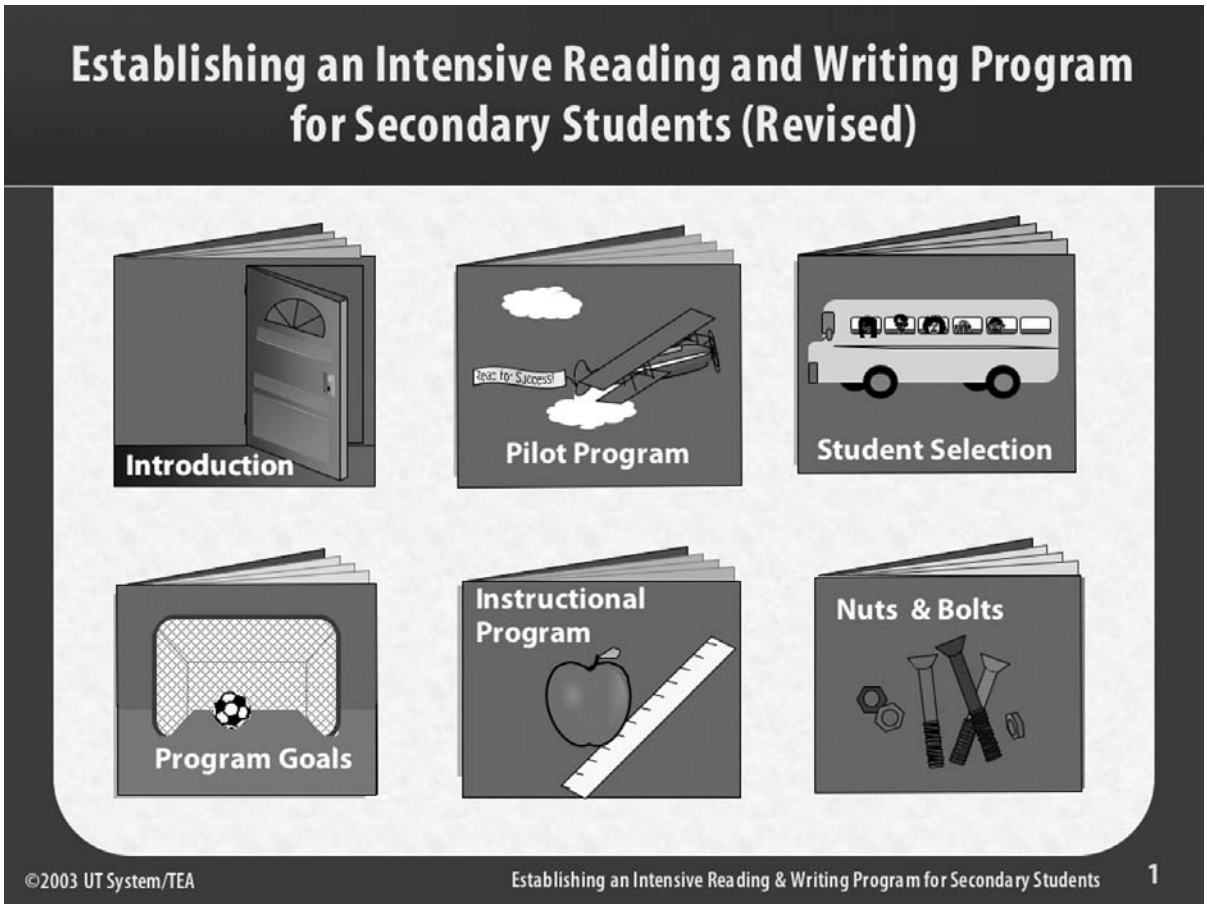
Directives, appearing in a different font, give instructions to the presenter.

SAMPLE

©2003 UT System/TEA




# PRESENTER NOTES


Establishing an Intensive Reading and Writing Program for Secondary Students (Revised)
Introduction
Pilot Program
Student Selection
Program Goals
Instructional Program
Nuts & Bolts
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
1

# Establishing an Intensive Reading and Writing Program for Secondary Students (Revised)

The components of "Establishing an Intensive Reading and Writing Program" are based on "Read for Success," a program first offered in the Austin Independent School District (AISD). This collaborative effort among personnel from the AISD, the University of Texas (UT), and the University of Texas Center for Reading and Language Arts (UTCRLA), was conducted as an intensive summer program for struggling secondary students for several years.

This professional development guide was developed to assist instructional leaders who wish to implement an intensive literacy program for struggling secondary students.

©2003 UT System/TEA

# Workshop Objectives

## Participants will learn about:

- The purpose of an intensive reading and writing program
- The specifics of the "Read for Success" program
- The student selection process for the program
- The goals of students, preservice teachers, school district personnel, and university faculty
- The instructional program
- The nuts and bolts of program development

©2003 UT System/TEA

# Workshop Objectives

Participants will learn about:

- The purpose of an intensive reading and writing program;
- The specifics of the "Read for Success" program;
- The student selection process for the program;
- The goals of students, preservice teachers, school district personnel, and university faculty;
- The instructional program; and
- The nuts and bolts of program development.

©2003 UT System/TEA

# 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.**

©2003 UT System/TEA

# What Is the Purpose of the Program?

In addition to content area instruction, struggling secondary students need intensive, individualized instruction to become effective readers and writers.

The ultimate purpose of this program is to help students access the general education curriculum and become successful in content area learning. The ability to read and write at an appropriate level makes that academic success possible.

©2003 UT System/TEA

# 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 American adults lack the basic literacy skills required in a typical job (Moats, 1998).

©2003 UT System/TEA

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

The facts on this slide provide the rationale for an 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 American adults lack the basic literacy skills required in a typical job (Moats, 1998).

Allow 1 minute for participants to read slide.

Critical research findings support the need for powerful, research-based intervention for students who continue to struggle with reading and writing in middle and high school.

©2003 UT System/TEA

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

- Establish the need for this type of program
- Begin collaboration between local school district and university
- Organize personnel
- Publicize program
- Identify, assess, and group students
- Assign preservice teachers to groups of students
- Implement research-based instructional strategies
- Evaluate preservice teachers
- Reassess students

©2003 UT System/TEA

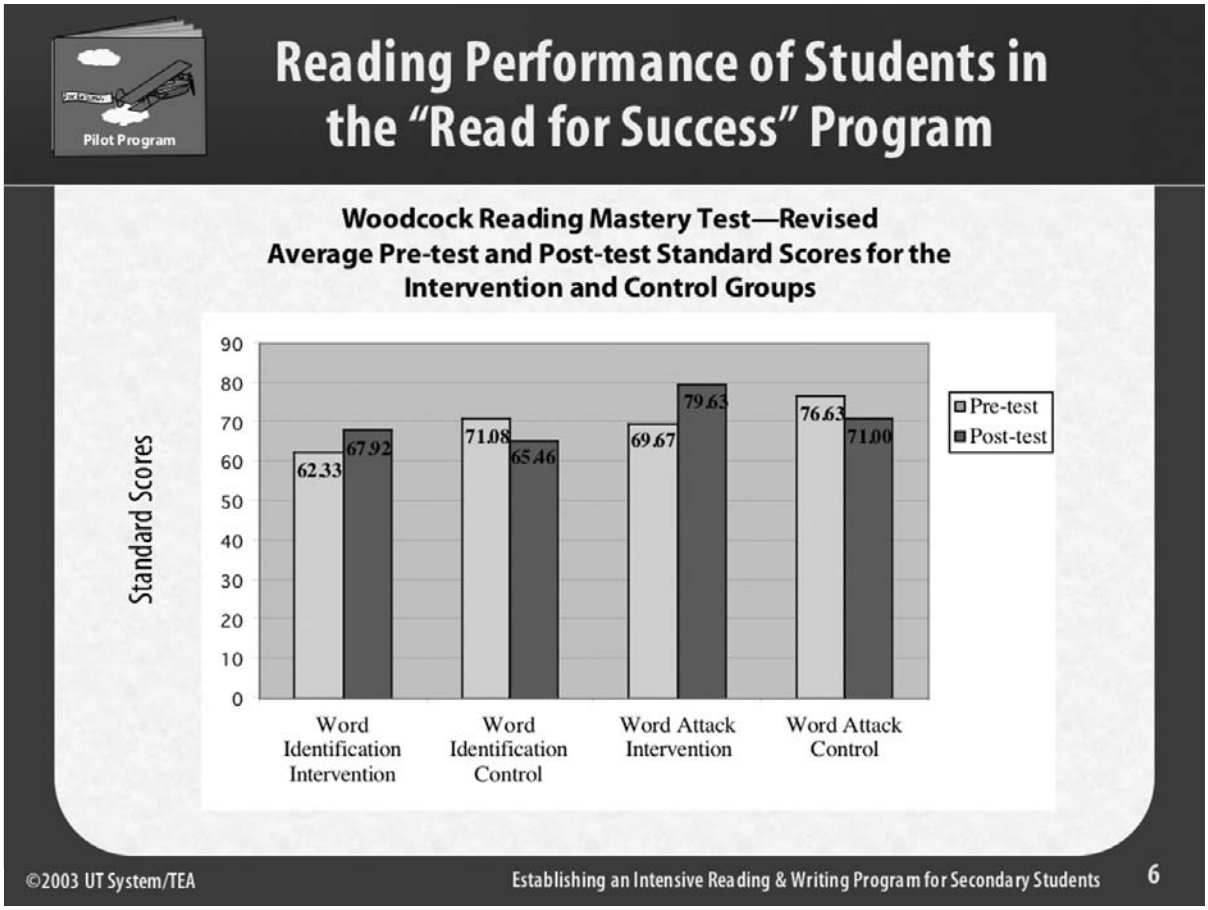
# Overview of the "Read for Success" Program: Implementation Guidelines

The steps used in implementing the "Read for Success" program were:

- Establish need: AISD and UT, in conjunction with the UTCRLA, recognized that a significant number of secondary students 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 program 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 level.
- Assign preservice teachers: Preservice teachers were assigned to groups of students. The ratio was one preservice teacher to four 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: A final assessment was conducted to evaluate students' progress and program effectiveness.

Handout 1: "Overview of the 'Read for Success' Program" contains extensive details regarding the program. Consider the adaptations you would need to make in order to implement this program in your school.

©2003 UT System/TEA


Pilot Program
Reading Performance of Students in the "Read for Success" Program
Woodcock Reading Mastery Test—Revised
Average Pre-test and Post-test Standard Scores for the Intervention and Control Groups
Standard Scores
90
80
70
60
50
40
30
20
10
0
62.33
67.92
71.08
65.46
69.67
79.63
76.63
71.00
Word Identification Intervention
Word Identification Control
Word Attack Intervention
Word Attack Control
Pre-test
Post-test
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
6

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

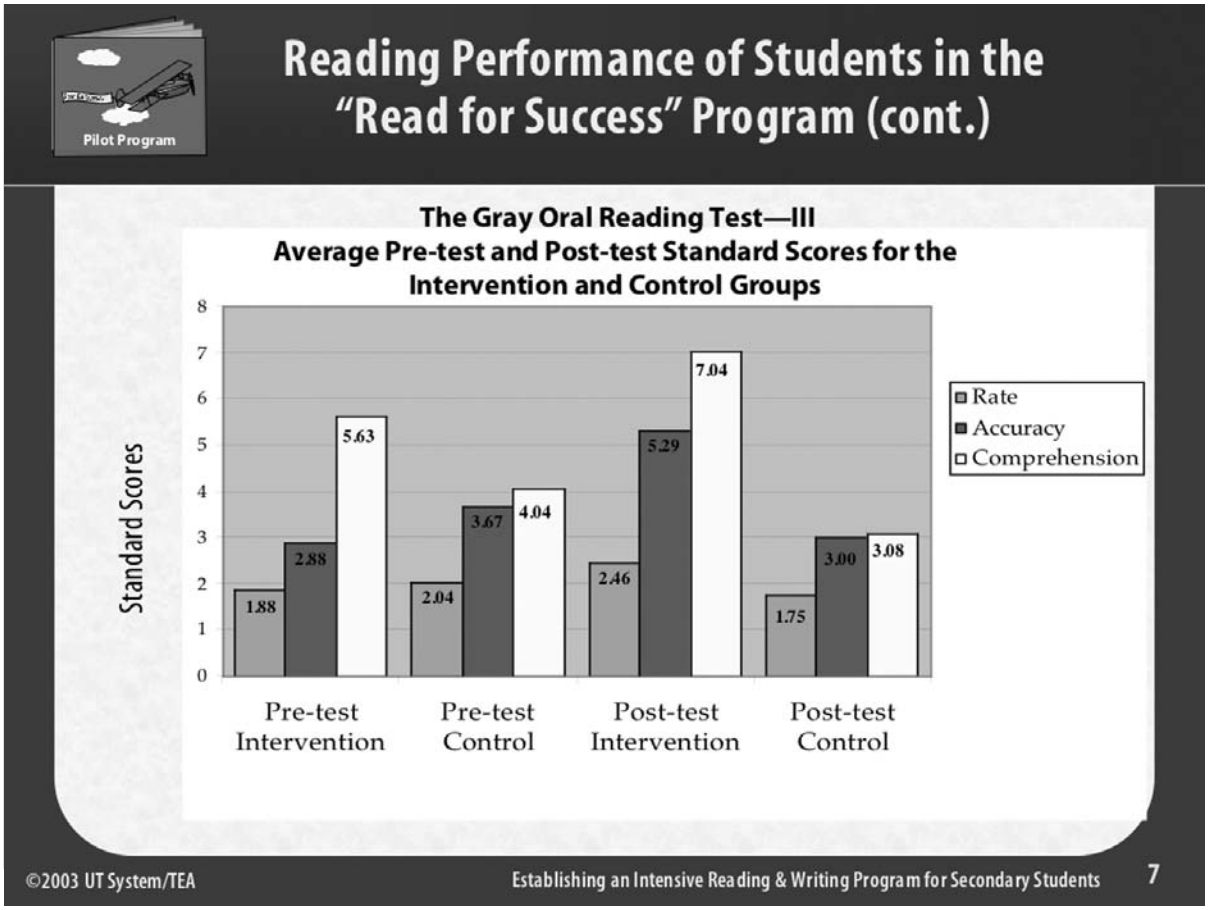
The Woodcock Reading Mastery Test – Revised (WRMT-R; Woodcock, 1987) was one of the two pre- and post-test measures of student achievement.

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).

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.

The average standard scores of the intervention group increased from pre- to post-test, while the control group scores declined.

©2003 UT System/TEA


Pilot Program
Reading Performance of Students in the "Read for Success" Program (cont.)
The Gray Oral Reading Test—III
Average Pre-test and Post-test Standard Scores for the Intervention and Control Groups
Standard Scores
0
1
2
3
4
5
6
7
8
1.88
2.88
5.63
2.04
3.67
4.04
2.46
5.29
7.04
1.75
3.00
3.08
Pre-test Intervention
Pre-test Control
Post-test Intervention
Post-test Control
Rate
Accuracy
Comprehension
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
7

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

The scores of students on the Gray Oral Reading Test-III (GORT-III; Wiederholt & Bryant, 1992) are displayed on this slide. This test was used as the second measure of achievement.

Three measures of the GORT-III — Rate, Accuracy, and Comprehension — were administered to both the intervention group and control group at the beginning and end of the program.

The average standard scores of the intervention group increased over the duration of the program. However, the scores of the control group decreased.

The progress of the intervention group was impressive for a four-week program. In addition, students' feelings about the pilot program were very positive, as shown by these representative comments:

- "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 learn more here than in regular school."

The positive results of the "Read for Success" program, combined with the identified need for such a program, led to the development of this guide.

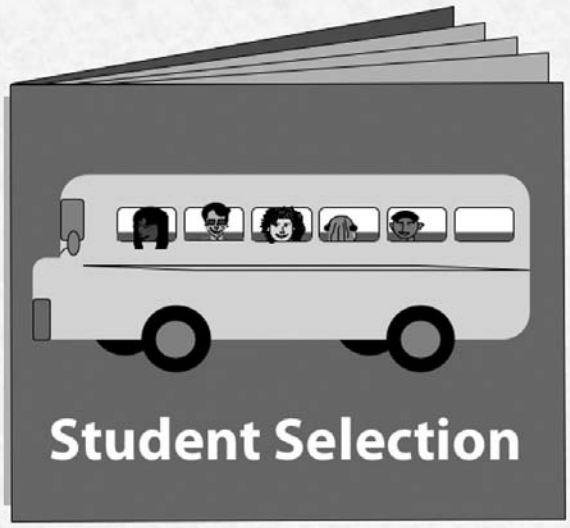
This guide uses components of the "Read for Success" program to assist other instructional leaders to set up their own programs.

This presentation will now focus on how to establish an intensive reading and writing program for struggling secondary students. Although the program that is discussed involves a school district and university partnership, the program can be established by a school district alone.

The discussion will examine student selection, program goals, the instructional components, and the "nuts and bolts" of setting up the program.

©2003 UT System/TEA

# Student Selection




©2003 UT System/TEA

# Student Selection

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).

Secondary students, including students with disabilities and English language learners, struggle with reading and writing and can benefit from an 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.

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).

©2003 UT System/TEA

# 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 comprehension of text**

**Writing:**

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

©2003 UT System/TEA

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

This slide lists the primary areas of difficulty for struggling secondary readers and writers.

These students often have difficulty decoding words, especially multisyllabic words. They may read at a slow pace and with many errors.

Struggling readers and writers may know few words and lack full understanding of their meanings. Additionally, they fail to use self-monitoring skills before, during, and after reading to facilitate their comprehension of texts. When they write, they have difficulty planning drafting, revising, and/or editing their work.

You may have observed many additional characteristics of struggling readers and writers in your own classrooms. In groups of three to five, brainstorm more characteristics of these students. Generate as many ideas as possible in each of the areas listed on the slide. Remember to consider English language learners and students with disabilities.

Moving from group to group, ask one participant from each group to share a characteristic with the large group. Record ideas on a transparency and have the group discuss them.

Working with a partner, list criteria you would use to select struggling secondary students, including students with disabilities and English language learners, for an intensive reading and writing program at your school. Think about achievement levels, referrals from teachers, and so forth.

Ask for volunteers to describe two or three criteria. Record these ideas on a transparency and have the group discuss them. Possible criteria might include reading two grades below grade level, parent referral, and/or writing or reading disability.

©2003 UT System/TEA

# 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

©2003 UT System/TEA

# Program Goals

All partners can benefit from an intensive reading and writing program like "Read for Success." Program goals should be established at all levels to meet the unique needs of struggling students, preservice teachers, school district personnel, and university faculty.

Goals for students include:

- To learn strategies to become more efficient readers and writers;
- To generalize strategies to learning in content area instruction and to other learning environments; and
- To increase self-confidence in reading and writing.

Goals for preservice teachers include:

- To obtain practical experience teaching struggling secondary students;
- To design, implement, and evaluate effective instruction;
- To apply research-based strategies in a classroom setting;
- To improve teaching effectiveness based on supervisor feedback; and
- To strengthen communication skills with students, parents, and administrators.

If a school district establishes this program without a university partnership, the district can hire district teachers instead of the preservice teachers.

©2003 UT System/TEA

# 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 required state 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

©2003 UT System/TEA

# Program Goals (cont.)

In addition to the benefits of the students and preservice teachers, the school district and university can also work toward goals.

The school district can:

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

The university can:

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

©2003 UT System/TEA

# 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.

©2003 UT System/TEA

# Secondary Setting Demands

The major factors in an instructional program are:

- Setting demands, or what is expected of a student in a specific class;
- Critical features of an effective reading and writing program (which will be discussed in more detail later in this workshop);
- Assessment; and
- Research-based instructional components that adhere to the TEKS (including word study, fluency building, vocabulary, reading comprehension, and the writing process).

To be successful in content area reading and writing, struggling students need explicit instruction in basic reading and writing skills that they often lack (Bryant, Ugel, Thompson, & Hamff, 1999; Kinder & Bursuck, 1991).

Students are expected to read and understand more challenging vocabulary, as well as various text forms such as narratives, expository text, poetry, and plays. Overall, setting demands increase both in terms of the amount of material to read and the material's level of difficulty as students progress through the secondary levels.

©2003 UT System/TEA

# Critical Features of an Effective Reading and Writing Program

## Instructional Materials:

- High-interest/controlled-vocabulary materials
- Written at students' instructional reading level
- Contain age-appropriate content
- Motivate students to read
- Decrease frustration
- Can be linked to the curriculum

©2003 UT System/TEA

# Critical Features of an Effective Reading and Writing Program

Instructional materials are an important consideration in this type of program.

The students' instructional reading level should be established to facilitate successful reading instruction.

High-interest, controlled-vocabulary reading materials help 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 address issues and topics relevant to a diverse group of students are good choices.

Handout 2: "High-Interest/Controlled-Vocabulary Materials" provides a list of publishers of these materials.

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.

©2003 UT System/TEA

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

## 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**
- **Uses language during instruction that is comprehensible and meaningful to students who are English language learners**

©2003 UT System/TEA

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

The next two slides address effective delivery of instruction, grouping, and progress monitoring for this program. Teachers already use many of these critical instructional features in their classrooms. This information is also on Handout 3: "Critical Features of an Effective Reading and Writing Program."

Find Handout 3. Read the strategies listed under Delivery of Instruction and, working in your groups, list some additional critical instructional features that you find helpful.

Allow 5 minutes. Call on a representative of each small group to report to the whole group.

Teachers of intensive programs must have high expectations for students' learning and achievement. Without those high expectations, students may be shortchanged. Often English language learners, for example, receive instruction that is less challenging than that given to other students (August & Hakuta, 1997). Remember to integrate and connect students' background and culture into reading, writing, and class discussions.

©2003 UT System/TEA

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

## Instructional Grouping

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

## Student Progress Monitoring

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

©2003 UT System/TEA

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

This slide addresses instructional grouping and progress monitoring.

Small groups of about four 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).

By grouping students based on skill level, teachers can provide more intensive instruction, which is critical for students with disabilities and English language learners.

Additionally, monitoring student progress is an essential part of instruction.

Student progress monitoring helps teachers determine areas in which students require extra assistance and lets teachers make adaptations as necessary.

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.

©2003 UT System/TEA

# 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

©2003 UT System/TEA

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

Assessment is a crucial part of every effective reading and writing program.

Initial individual assessment provides data to guide grouping decisions and establishes baseline achievement levels for students.

Ongoing assessment guides the selection of what needs to be taught and provides information about which instructional strategies are 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.

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.

It is important to use the same standardized instrument for pre- and post-testing. This assessment should match the academic goals of the program for pre- and post-testing.

©2003 UT System/TEA

# Monitor Student Progress Regularly

**Curriculum-based assessment:**

Evaluate daily instruction
(e.g., teacher-made tests, fluency measures, homework)

**Observation:**

Note student performance
(e.g., reading behaviors, writing difficulties)

©2003 UT System/TEA

# Monitor Student Progress Regularly

Assessment information guides the planning of instruction. The information addresses students' needs, interests, and challenges.

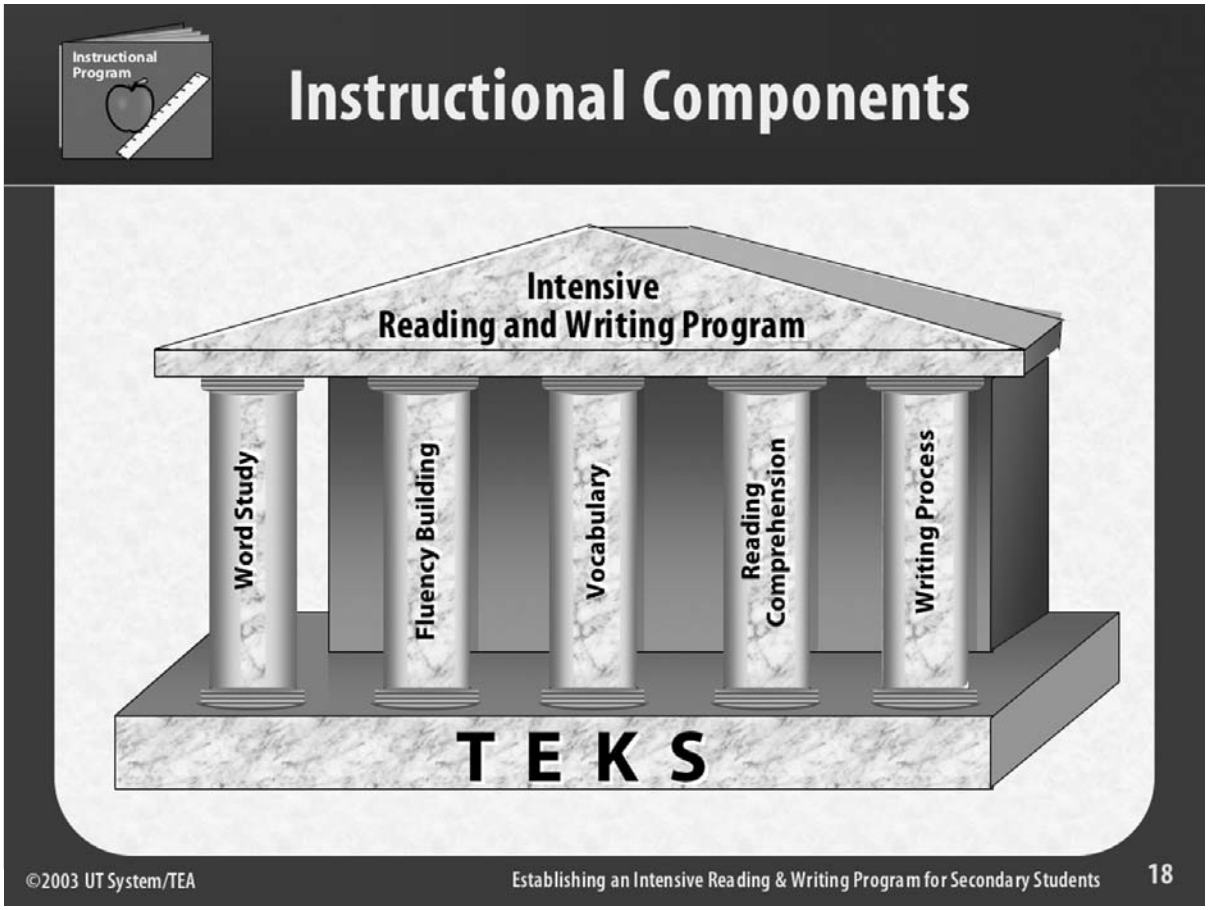
Curriculum-based assessment allows teachers and students to monitor progress.

Observation is critical to good teaching. It is important to record observations using anecdotal records, checklists, and charts of academic performance (Mercer & Mercer, 1998).

Take five minutes in your small groups to identify standardized instruments you use as pre- and post-test measures to monitor student progress. Also consider other measures that can be used to assess progress in reading and writing.

Ask a representative of each group to share ideas generated.

©2003 UT System/TEA


Instructional Program
Instructional Components
Intensive
Reading and Writing Program
Word Study
Fluency Building
Vocabulary
Reading Comprehension
Writing Process
T E K S
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
18

# Instructional Components

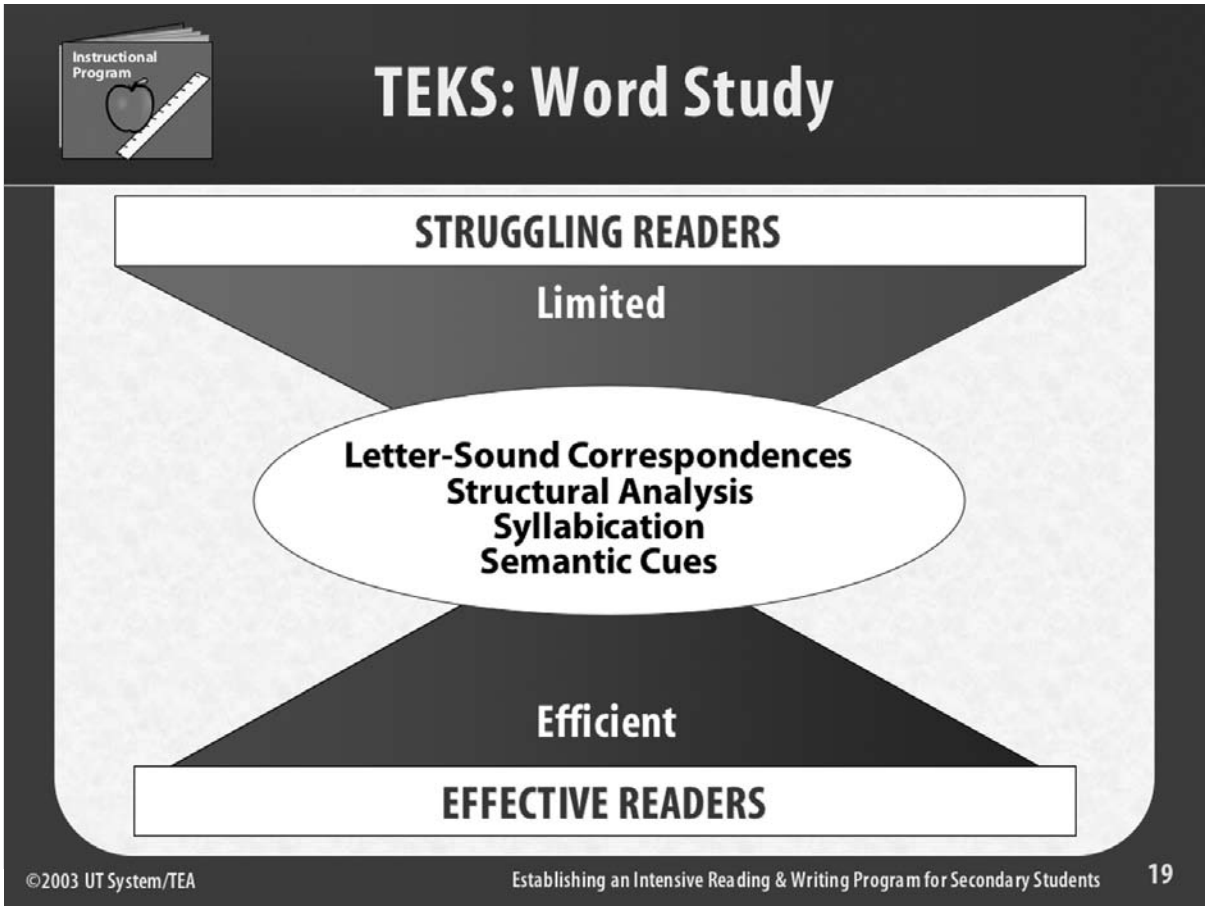
The TEKS are the foundation of the secondary intensive reading and writing program. The components vary slightly from grade to grade, and build upon each other.

The five major components of the instructional program are:

- 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; and
- Writing process, which includes planning, drafting, revising, and editing.

In this section we will review the TEKS, effective instruction for teachers and students, and instructional strategies, including materials, implementation, and assessment.

©2003 UT System/TEA


Instructional Program
TEKS: Word Study
STRUGGLING READERS
Limited
Letter-Sound Correspondences
Structural Analysis
Syllabication
Semantic Cues
Efficient
EFFECTIVE READERS
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
19

# TEKS: Word Study

Effective readers readily use the components of word study, but struggling readers, including students with disabilities and English language learners, do not.

"Word study" is the ability to decode a word. The ultimate goal of decoding is automatic word recognition or automaticity.

The components of word study are:

- Letter-sound correspondences: knowledge of the sounds that letters and letter combinations represent;
- Structural analysis: 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 (for example, possessives, tense markers, plurals);
- Syllabication: the process of separating words into appropriate, decodable groups of letters; and
- Semantic cues: the relationships of words or groups of words.

©2003 UT System/TEA

# Word Study
# Effective Instruction

**Teachers:**

- **Model and provide steps for using knowledge of letter-sound correspondences.**
- **Focus on words from content area text and literature that 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.**

©2003 UT System/TEA

# Word Study: Effective Instruction

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.

Struggling readers and writers need to learn word study strategies (Anderson, Hiebert, Scott, & Wilkinson, 1985; Cunningham, 1995).

Other word study strategies may help students 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.

For more detailed information about word study, see the professional development guide, "Word Analysis." This guide may be downloaded from the Web site of the University of Texas Center for Reading and Language Arts at www.texasreading.org.

©2003 UT System/TEA

# 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**

©2003 UT System/TEA

# Word Study Instructional Strategy: Word Building

Find Handout 4: "Word Building."

Allow participants time to find and scan handout.

Word Building moves from the simple to the complex. This strategy may seem simplistic, but 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.

Self-monitoring is essential to successful word building, and is closely related to comprehension. Students demonstrate the ability to self-monitor when they are able to correct decoding or phrasing errors that they have made.

©2003 UT System/TEA

# Word Study Instructional Strategy: Word Building Materials

- List of words for instruction
- Index cards with individual letters printed on them
- Index cards in different colors for vowels and consonants
- Plastic zipper bags to store letter cards
- Holder for placement of these letters
- Timer

©2003 UT System/TEA

# Word Study Instructional Strategy: Word Building Materials

Word Building also can be done with just pencils and paper. Some older students may prefer working this way. If students use pencils and paper, the teacher names the appropriate letters and the students write these letters on their papers, separating each letter clearly. Students share their words verbally and the teacher writes the words on the board as they are created.

A timer is sometimes an effective tool to measure speed of decoding. It also documents the student's ability to decode increasingly complex words.

Timed Word Building exercises are fun for many students and seem more like a game.

©2003 UT System/TEA

# Word Study Instructional Strategy: Word Building Implementation

## Preparation

- 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.

©2003 UT System/TEA

# Word Study Instructional Strategy: Word Building Implementation

Teachers should select the word or words for Word Building from the students' current reading material. This helps students generalize words in a variety of contexts.

The steps for Word Building are shown on this slide and are also listed on page 1 of Handout 4. Handout 4 also includes other activities for word identification (Cunningham & Hall, 1994).

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 also work in large or small groups to practice this strategy prior to using it individually (Cunningham & Cunningham, 1992).

As new words are made, teachers should use dramatization, demonstration, simulations, and role-playing to ensure that English language learners understand the meanings of these words.

English language learners should be encouraged to create some words in their native languages and share their meanings with the rest of the class. For example, similar-looking words in Spanish can serve as mnemonics for the spelling and meaning of words in English.

©2003 UT System/TEA

# Word Study Instructional Strategy: Word Building Assessment

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

©2003 UT System/TEA

# Word Study Instructional Strategy: Word Building Assessment

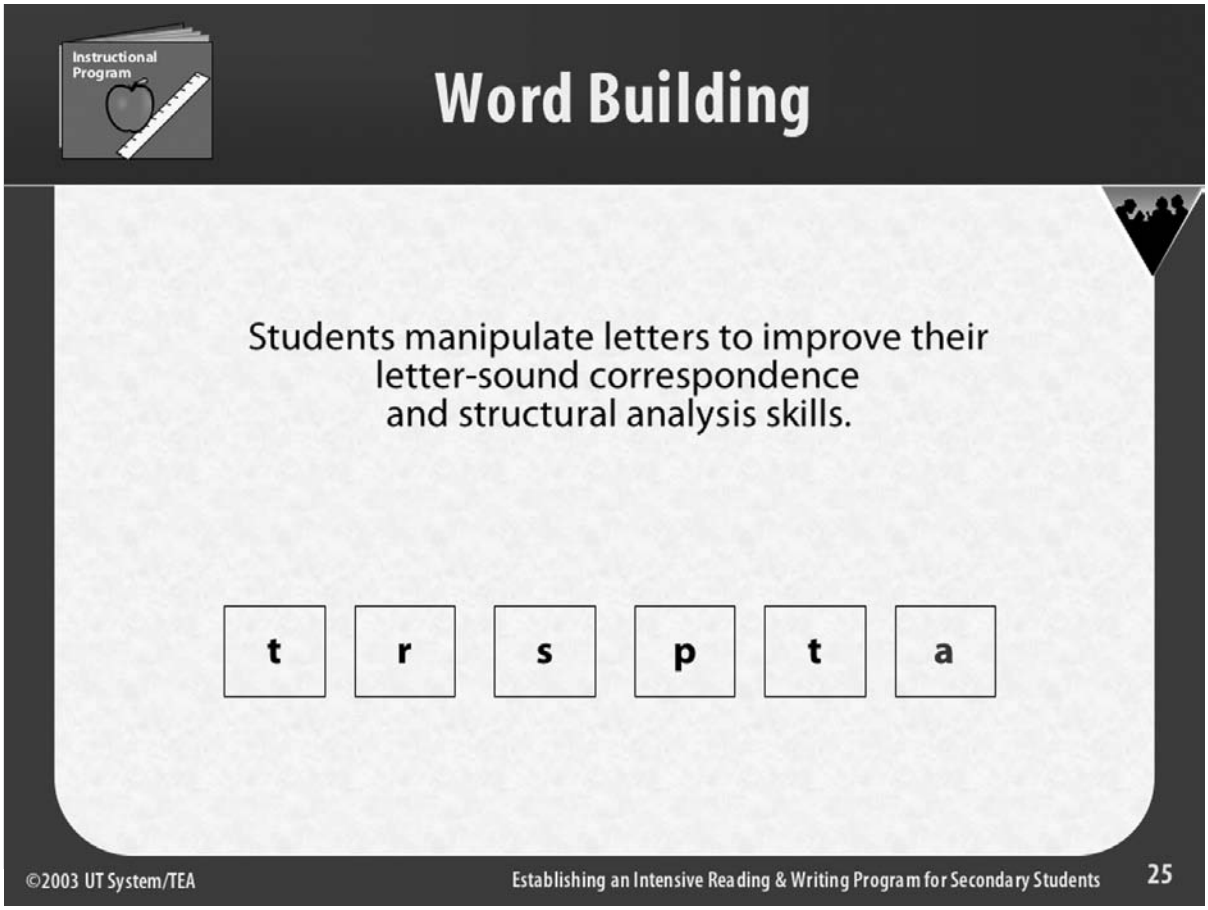
When assessing Word Building, measure the students' ability to decode increasingly complex words. Assess the students' knowledge and use of letter-sound correspondences, structural analysis, and application of syllabication rules.

What are some ways that student progress can be monitored?

Seek responses. Possible answers include curriculum-based assessment, rate and accuracy measurements on letter-sound correspondences, structural analysis, and syllabication rules.

When assessing English language learners, remember that letter-sound correspondences vary among languages. For example, there are several sounds used in the English language that are not used in Spanish. The Spanish "b" and "v" sounds are similar when used in continuous speech, and 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.

©2003 UT System/TEA


Instructional Program
Word Building
Students manipulate letters to improve their letter-sound correspondence and structural analysis skills.
t
r
s
p
t
a
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
25

# Word Building

Guide participants through this activity.

> We will now try Word Building as a group, following the steps on page 1 of Handout 4.
>
> To conduct Word Building, 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, while lessons for more advanced readers might use prefixes, suffixes, and more advanced spelling patterns (for example, digraphs).
>
> This activity focuses on the short vowel a and the ar vowel patterns.

Distribute letter cards (*r, s, p, t, t, a*) to participants (or have participants create their own cards on pieces of paper).

Write the vowel *a* in red. (Participants can make the letter *a* larger than the other letters.)

Write the number 2 on a transparency because there are two letters in the word.

Tell participants to use the cards to spell the word *at*. After participants have spelled *at,* write it on the transparency under the number 2.

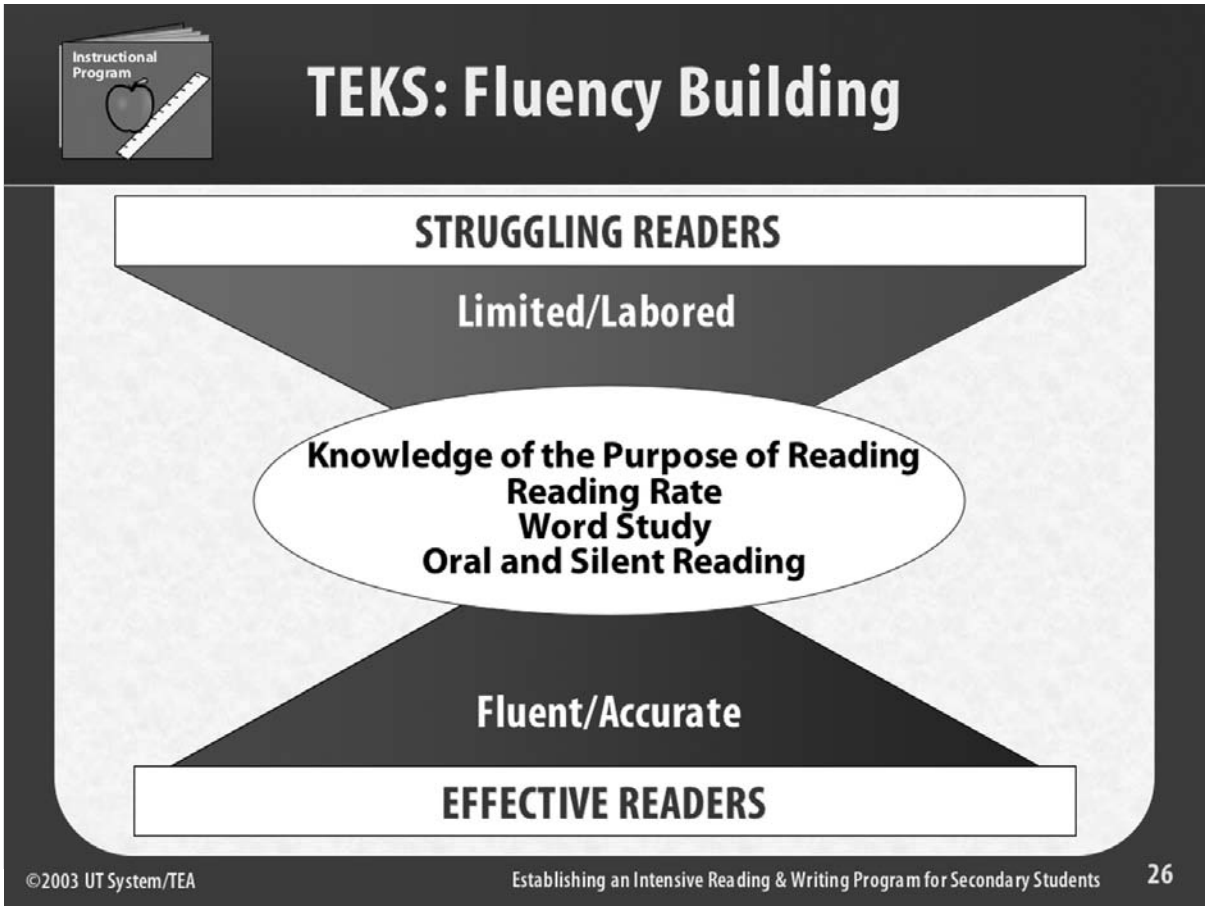
Add number 3 to the transparency because there are three letters in the word.

Tell participants to add one letter and spell *sat*. Write *sat* on the transparency under the number 3.

Ask participants to name additional three-letter words that 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 *start*.

©2003 UT System/TEA


Instructional Program
TEKS: Fluency Building
STRUGGLING READERS
Limited/Labored
Knowledge of the Purpose of Reading
Reading Rate
Word Study
Oral and Silent Reading
Fluent/Accurate
EFFECTIVE READERS
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
26

# TEKS: Fluency Building

These are components of fluency building as they are stated in the TEKS. Although effective readers use these components readily, struggling readers, including students with disabilities and English language learners, do not.

Fluency is a combination of reading speed and accuracy.

Knowing the purpose for reading a passage enhances students' ability to read fluently by cueing them to the topic, words, and concepts associated with that topic.

A chart listing grade levels and expected reading rates will be discussed later.

Accurate word identification is one major component of comprehension. If students cannot recognize words accurately, their comprehension is decreased.

Both oral and silent reading can enhance fluency.

©2003 UT System/TEA

# 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 goals for students.**

**Students:**

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

©2003 UT System/TEA

# Fluency Building Effective Instruction

Most students enjoy fluency building activities, and 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). Handout 5 provides a variety of fluency building activities for your use.

For more detailed information about fluency building, see the professional development guide "Enhancing Reading Fluency for Secondary Students – Part I." This guide may be downloaded from the Web site of the University of Texas Center for Reading and Language Arts at www.texasreading.org.

©2003 UT System/TEA

# Fluency Building: Reading Rate

**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 |

©2003 UT System/TEA

# Fluency Building: Reading Rate

The average number of words read per minute for grade levels 1 through 6 is listed on this slide. These numbers show fluency rates for elementary students.

Based on the chart, consider 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.

©2003 UT System/TEA

# 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**

©2003 UT System/TEA

# Fluency Building Instructional Strategy: Partner Reading

Partner reading is 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; and
- Student progress monitoring.

We will demonstrate this strategy in the next activity.

©2003 UT System/TEA

# Fluency Building Instructional Strategy: Partner Reading—How to Assign Partners

- **Rank 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 students are paired.**
- **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.**

©2003 UT System/TEA

# Fluency Building Instructional Strategy: Partner Reading – How to Assign Partners

The stronger reader is designated as Partner A, because that student will model the reading first, allowing Partner B to hear the passage read correctly before reading.

When this strategy is conducted with students who are more alike in reading ability (very low reading skills), the teacher may choose to serve as Partner A. Two struggling students (of similar abilities) may serve as Partner B. In this case, after the teacher, Partner A, models the reading, the students can read the passage together as Partner B.

©2003 UT System/TEA

# 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

©2003 UT System/TEA

# Fluency Building Instructional Strategy: Partner Reading Materials

Handout 2: "High-Interest/Controlled-Vocabulary Materials," suggests materials appropriate for this strategy.

Choose materials targeted to Partner B's independent reading level. When working with English language learners, choose reading materials with few unknown words or an already discussed subject.

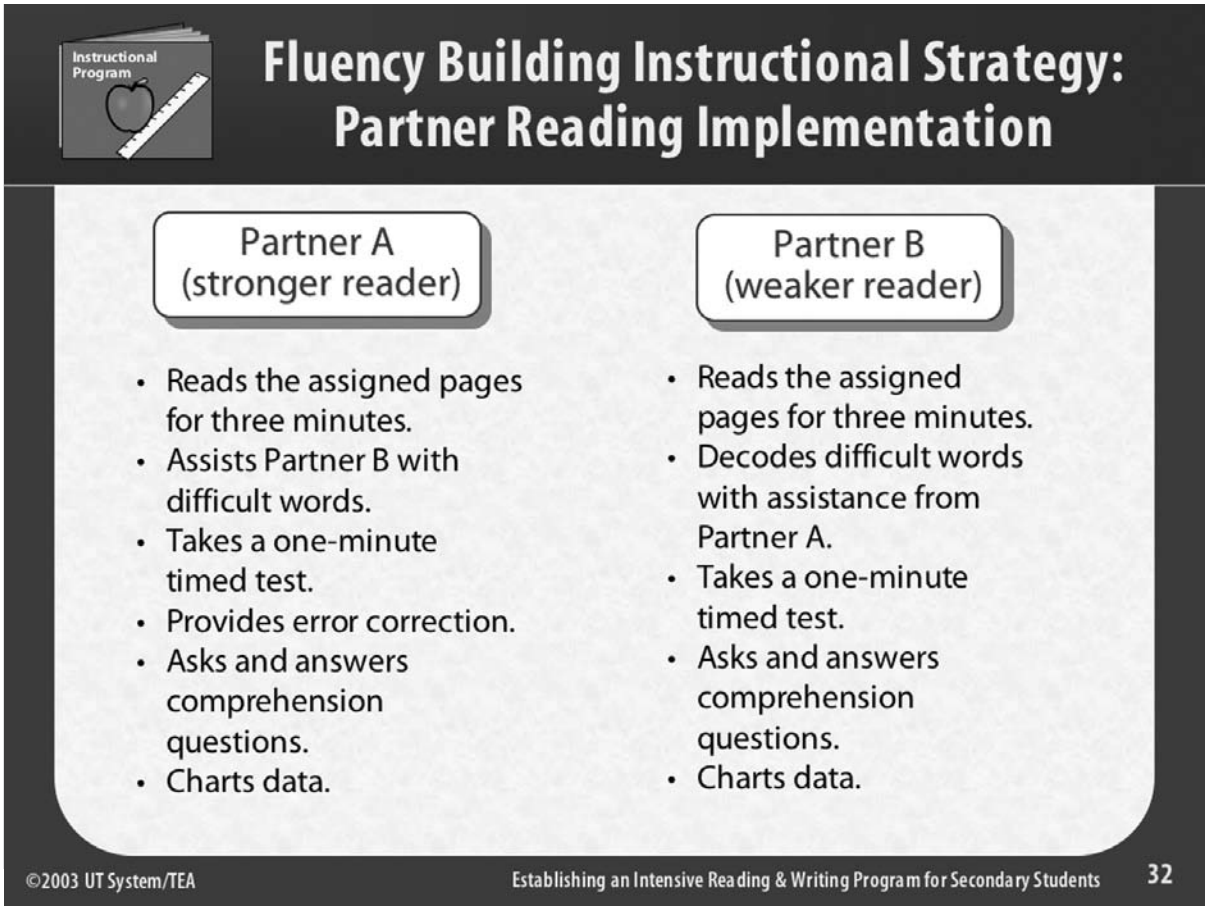
When conducting partner reading, both partners read the same passage; however, Partner A may read the passage more times than Partner B because of Partner A's stronger reading skills.

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 a word, Partner A should say the word and ask "What word?" to prompt Partner B to repeat it.

Comprehension questions should be available for students to answer once the one-minute oral reading is complete.

Students can chart on a graph the number of words read in one minute. Reading passages and graphs should be placed in folders.

©2003 UT System/TEA


Instructional Program
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.
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
32

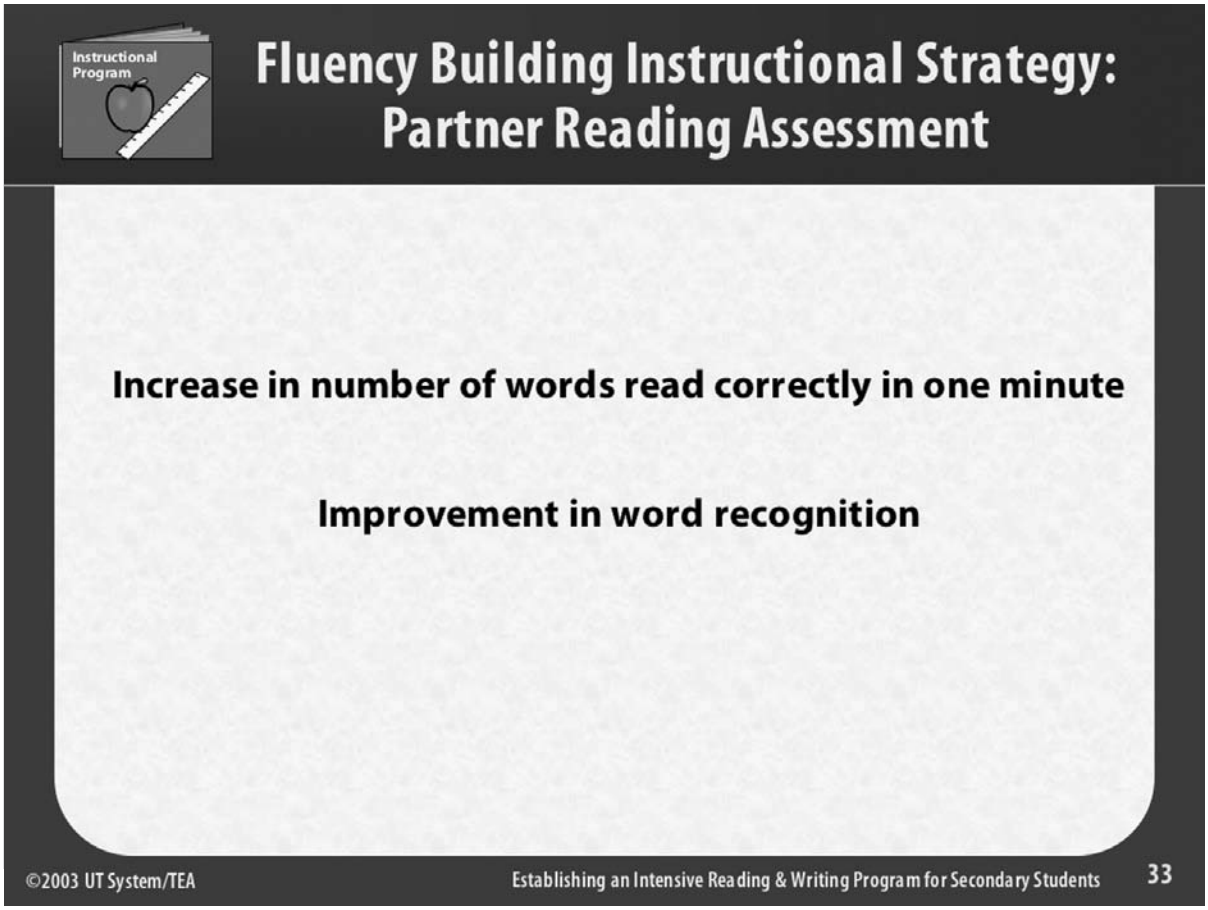
# Fluency Building Instructional Strategy: Partner Reading Implementation

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 return to the beginning of the passage and read it again.

A typical lesson looks like this:

1. Partner A reads for three minutes and Partner B follows along.
2. Partner B reads the same passage for three minutes.
3. Partner A reads the same passage for one minute, using his or her best reading, and charts the number of words read in one 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.

©2003 UT System/TEA


Instructional Program
Fluency Building Instructional Strategy: Partner Reading Assessment
Increase in number of words read correctly in one minute
Improvement in word recognition
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
33

# Fluency Building Instructional Strategy: Partner Reading Assessment

Rate and accuracy are two skills that should be assessed through partner reading. It is important to graph each student's reading rate and accuracy by recording the number of correct words read per minute. This procedure will be demonstrated in our next activity.

©2003 UT System/TEA

# Partner Reading

**Students work in pairs to build reading fluency.**

©2003 UT System/TEA

# Partner Reading

Find Handout 5: "Partner Reading."

This sample activity is similar to partner reading. The purpose of the exercise is to demonstrate that even good readers increase their reading rate with practice. During this activity, all readers use the same passage. In a classroom situation, however, reading materials will vary across partner pairs according to Partner B's reading level.

Pair the participants as Partner A and Partner B.

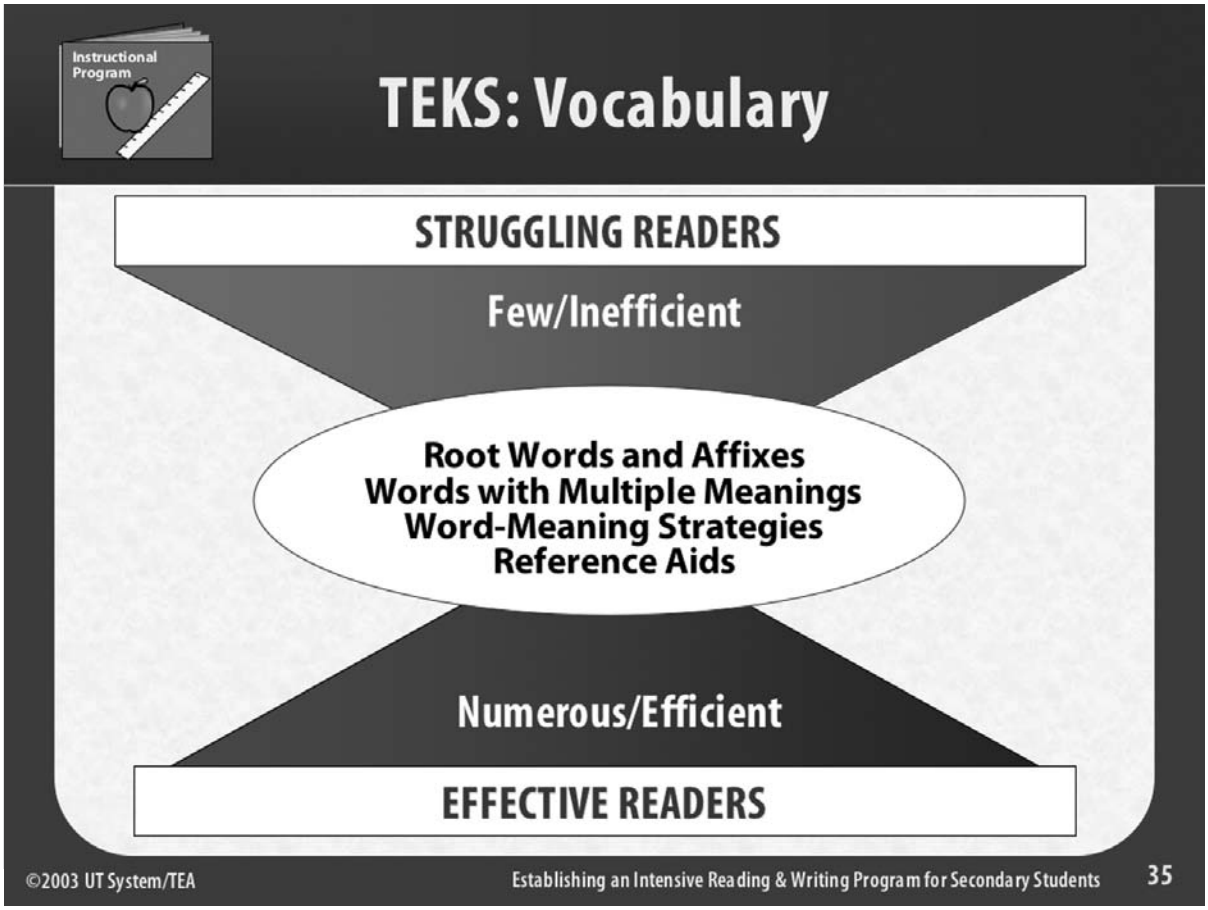
Partner A should now read for one minute. Partner B can mark the errors that he or she hears. Upon completion of the one-minute reading, Partner A marks the number of words read correctly on the graph provided on page 5 of Handout 5.

Have all Partner A readers begin to read. Monitor the time, and tell the participants to stop after one minute. Have all Partner B readers become readers and repeat the procedure.

This is just one possible way to use partner reading. Normally, each partner reads for three minutes, followed by each partner completing a one-minute reading and graphing of the reading rate.

In the classroom, reading materials should be monitored carefully to ensure that each student is reading at a level that is neither too easy nor too difficult. A good rule of thumb is that the student should have no more than five to ten errors per 100 words.

©2003 UT System/TEA


Instructional Program
TEKS: Vocabulary
STRUGGLING READERS
Few/Inefficient
Root Words and Affixes
Words with Multiple Meanings
Word-Meaning Strategies
Reference Aids
Numerous/Efficient
EFFECTIVE READERS
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
35

# TEKS: Vocabulary

Effective readers use these components of vocabulary readily. However, struggling readers, including students with disabilities and English language learners, do not.

Spanish and English words share a large number of root words. Knowing some of these root words and affixes can help increase vocabulary. Help students discover these roots to improve their spelling and vocabulary development.

Knowledge of multiple meanings enriches vocabulary and comprehension.

Word-meaning strategies, such as the cloze procedure, can be used successfully to predict the meaning of unknown words.

Although dictionaries (or other reference aids) are a source of word meanings, they should not be the only focus of vocabulary instruction.

When readers lack adequate vocabulary, they can be confused about the meaning of a passage. Skill building in each of these areas will increase struggling readers' 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 numerous cognates with English, making it easier for students to remember word meanings.

©2003 UT System/TEA

# 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 relationships between words.
- Use strategies to figure out the meanings of new words.

©2003 UT System/TEA

# Vocabulary: Effective Instruction

Before reading, teachers:

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

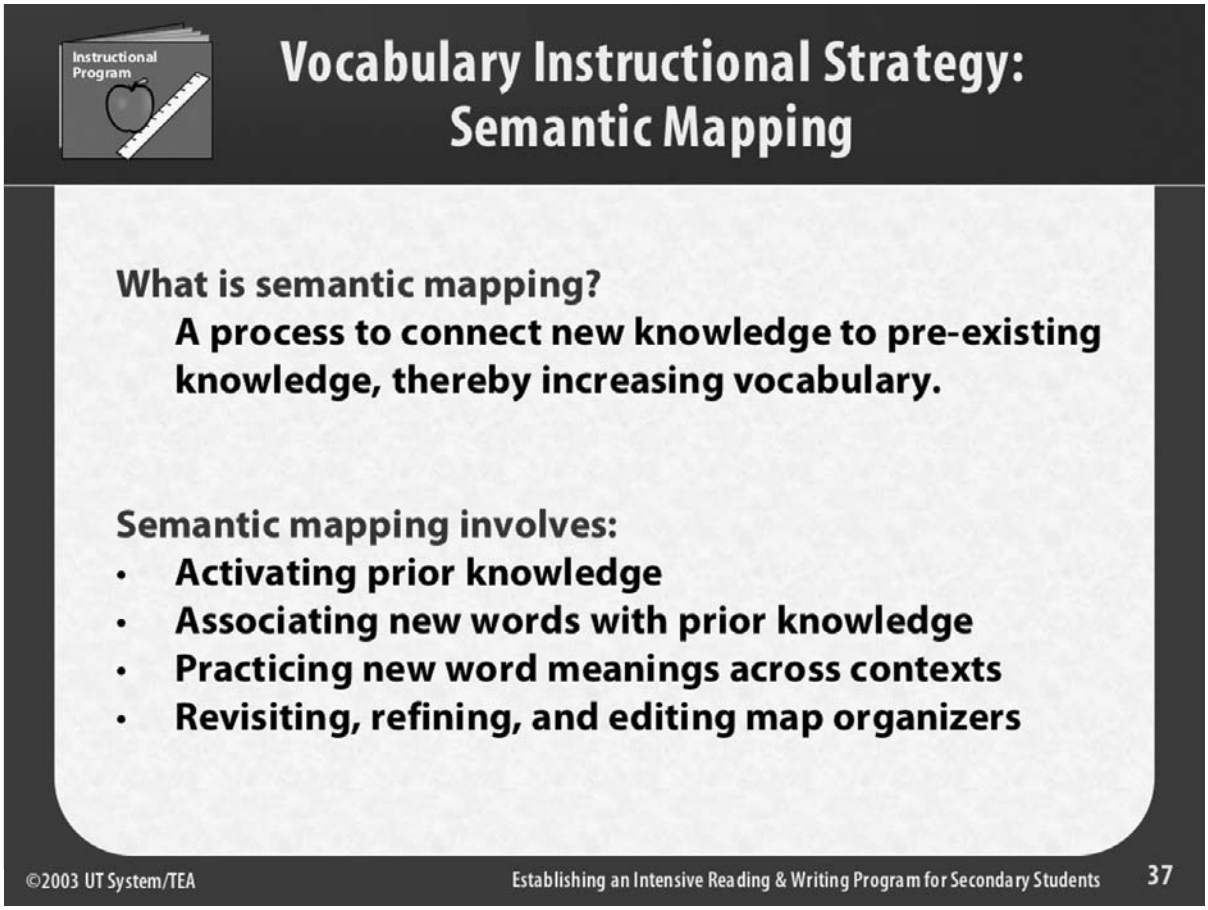
During reading, teachers:

- Provide multiple exposures to words across contexts;
- Have students create sentences using the new words; and
- Help students use context clues to figure out word meanings.

After reading, students:

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

©2003 UT System/TEA


Instructional Program
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 map organizers
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
37

# Vocabulary Instructional Strategy: Semantic Mapping

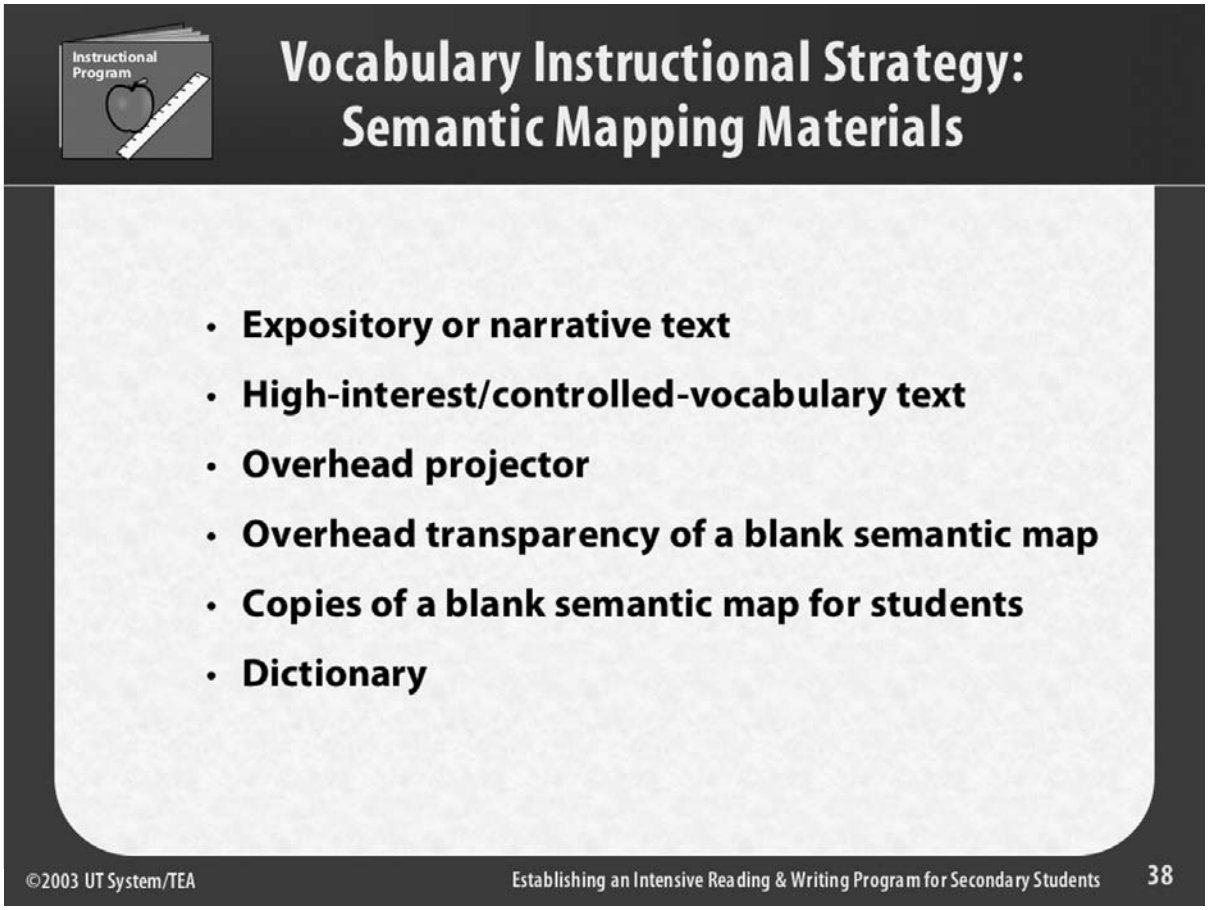
One facet of successful teaching is activating students' existing knowledge and connecting new information to that prior knowledge.

Semantic mapping is one method that can be used to help students connect new information to prior knowledge.

Semantic mapping also involves practicing new word meanings across contexts and then refining and editing map organizers as more vocabulary connections are made.

The network of ideas 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).

©2003 UT System/TEA


Instructional Program
Vocabulary Instructional Strategy: Semantic Mapping Materials
• Expository or narrative text
• High-interest/controlled-vocabulary text
• Overhead projector
• Overhead transparency of a blank semantic map
• Copies of a blank semantic map for students
• Dictionary
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
38

# Vocabulary Instructional Strategy: Semantic Mapping Materials

Initially, it will be helpful for 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 for students to create their own maps after several successful experiences with those created by the teacher.

When designing semantic maps, students begin with high-interest, controlled-vocabulary texts. This will aid in fluency building and comprehension, and will allow students to first focus on learning the strategy of semantic mapping in manageable text before transitioning into grade-level text.

©2003 UT System/TEA

# 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 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.

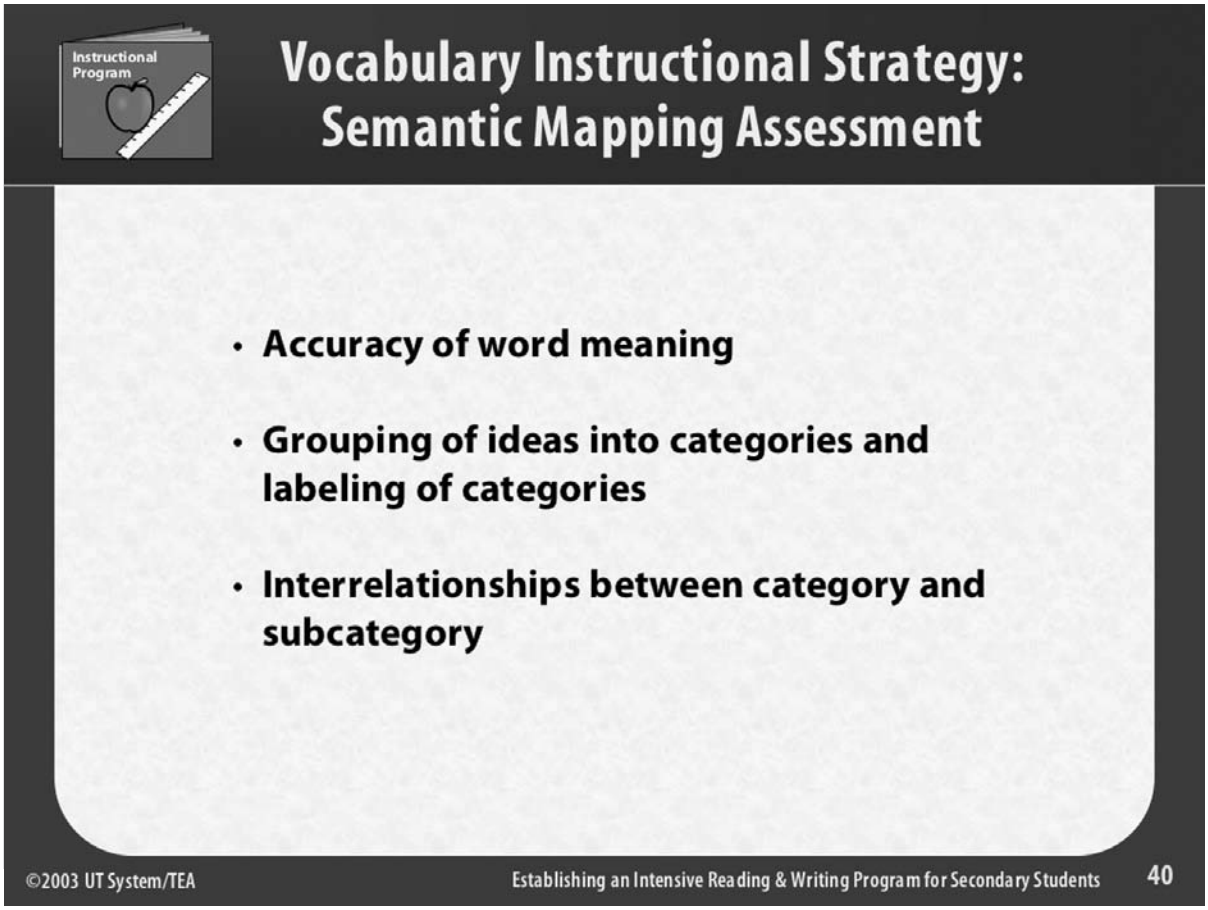
©2003 UT System/TEA

# Vocabulary Instructional Strategy: Semantic Mapping Implementation

To implement semantic mapping:

- Identify the main topic and place it at the center of the graphic organizer.
- Have students brainstorm words associated with the main topic. Discussing word meaning and grouping words into categories are important links in the associative process.
- Discuss word meanings and group words into broad categories.
- Ask students to provide labels for the categories. Creating labels for the categories of words requires generalization. The ability to generalize indicates to the teacher that the student can integrate and apply new information.
- Ask students to generate subcategories.
- Discuss the words and the interrelationships of categories and subcategories.

©2003 UT System/TEA


Instructional Program
Vocabulary Instructional Strategy: Semantic Mapping Assessment
• Accuracy of word meaning
• Grouping of ideas into categories and labeling of categories
• Interrelationships between category and subcategory
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
40

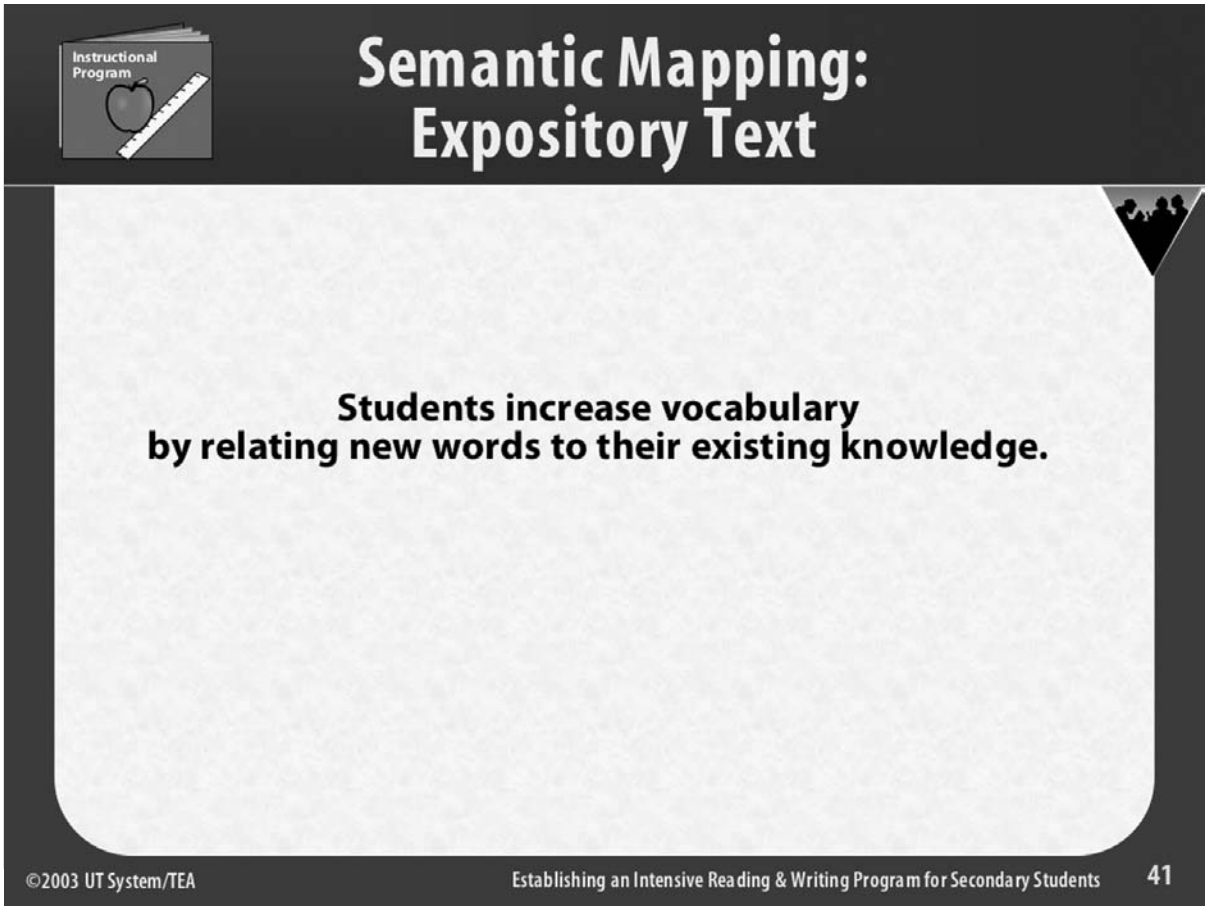
# Vocabulary Instructional Strategy: Semantic Mapping Assessment

The 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 ability to generate sentences, accurately using the words in the semantic map.

The ability to group ideas into meaningful categories demonstrates students' understanding of relationships between words.

It is important to assess students' ability to make appropriate interrelationships between categories and subcategories.

©2003 UT System/TEA


Instructional Program
Semantic Mapping: Expository Text
Students increase vocabulary by relating new words to their existing knowledge.
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
41

# Semantic Mapping Expository Text

Semantic mapping involves first identifying either 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" are 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 in rectangles connected by arrows. Triangles connected to the rectangles contain vocabulary related to each category (for example, rodents and bugs are connected to the category food).

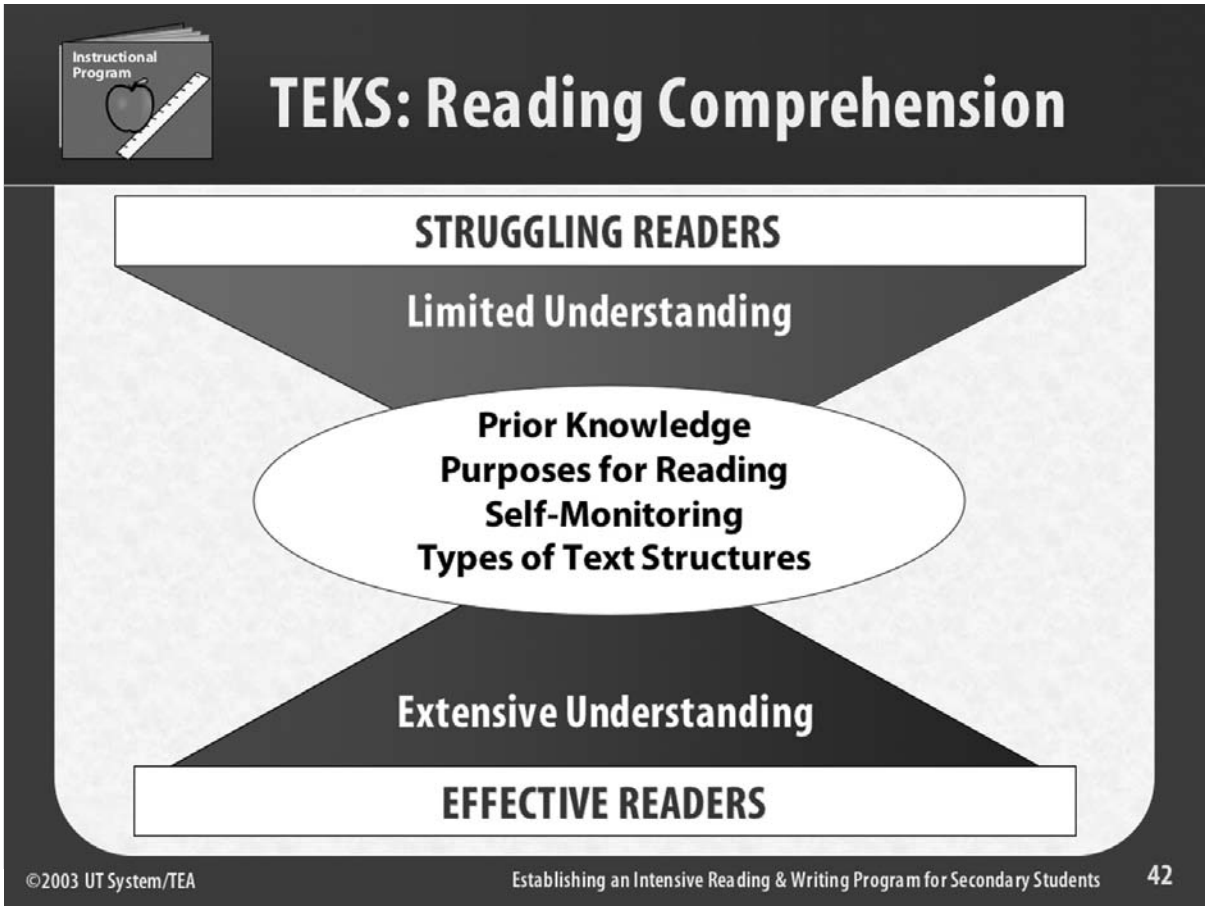
Find Handout 6: "Semantic Mapping." In your groups, work together to generate a semantic map on the topic of your choice.

Call on a few participants to explain their groups' finished maps.

What are some ways you can use semantic mapping with narrative text?

Seek responses.

©2003 UT System/TEA


Instructional Program
TEKS: Reading Comprehension
STRUGGLING READERS
Limited Understanding
Prior Knowledge
Purposes for Reading
Self-Monitoring
Types of Text Structures
Extensive Understanding
EFFECTIVE READERS
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
42

# TEKS: Reading Comprehension

Effective readers use these four components to successfully comprehend what they have read. These components are: activating prior knowledge; having a purpose for reading; using self-monitoring; and knowing different types of text structures.

Struggling readers, including students with disabilities and English language learners, must be explicitly taught to use each of these components successfully.

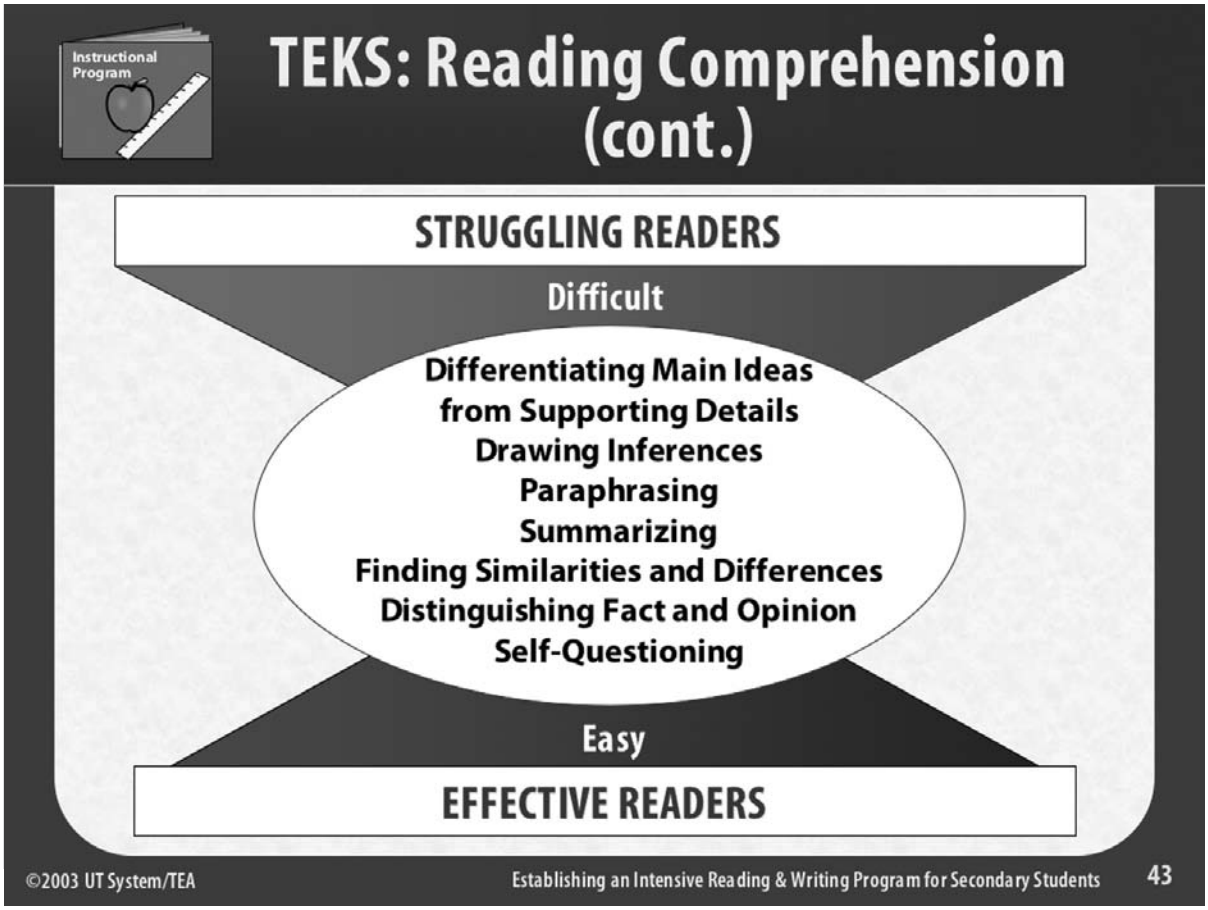
Some examples of strategies to activate prior knowledge include the K-W-L (Know, Want-to-Know, Learn) procedure, brainstorming, and predicting.

Understanding the purpose or purposes for reading is another strategy to enhance reading comprehension. Unless students understand why they are reading, they will not know what they are expected to learn or what to look for in the text.

The ability of students to self-monitor their understanding of texts 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.

The awareness of different types of text structures is also important to comprehension. Students must be taught to recognize narrative and expository text structures and to apply appropriate comprehension strategies to each text.

©2003 UT System/TEA


Instructional Program
TEKS: Reading Comprehension (cont.)
STRUGGLING READERS
Difficult
Differentiating Main Ideas from Supporting Details
Drawing Inferences
Paraphrasing
Summarizing
Finding Similarities and Differences
Distinguishing Fact and Opinion
Self-Questioning
Easy
EFFECTIVE READERS
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
43

# TEKS: Reading Comprehension (cont.)

Students' ability to ask themselves questions during reading may help them separate main ideas from supporting details. For example, students might ask themselves, "Who or what is this paragraph about?"

When students can draw inferences, paraphrase, and/or summarize, they demonstrate that they have understood the text.

Students' ability to find similarities and differences between what they are reading and what they already know will help them clarify the text.

The ability to distinguish fact from opinion is especially important to help students get meaning from their content area reading materials. Teachers can demonstrate this process through modeling.

Self-questioning is another important comprehension strategy that needs to be taught explicitly to struggling readers.

©2003 UT System/TEA

# 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.

©2003 UT System/TEA

# Reading Comprehension: Effective Instruction

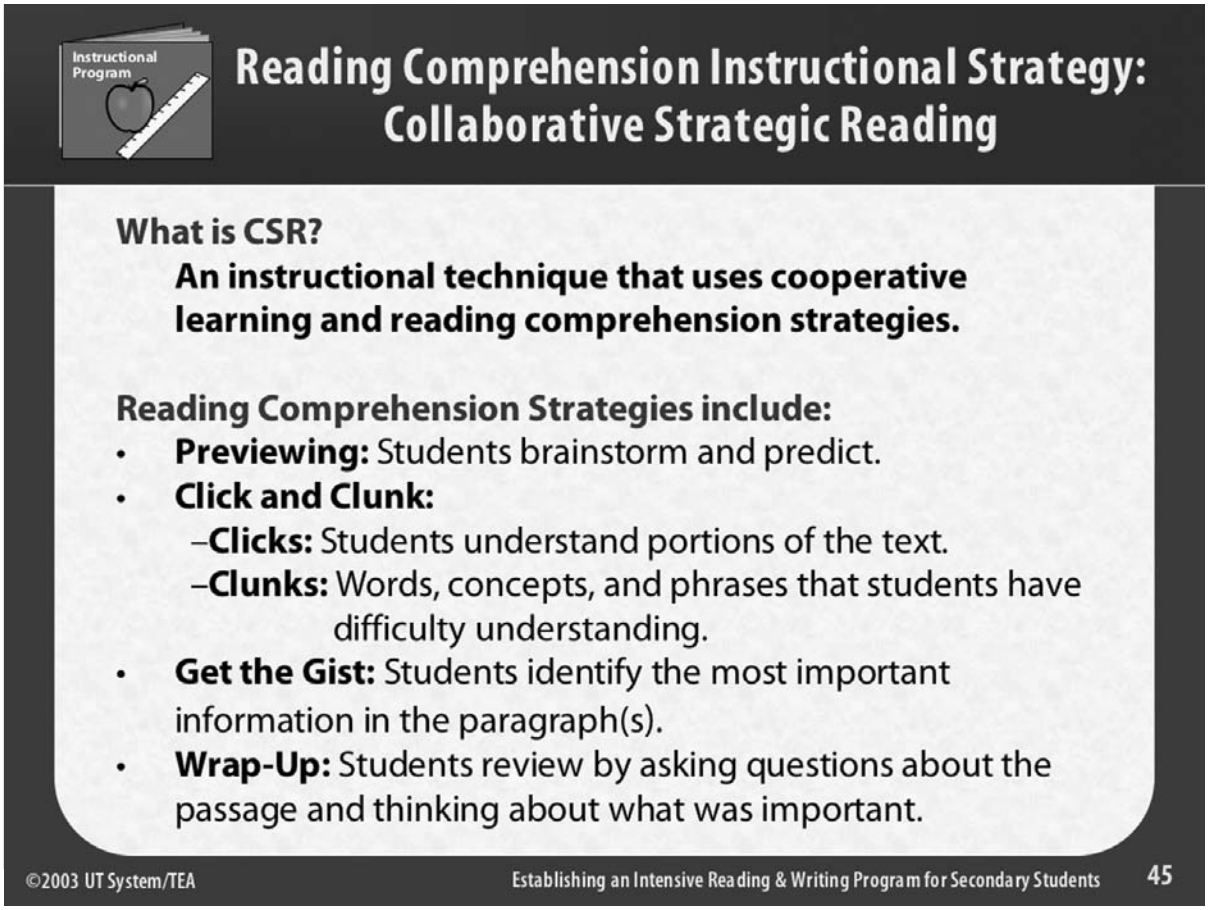
Practice is key to the acquisition of comprehension strategies, and it is important to provide students with opportunities to apply strategies across contexts.

Struggling readers 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?"

Generalizing 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 (for example, 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).

©2003 UT System/TEA


Instructional Program
Reading Comprehension Instructional Strategy: Collaborative Strategic Reading
What is CSR?
An instructional technique that uses cooperative learning and reading comprehension strategies.
Reading Comprehension Strategies include:
• Previewing: Students brainstorm and predict.
• Click and Clunk:
–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 review by asking questions about the passage and thinking about what was important.
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
45

# Reading Comprehension Instructional Strategy: Collaborative Strategic Reading

Cooperative learning includes:

- Heterogeneous reading groups;
- Student roles; and
- Academic and social goals.

The four strategies listed on the slide have been proven by research to promote reading comprehension and have been successfully used with English language learners.

Previewing is used prior to reading and covers the entire passage. Click and Clunk 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 (Klingner & Vaughn, 1999).

©2003 UT System/TEA

## 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

©2003 UT System/TEA

# Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Materials

Collaborative Strategic Reading, or CSR, can be used with narrative text, but it is most effective with expository text.

Physical features of text, such as headings, illustrations, and various typefaces, make the process of prediction easier for students and enhance the teaching of text. Predicting may also activate students' prior knowledge.

Teachers can more clearly explain the CSR process using passages with obvious themes, main ideas, and supporting details. After the process has been learned, subtle text can be used.

Students can use clunk cards 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 sentences before and after the sentence with the clunk."

Students can use learning logs to record predictions, clunks, gists, and wrap-up questions. Teachers can assess student learning by reviewing the logs.

©2003 UT System/TEA

# Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Implementation

## Model CSR Strategies

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

## Teach the Strategies

- Teach one strategy at a time.
- Have students practice each strategy with a partner or in cooperative learning groups.
- Model word building by demonstrating the process.
- Ask students to record their ideas when applying the strategy.
- Ask some students to share predictions, clunks, and gists with the whole class.

©2003 UT System/TEA

# Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Implementation

The four reading comprehension strategies are:

- Previewing (brainstorming and predicting);
- Click and Clunk;
- Get the Gist; and
- Wrap-Up.

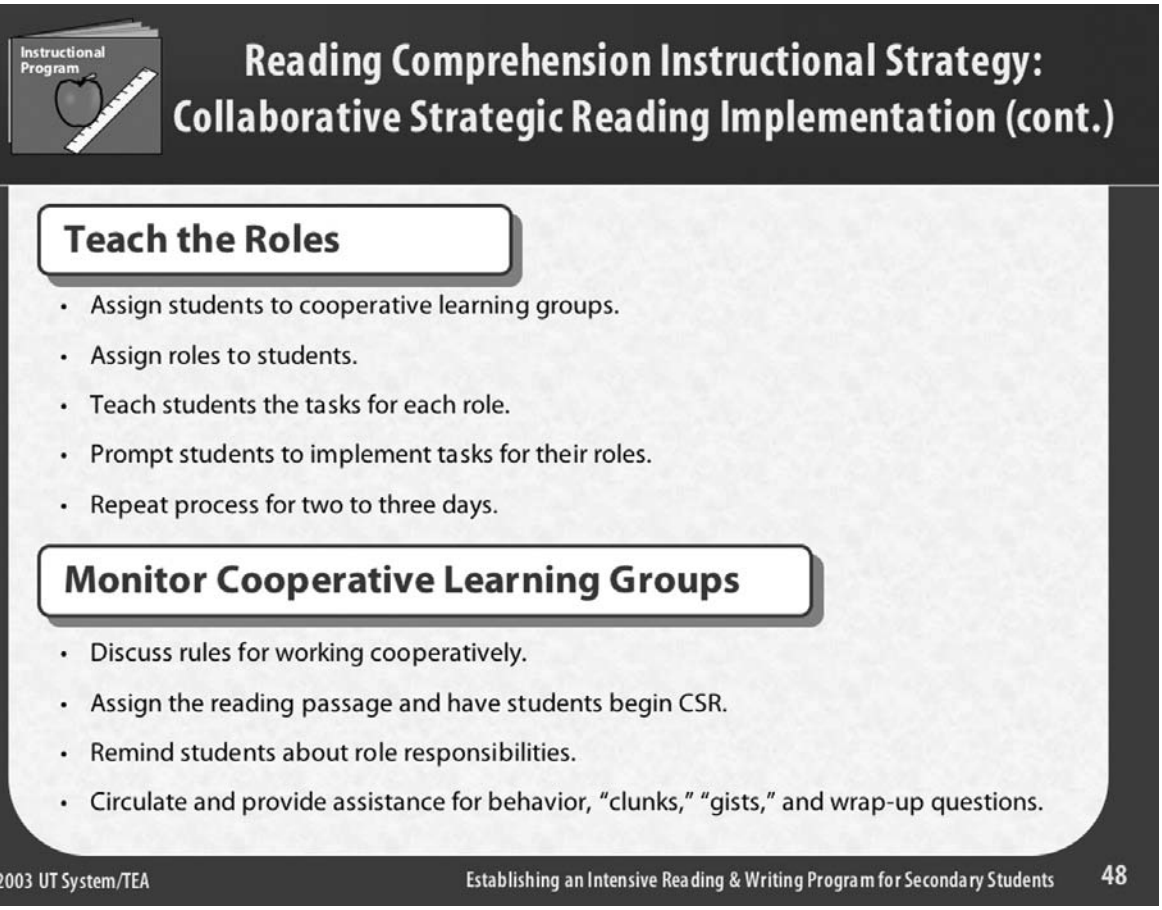
Teachers should introduce only one of these strategies at a time, and then use the strategy until the students are comfortable with it.

Teacher modeling is very important in implementing CSR. Each of the four strategies should be modeled using a sample passage and think alouds in a whole class setting.

Strategies should be taught one at a time. Introducing the topic, brainstorming, predicting, sharing, and Wrap-Up can be used in the large group setting. Students can practice Click and Clunk and Get the Gist with partners or in cooperative learning groups.

When applying the strategies, students should record ideas in their learning logs. Students can share their ideas and predictions, clunks, and gists in a whole class setting.

©2003 UT System/TEA


Instructional Program
Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Implementation (cont.)
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.
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
48

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

How do you group students in cooperative learning groups?

Call on a few participants for responses.

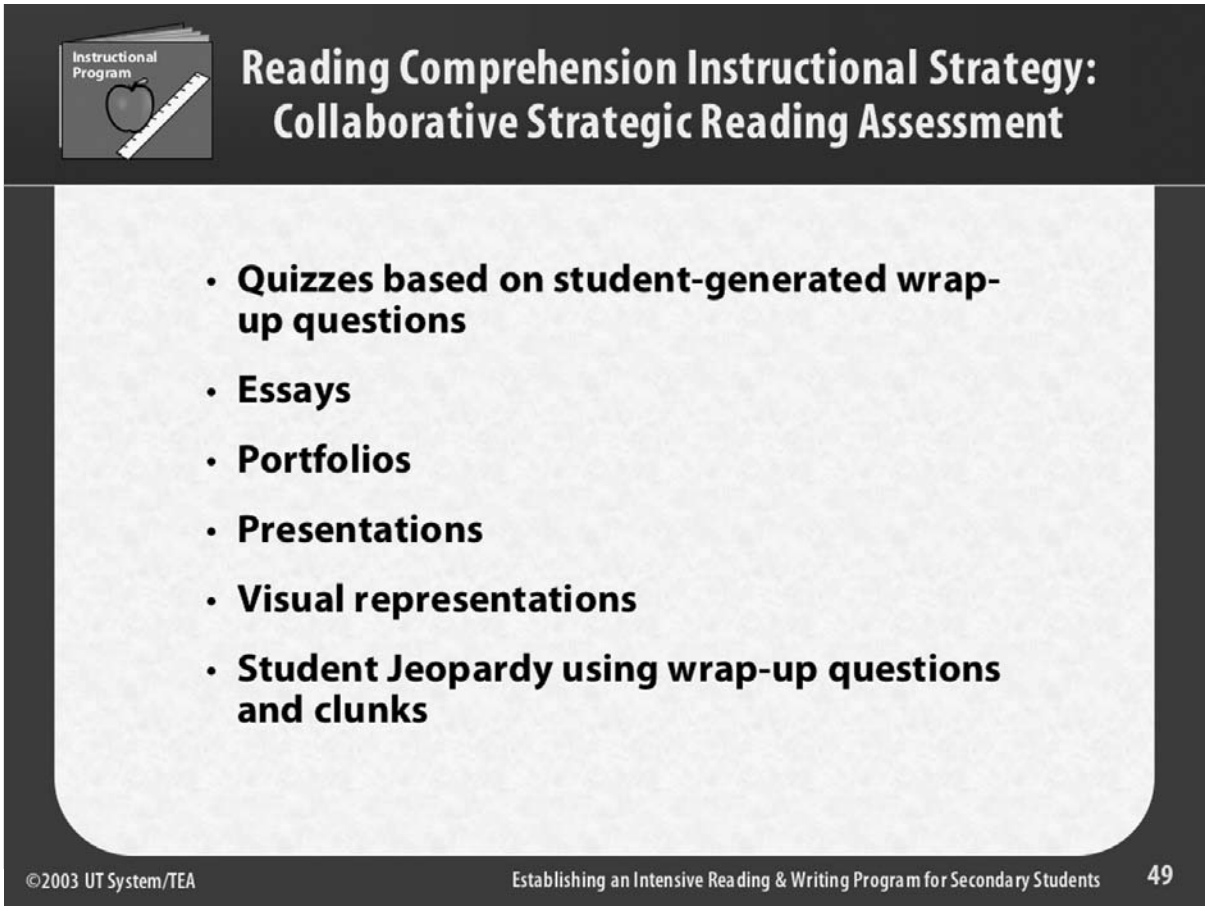
Groups of four students are workable when implementing CSR. Possible roles within the group are:

- 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 how to figure out the main idea; and
- Announcer: calls on members to read or share ideas.

Once the students have been assigned their roles and have been taught the tasks for each role, the cooperative groups should work toward implementing each task during Collbaorative Strategic Reading.

Monitoring the cooperative learning groups is essential in the development and implementation of Collaborative Strategic Reading. Teachers need to remind students of their roles and review rules for working in cooperative learning groups. By circulating around the room and providing assistance during Collaborative Strategic Reading, teachers can monitor student comprehension, student roles, and group behavior.

©2003 UT System/TEA


Instructional Program
Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Assessment
• Quizzes based on student-generated wrap-up questions
• Essays
• Portfolios
• Presentations
• Visual representations
• Student Jeopardy using wrap-up questions and clunks
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
49

# Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Assessment

In addition to traditional testing, there are many ways to assess student learning. Using various measurement techniques allows students who may not do well on traditional paper and pencil testing, including students with disabilities and English language learners, to demonstrate their learning in other ways.

Assessments for Collaborative Strategic Reading can involve:

- Quizzes based on Wrap-Up questions generated by each cooperative learning group;
- Essays;
- Student portfolios;
- Individual or group presentations;
- Visual representations; and
- Student Jeopardy, using clunk words and Wrap-Up questions identified by students during the Collaborative Strategic Reading session.

©2003 UT System/TEA

Instructional Program
Get the Gist
Students "Get the Gist"
to summarize and remember what they read
and to distinguish main ideas from details.
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
50

# Get the Gist

We will now demonstrate the Get the Gist activity, which is explained in detail on Handout 7. In this activity, students learn a strategy to determine the main idea of a passage. They use a limited number of words to retell the most important points.

Read the short passage on the slide, and think about the most important who or what in the passage.

Allow 1 minute for reading. Then guide participants through the Get the Gist activity by asking:

- Is this passage mostly about a person, place, or thing? (person)
- What is the most important point about this person?

After responses, ask other participants if they agree or disagree.

Now, working individually, write a sentence of ten words or less summarizing the most important points about this person. This sentence is the "gist." A good gist is paraphrased and concise, and states the big picture.

Call on a few participants to share their gist sentences.

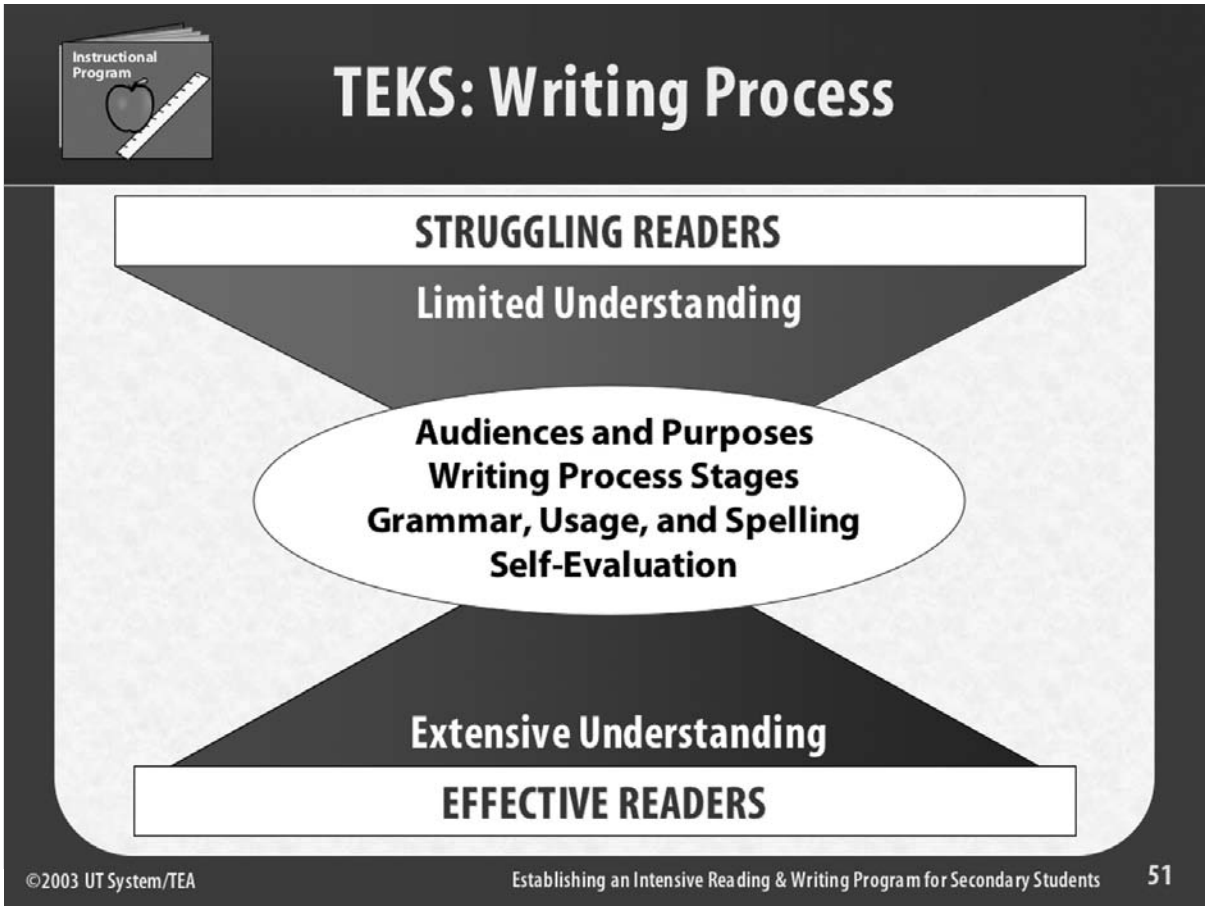
In the classroom, teachers need to guide struggling students, including students with disabilities and English language learners, to distinguish a main idea from a detail. Students will improve with practice.

What are some ways you can help students distinguish a main idea from a supporting detail?

Seek responses. Possible answers include modeling with "think alouds" and asking "who, what, when, where, and why" questions.

For more detailed information about reading comprehension, refer to the professional development guide "Enhancing Reading Comprehension for Secondary Students — Part II." This guide may be downloaded from the Web site of the University of Texas Center for Reading and Language Arts at www.texasreading.org.

©2003 UT System/TEA


Instructional Program
TEKS: Writing Process
STRUGGLING READERS
Limited Understanding
Audiences and Purposes
Writing Process Stages
Grammar, Usage, and Spelling
Self-Evaluation
Extensive Understanding
EFFECTIVE READERS
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
51

# TEKS: Writing Process

Effective readers use these four components of the writing process to write successfully in their English language arts classes and across content areas.

Thinking about the intended audiences and attending to the purposes for writing keep effective readers focused during the writing process.

Strong writers show their extensive understanding by following specific writing stages and writing conventions, including grammar, usage, and spelling.

Self-evaluation is an important and helpful tool in the writing process by which effective writers monitor their own writing, editing, and rewriting when necessary. Struggling readers will have a limited understanding of these essential components of writing, and will need explicit, direct instruction to develop these skills.

©2003 UT System/TEA

# 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 continual evaluation.
- Integrate writing instruction into all subject areas.

## Students:

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

©2003 UT System/TEA

# Writing Process: Effective Instruction

Effective direct instruction makes it possible for teachers to remediate ineffective writing and to develop good writing one step at a time. Successful writing is a combination of effective instruction and student application of learning (Atwell, 1998; Carroll & Wilson, 1993; Stevens & Englert, 1993).

Teachers should:

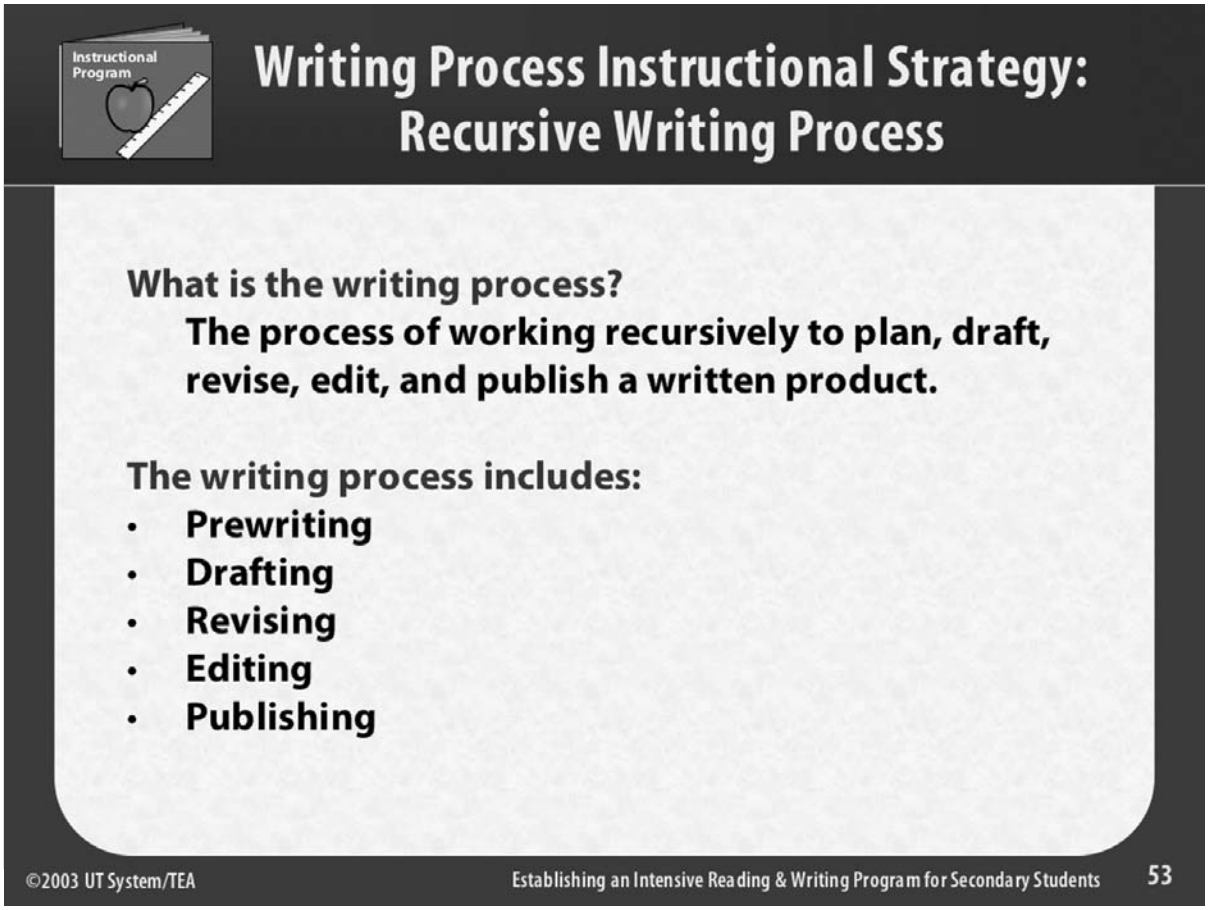
- Teach students to set specific writing goals;
- Use mini-lessons to teach skills and strategies;
- Model different structures and characteristics of writing;
- Provide feedback; and
- Use writing across all content areas.

Students should be held accountable for their writing process and need to:

- Participate in feedback with teachers and classmates; and
- Recognize that writing is a recursive process that takes time to perfect.

Students with disabilities and English language learners will need many opportunities to write and to receive feedback on their writing.

©2003 UT System/TEA


Instructional Program
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 includes:
• Prewriting
• Drafting
• Revising
• Editing
• Publishing
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
53

# Writing Process Instructional Strategy: Recursive Writing Process

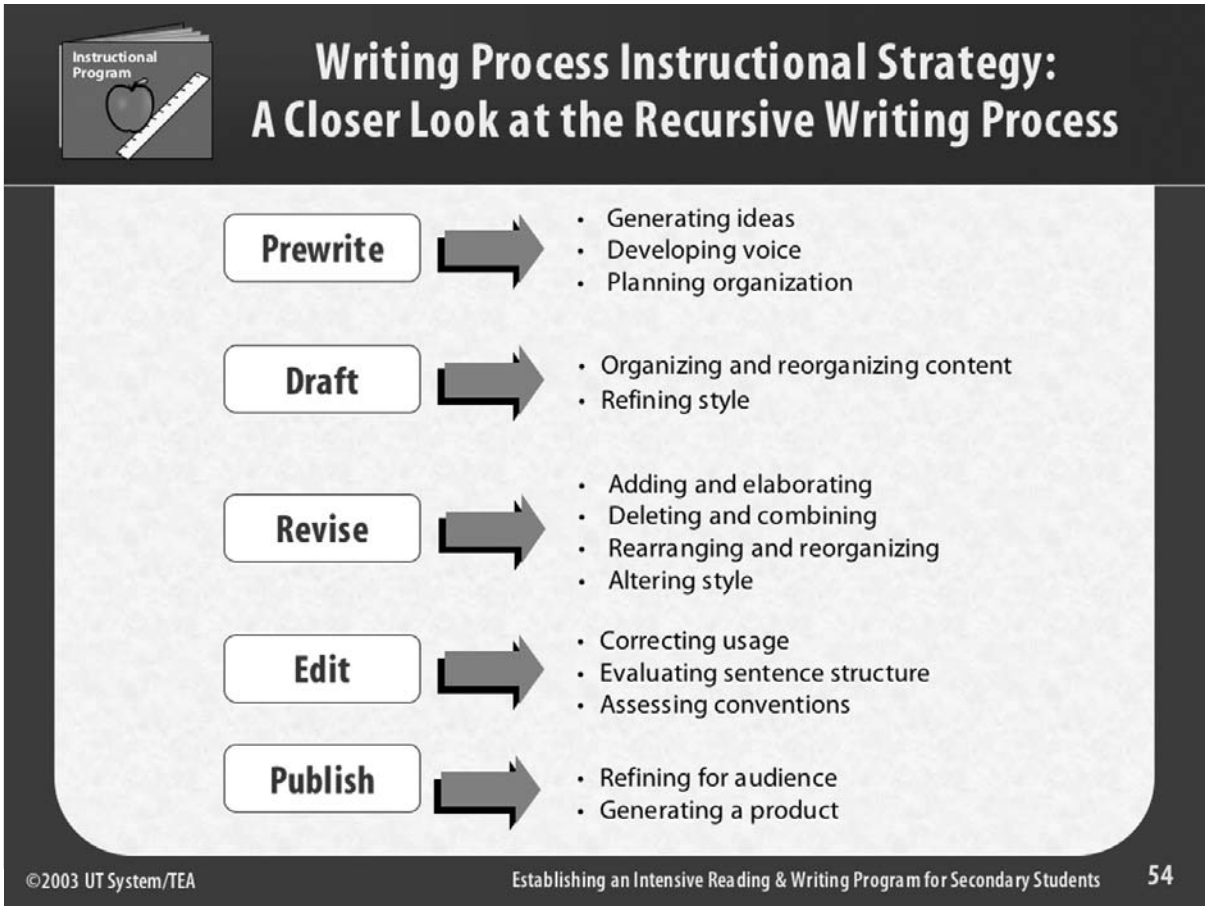
To produce good writing, it is frequently necessary for the writer to move from one stage of the process to another, both forward and backward. This is a recursive process.

Some of the processes and activities that take place during each stage of writing are:

- For prewriting: planning, organizing, journal writing, idea generation
- For drafting: timed writing, peer and teacher conferencing
- For revising: color coding, discussing models of good and poor writing
- For editing: mini-lessons, focusing on one or two error types, peer editing
- For publishing: reading aloud, writing letters to the editor or to the principal

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 concentrates on content and the teacher is in charge of mechanics.

©2003 UT System/TEA


Instructional Program
Writing Process Instructional Strategy:
A Closer Look at the Recursive Writing Process
Prewrite
• Generating ideas
• Developing voice
• Planning organization
Draft
• Organizing and reorganizing content
• Refining style
Revise
• Adding and elaborating
• Deleting and combining
• Rearranging and reorganizing
• Altering style
Edit
• Correcting usage
• Evaluating sentence structure
• Assessing conventions
Publish
• Refining for audience
• Generating a product
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
54

# Writing Process Instructional Strategy: A Closer Look at the Recursive Writing Process

There are five stages in the writing process.

- Prewriting includes forming an organizational plan for writing, including brainstorming and developing a voice.
- Drafting involves organizing content and ideas into a style that integrates both the voice of the writer and consideration for the particular audience.
- Revising focuses on clarifying the purpose and content of the writing and making needed changes. Writing will be rearranged and reworked throughout the revising stage.
- Editing involves changes in grammar, usage, and spelling. Students use this time to evaluate sentence structure and order in writing
- Publishing is sometimes ignored, but should be included to reinforce the writing process. The audience should be considered as the final product is created.

©2003 UT System/TEA

# 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

©2003 UT System/TEA

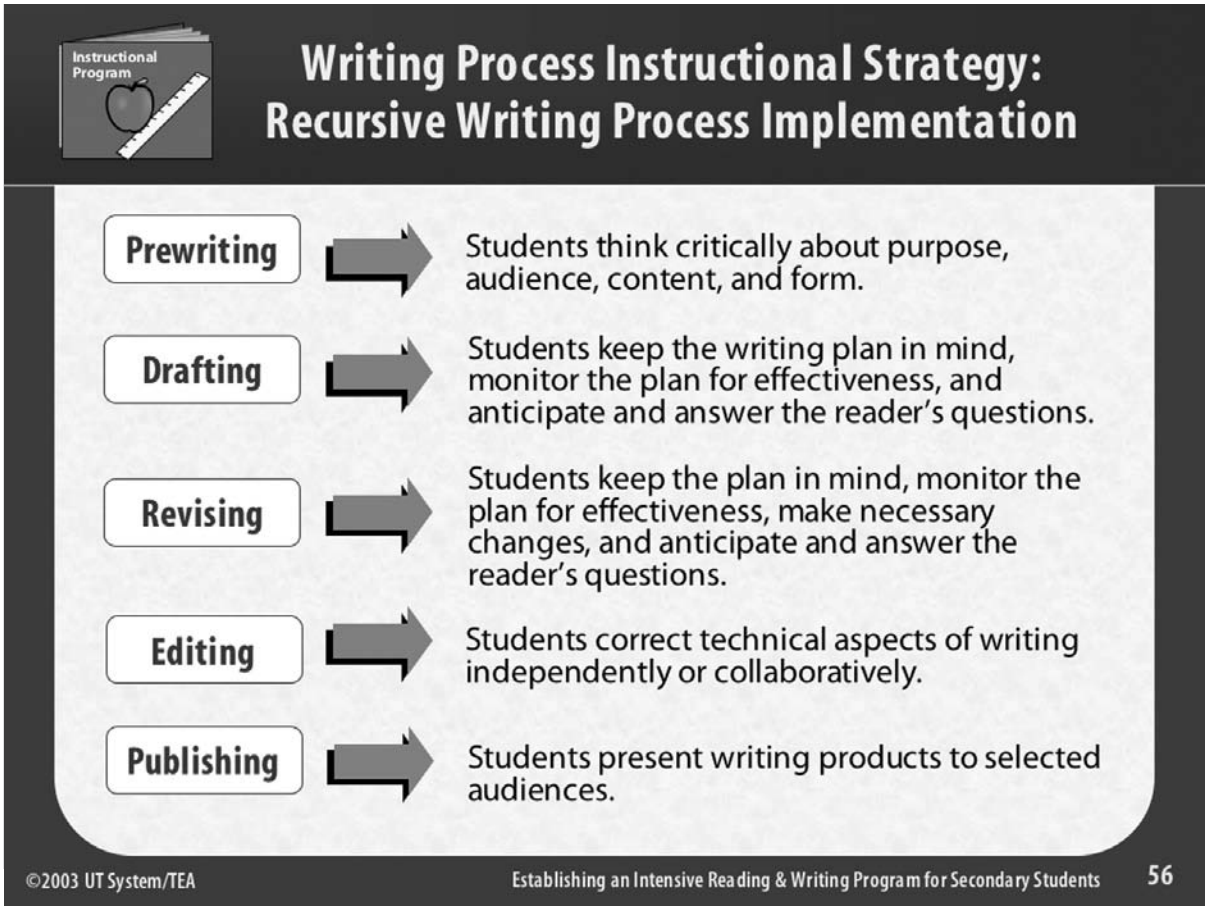
# Writing Process Instructional Strategy: Recursive Writing Process Materials

Computers and software are effective at every stage of the writing process. Students are motivated by the ease of drafting, revising, and editing when using a computer.

Other instructional materials to be considered thoughout the writing process can include semantic maps, notebooks used as running records of student work, and editing forms for revision.

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 struggle with spelling. When using computers with students who have disabilities, teachers must ensure that students can access the keyboard easily.

©2003 UT System/TEA


Instructional Program
Writing Process Instructional Strategy: Recursive Writing Process Implementation
Prewriting
Students think critically about purpose, audience, content, and form.
Drafting
Students keep the writing plan in mind, monitor the plan for effectiveness, and anticipate and answer the reader's questions.
Revising
Students keep the plan in mind, monitor the plan for effectiveness, make necessary changes, and anticipate and answer the reader's questions.
Editing
Students correct technical aspects of writing independently or collaboratively.
Publishing
Students present writing products to selected audiences.
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
56

# Writing Process Instructional Strategy: Recursive Writing Process Implementation

Struggling students may benefit from using a graphic organizer or some other planning form at the prewriting stage. The use of such forms adds structure to the prewriting stage, especially for students with disabilities and English language learners, who may find writing excessively challenging.

Instructional strategies such as activating students' prior knowledge, using a peer interview process, and using a tape recorder may enable struggling writers to draft more easily.

It is also valuable for teachers to model or "think aloud" about the process of elaboration to aid students in revision. Teachers can color-code sections of papers to focus students' revision efforts.

In the editing stage, teachers should not present too many types of mistakes at one time for correction. Limiting the number and types of errors discussed will allow students to review 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.

Publishing can be a reward for students' hard work. Students like to see their material assembled into books or displayed in prominent places.

©2003 UT System/TEA

# 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

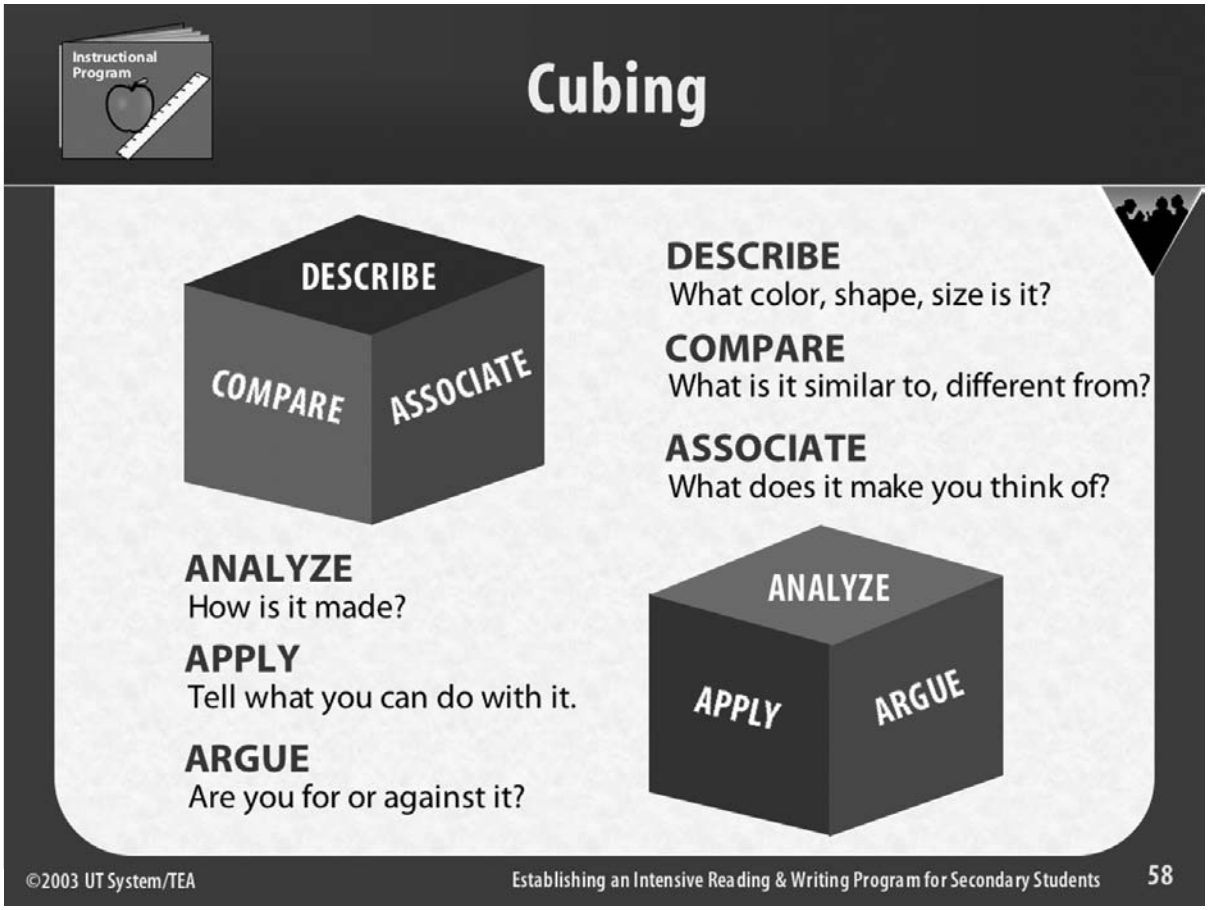
©2003 UT System/TEA

# Writing Process Instructional Strategy: Recursive Writing Process Assessment

Assessment consists of evaluating student writing based on individual needs in each of the areas listed on the overhead. These include:

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

©2003 UT System/TEA


Instructional Program
Cubing
DESCRIBE
COMPARE
ASSOCIATE
DESCRIBE
What color, shape, size is it?
COMPARE
What is it similar to, different from?
ASSOCIATE
What does it make you think of?
ANALYZE
How is it made?
APPLY
Tell what you can do with it.
ARGUE
Are you for or against it?
ANALYZE
APPLY
ARGUE
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
58

# Cubing

Once students choose a writing topic, cubing can 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. Handout 8 explains this activity in more detail.

We will now try the cubing process with the topic of homework. The dimensions we could explore include describing, comparing, associating, analyzing, applying, and arguing for and against homework.

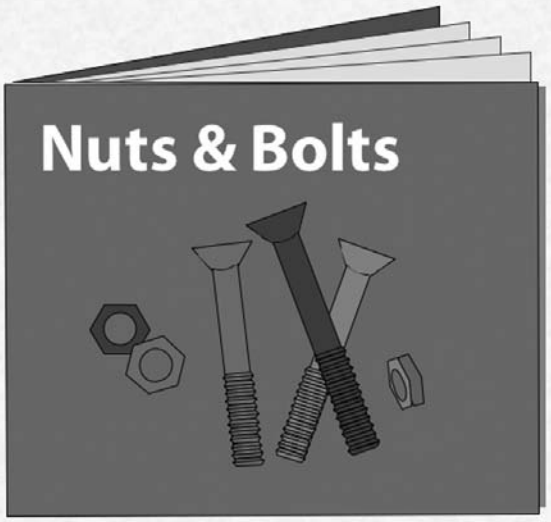
Model this activity for participants by selecting one or two of the above dimensions and discussing them with the whole group. Write down key points on a transparency or chart paper.

You can adjust the dimensions used depending on the topic. The cubing activity is also used as a resource during subsequent stages in the writing process.

For more information about the writing process, see the professional development guide "Enhancing Writing Instruction for Secondary Students." This guide may be downloaded from the Web site of the University of Texas Center for Reading and Language Arts at www.texasreading.org.

©2003 UT System/TEA

# Nuts and Bolts

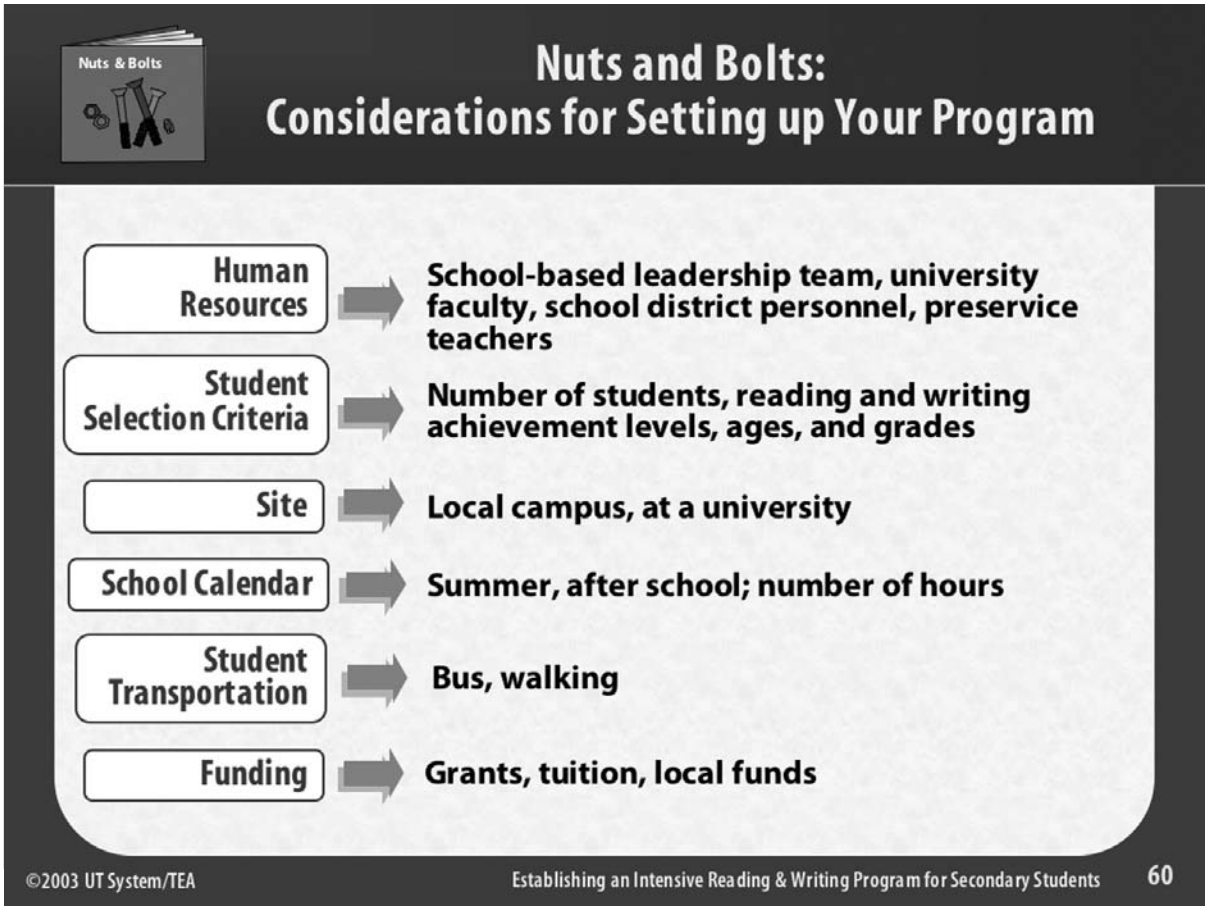



©2003 UT System/TEA

# Nuts & Bolts

To conclude, the final slide lists some considerations that must be addressed to develop, implement, and assess the effectiveness of an intensive reading and writing program.

©2003 UT System/TEA


Nuts & Bolts
Nuts and Bolts:
Considerations for Setting up Your Program
Human Resources
School-based leadership team, university faculty, school district personnel, preservice teachers
Student Selection Criteria
Number of students, reading and writing achievement levels, ages, and grades
Site
Local campus, at a university
School Calendar
Summer, after school; number of hours
Student Transportation
Bus, walking
Funding
Grants, tuition, local funds
©2003 UT System/TEA
Establishing an Intensive Reading & Writing Program for Secondary Students
60

# Nuts and Bolts: Considerations for Setting Up Your Program

These are the nuts and bolts of an intensive reading and writing program. Review each item. If your school is not linked to a university, the school district will take ownership of all aspects of the program. Working through the details of this program will ensure it runs smoothly.

In conclusion, the ultimate purpose of this intensive reading and writing program is to help students access the general education curriculum and become successful in content area learning. The ability to read at an appropriate level makes academic success possible.

©2003 UT System/TEA

# PARTICIPANT NOTES

UTCRLA

University of Texas Center for Reading & Language Arts
THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION

©2003 University of Texas System/Texas Education Agency

# Establishing an Intensive Reading and Writing Program for Secondary Students (Revised)

# Workshop Objectives

## Participants will learn about:

- The purpose of an intensive reading and writing program
- The specifics of the "Read for Success" program
- The student selection process for the program
- The goals of students, preservice teachers, school district personnel, and university faculty
- The instructional program
- The nuts and bolts of program development

# 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.**

# 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 American adults lack the basic literacy skills required in a typical job (Moats, 1998).

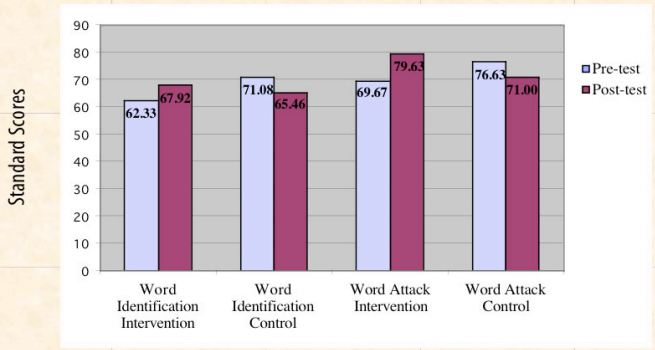
## Overview of the "Read for Success" Program: Implementation Guidelines

- Establish the need for this type of program
- Begin collaboration between local school district and university
- Organize personnel
- Publicize program
- Identify, assess, and group students
- Assign preservice teachers to groups of students
- Implement research-based instructional strategies
- Evaluate preservice teachers
- Reassess students

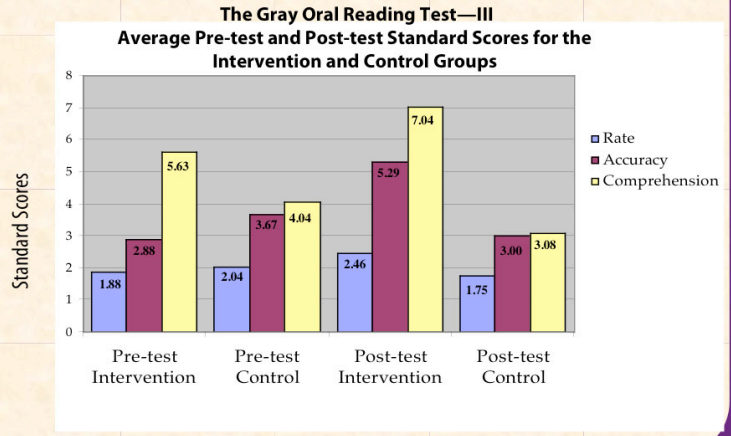


## Reading Performance of Students in the "Read for Success" Program

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



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






## Student Selection

## 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 comprehension of 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 required state 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**

# 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

### Instructional Materials:

- High-interest/controlled-vocabulary materials
- Written at students' instructional reading level
- Contain age-appropriate content
- Motivate students to read
- Decrease frustration
- Can be linked to the curriculum



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

### 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
- 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.)

### Instructional Grouping

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

### Student Progress Monitoring

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



## 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

## Monitor Student Progress Regularly

**Curriculum-based assessment:**

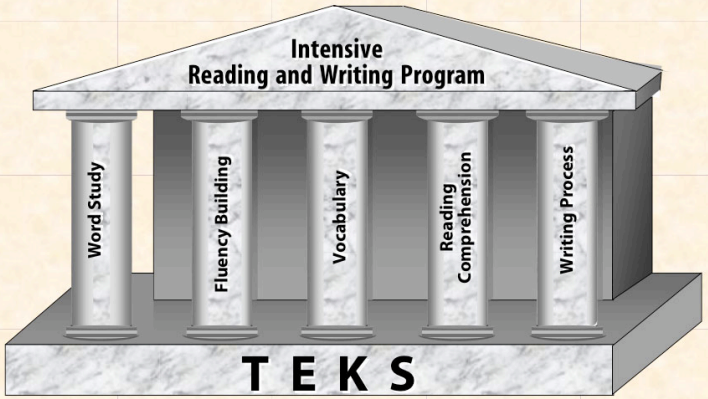
Evaluate daily instruction
(e.g., teacher-made tests, fluency measures, homework)

**Observation:**

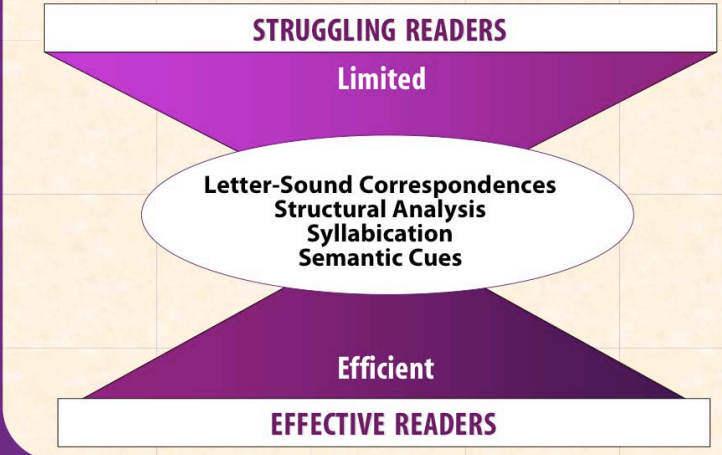
Note student performance
(e.g., reading behaviors, writing difficulties)



## Instructional Components



# TEKS: Word Study






# Word Study Effective Instruction

**Teachers:**

- Model and provide steps for using knowledge of letter-sound correspondences.
- Focus on words from content area text and literature that 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

**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

- List of words for instruction
- Index cards with individual letters printed on them
- Index cards in different colors for vowels and consonants
- Plastic zipper bags to store letter cards
- Holder for placement of these letters
- Timer

# Word Study Instructional Strategy: Word Building Implementation

## Preparation

- 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.



# Word Study Instructional Strategy: Word Building Assessment

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

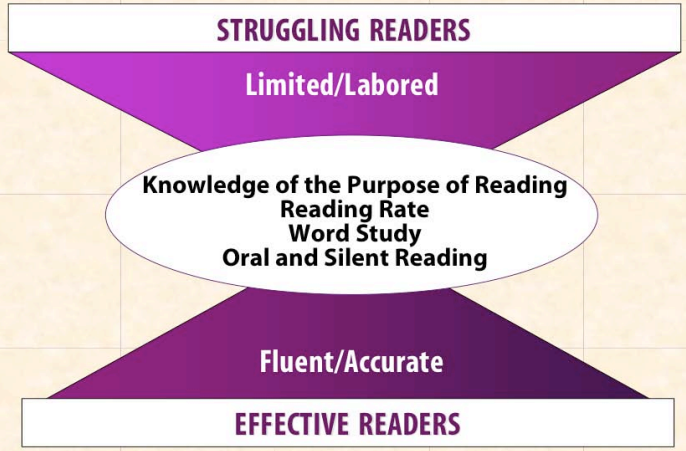
# Word Building

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

| t | r | s | p | t | a |
|---|---|---|---|---|---|



# 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 goals for students.**

**Students:**

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



# Fluency Building: Reading Rate

**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 |

# 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**

# Fluency Building Instructional Strategy: Partner Reading—How to Assign Partners

- **Rank 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 students are paired.**
- **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

- **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

**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.

## Fluency Building Instructional Strategy: Partner Reading Assessment

Increase in number of words read correctly in one minute

Improvement in word recognition



## Partner Reading

Students work in pairs to build reading fluency.

# TEKS: Vocabulary

# 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 relationships between words.
- Use strategies to figure out the meanings of new words.

## 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 map organizers



## Vocabulary Instructional Strategy: Semantic Mapping Materials

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

## 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 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

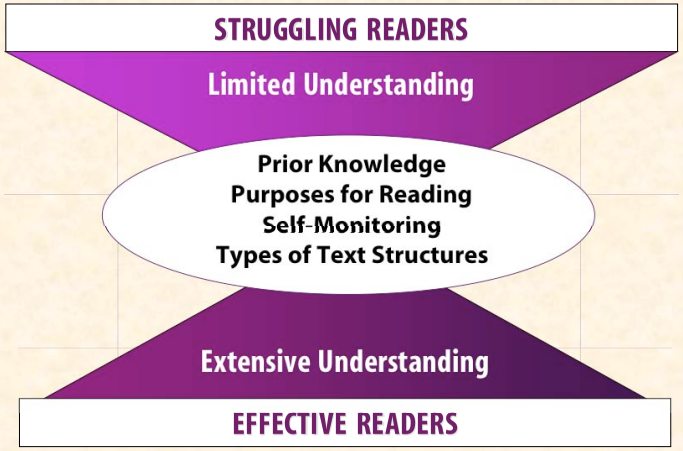
- Accuracy of word meaning
- Grouping of ideas into categories and labeling of categories
- Interrelationships between category and subcategory

# 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 include:**

- **Previewing:** Students brainstorm and predict.
- **Click and Clunk:**
  - **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 review by asking questions about the passage and thinking about what was important.



## 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**

## Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Implementation

### Model CSR Strategies

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

### Teach the Strategies

- Teach one strategy at a time.
- Have students practice each strategy with a partner or in cooperative learning groups.
- Model word building by demonstrating the process.
- 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.)

### 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.

## Reading Comprehension Instructional Strategy: Collaborative Strategic Reading Assessment

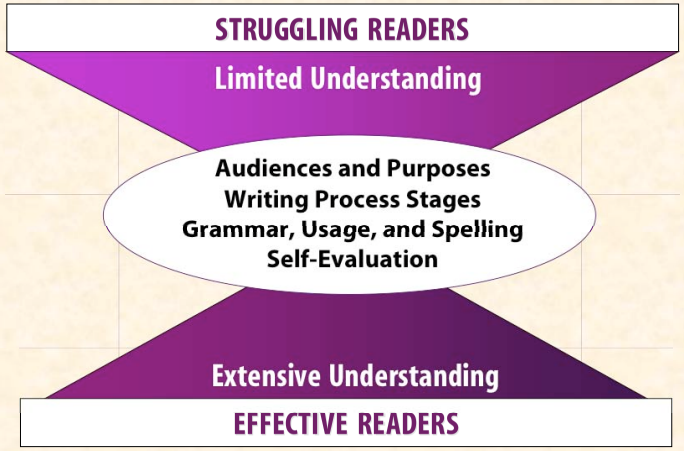
- Quizzes based on student-generated wrap-up questions
- Essays
- Portfolios
- Presentations
- Visual representations
- Student Jeopardy using wrap-up questions and clunks



## Get the Gist

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

# TEKS: Writing Process






# 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 continual evaluation.
- Integrate writing instruction into all subject areas.

**Students:**

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

## 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 includes:**

- **Prewriting**
- **Drafting**
- **Revising**
- **Editing**
- **Publishing**



## Writing Process Instructional Strategy: A Closer Look at the Recursive Writing Process

| | |
|---|---|
| **Prewrite** | • Generating ideas<br>• Developing voice<br>• Planning organization |
| **Draft** | • Organizing and reorganizing content<br>• Refining style |
| **Revise** | • Adding and elaborating<br>• Deleting and combining<br>• Rearranging and reorganizing<br>• Altering style |
| **Edit** | • Correcting usage<br>• Evaluating sentence structure<br>• Assessing conventions |
| **Publish** | • Refining for audience<br>• Generating a product |

## 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



## Writing Process Instructional Strategy: Recursive Writing Process Implementation

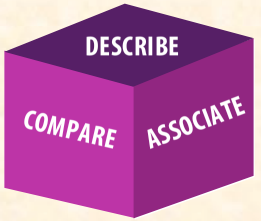
| | |
|---|---|
| **Prewriting** | Students think critically about purpose, audience, content, and form. |
| **Drafting** | Students keep the writing plan in mind, monitor the plan for effectiveness, and anticipate and answer the reader's questions. |
| **Revising** | Students keep the plan in mind, monitor the plan for effectiveness, make necessary changes, and anticipate and answer the reader's questions. |
| **Editing** | Students correct technical aspects of writing independently or collaboratively. |
| **Publishing** | 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**
What color, shape, size is it?

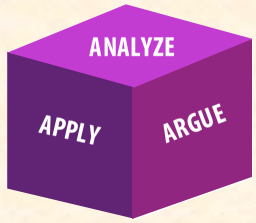
**COMPARE**
What is it similar to, different from?

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

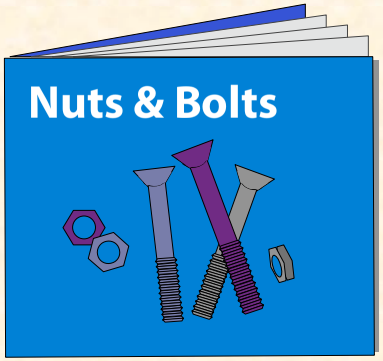
**ANALYZE**
How is it made?

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

**ARGUE**
Are you for or against it?



# Nuts and Bolts



# Nuts and Bolts: Considerations for Setting up Your Program

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

# HANDOUTS

UTCRLA

University of Texas Center for Reading & Language Arts

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION

©2003 University of Texas System/Texas Education Agency

# Overview of the "Read for Success" Program

The University of Texas at Austin

Austin Independent School District

Texas Education Agency

The University of Texas Center for Reading & Language Arts

1998 and 1999

© 2003 UT System/TEA

| **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 | Students<br>The goals of the program were to help students increase their self-confidence and to become more efficient readers and writers.<br><br>Preservice Teachers<br>The primary goal for the preservice teachers involved in the program was to obtain additional opportunities to teach small groups of struggling readers. |
| 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 master's 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" 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 help students 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 reading levels were used to provide a literacy environment that best supported learning to read. |
| Costs | UT: UT personnel salaries and tuition for practicum students.<br>AISD: Tuition for AISD students, transportation, building administration, AISD personnel salaries, and literacy materials. |
| Funding | UT Summer Program Funds<br>Grants and tuition.<br><br>AISD Summer Program Funds<br>Tuition was charged for AISD students (sliding scale). |

 © 2003 UT System/TEA

| | |
|---|---|
| Collaboration | UT and AISD began planning in February 1999, and worked collaboratively to make the summer program a success. |
| Roles | UT Leadership Team<br>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.<br><br>AISD Leadership Team<br>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.<br><br>Preservice and AISD Teachers<br>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.<br><br>Students<br>Students were responsible for: (a) following school rules; (b) attending school; and (c) participating in school activities. |
| Middle School Site | Bedichek Middle School<br>Austin, Texas |
| Dates & Times | Dates<br>"Read for Success" was a four-week program.<br>The summer school was held from June 7 through July 2, 1999.<br><br>Class Times<br>Students attended first period from 8:00 a.m. to 10:30 a.m. (2.5 hours),<br>and second period from 10:30 a.m. to 12:15 p.m. (1.75 hours). |

© 2003 UT System/TEA

| | |
|---|---|
| Registration | <u>Registration</u><br>On-site registration was required at Bedichek Middle School. Students were asked to register following the alphabetical listing by time of day.<br><br>*Day 1*<br>June 1, 1999 - Registration by surname as follows:<br>A - D 8:30 a.m. - 9:45 a.m.<br>E - J 9:45 a.m. - 11:00 a.m.<br>K - Q 11:00 a.m. - 12:15 p.m.<br>R - Z 12:15 p.m. - 1:30 p.m.<br><br>*Day 2*<br>June 2, 1999 - A special evening registration schedule:<br>A - D 4:30 p.m. - 5:45 p.m.<br>E - J 5:45 p.m. - 7:00 p.m.<br>K - Q 7:00 p.m. - 8:15 p.m.<br>R - Z 8:15 p.m. - 9:30 p.m.<br><br><u>Late Registration</u><br>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. |
| Tuition | <u>Rate:</u> $115<br>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. |

 © 2003 UT System/TEA

# 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 every day.

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, see 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, see 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 may be downloaded from the Web site of the University of Texas Center for Reading and Language Arts at www.texasreading.org.

9:55 - 10:15 Fluency/Partner Reading

Partner reading is an effective strategy to help students who struggle with reading become more fluent. (For more information, see Stahl & Heubach, 1993.) Partner reading helps 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 certain levels 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 may be downloaded from the Web site of the University of Texas Center for Reading and Language Arts at www.texasreading.org.

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 may be downloaded from the Web site of the University of Texas Center for Reading and Language Arts at www.texasreading.org.

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

12:15 Students to Bus

 © 2003 UT System/TEA

# High-Interest/Controlled-Vocabulary Materials

## Publishing Companies—Books

Academic Communication Associates 888-758-9558
*Narrative*: classics

BMI 800-222-8100
*Narrative*: classics, adventures, mysteries
*Expository*: biographies

Capstone Press 888-574-6711
*Narrative*: classics, adventures, mysteries
*Expository*: biographies, family, communities, native peoples, states, wildlife, galaxies, countries, ethnic holidays, space, extreme sports, military, history

Carson-Dellosa 800-321-0943
*Narrative*: adventures, mysteries
*Expository*: biographies

Curriculum Associates 800-225-0248
*Expository*: nature, animals, sports

Educational Design 800-221-9372
*Narrative*: action
*Expository*: biographies, multicultural, world events

Educators Publishing Service 800-435-7728
*Narrative*: sports
*Expository*: 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

© 2003 UT System/TEA

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, Inc. 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, U. S. history, driver 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

 © 2003 UT System/TEA

| | |
|---|---|
| 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 Institution | 800-827-0227 |

## Publishing Companies—Newspapers

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

© 2003 UT System/TEA

# Critical Features of an Effective Reading and Writing Program

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.

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;
- Uses language during instruction that is comprehensible and meaningful to English language learners;
- 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.

Instructional Grouping

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

Student Progress Monitoring

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

© 2003 UT System/TEA

# Word Building
(Word Identification)

**Introduction:**
Basic work with letter-sound correspondence may seem too elementary for secondary students. 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
- A stand to allow placement of these letters so they can be viewed easily

**Procedure:**
1. Create cards for the following letters: *r, f, s, p, t* and *a*.
2. Draw a red line over the top of the vowel. Tell students that the red line is used to identify vowels clearly. Say that all the other letters are consonants.
3. Write the number 2 on the board (because there are two letters used in spelling the word). Ask the students to spell *at*. Have them attempt this, and then ask one student to write it on the board in front of the class. Correct any mistakes.
4. Write 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*. Ask a 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 journals. 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 by each student when using specific numbers of letters.

Adapted from Cunningham & Hall, 1994

© 2003 UT System/TEA

# Stump Your Neighbor
(Word Identification)

**Introduction:**
Developing word identification skills to a targeted level of automaticity requires much practice. Providing this practice through 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 vocabularies.

**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)
- Water-based markers or crayons

**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 word doesn't show through to the other side.)
2. Punch a hole in the upper left 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" his or her neighbors.
5. Move around the group until each student has had at least one turn challenging his or her neighbors 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.

 © 2003 UT System/TEA

# Sorting Words
(Word Identification)

**Introduction:**
Help students decode and spell new words by comparing the new 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" category 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 the words do not all rhyme, but each word contains the same sound and spelling combinations as one of the category headings.

   Categories:

   | | | |
   |---|---|---|
   | **house** | **lock** | **bone** |

   Possible words to be sorted:

   | | | |
   |---|---|---|
   | **sock** | **grouch** | **clock** |
   | **mouse** | **pole** | **loud** |
   | **hot** | **slot** | **stone** |
   | **phone** | **rope** | **pound** |

Adapted from Cunningham, 1995; Henderson, 1990

© 2003 UT System/TEA

| **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 | expatriate |
| hyper- | above, more, excessive | hyperactive, hyperventilate |
| hypo- | below, less, under | hypothermia |
| 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, exceed | 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 | superlative |
| trans- | across, beyond | transcontinental |
| un- | not | unlucky, unclear |

 © 2003 UT System/TEA

| **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 | denotes occupation<br>or relativity | lawyer, writer<br>smaller |
| -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,<br>excitement |
| -ness | quality, state of being | happiness, deafness |
| -or | notes occupation of person | actor |
| -ous | full of, having | victorious, harmonious |
| -some | quality or state | bothersome |
| -tion | changing an action to a state | adaptation |
| -ward | turning to | homeward |
| -y | characterized by, inclined to | dirty, sleepy |

© 2003 UT System/TEA

# Partner Reading
(Fluency)

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

**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
- Pencil

**Procedure:**
Teachers:

1. Divide students into pairs (pair more skilled students with less skilled students).
2. Identify more skilled students as Partner A and less skilled students as Partner B.
3. Partner A always reads passages 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.

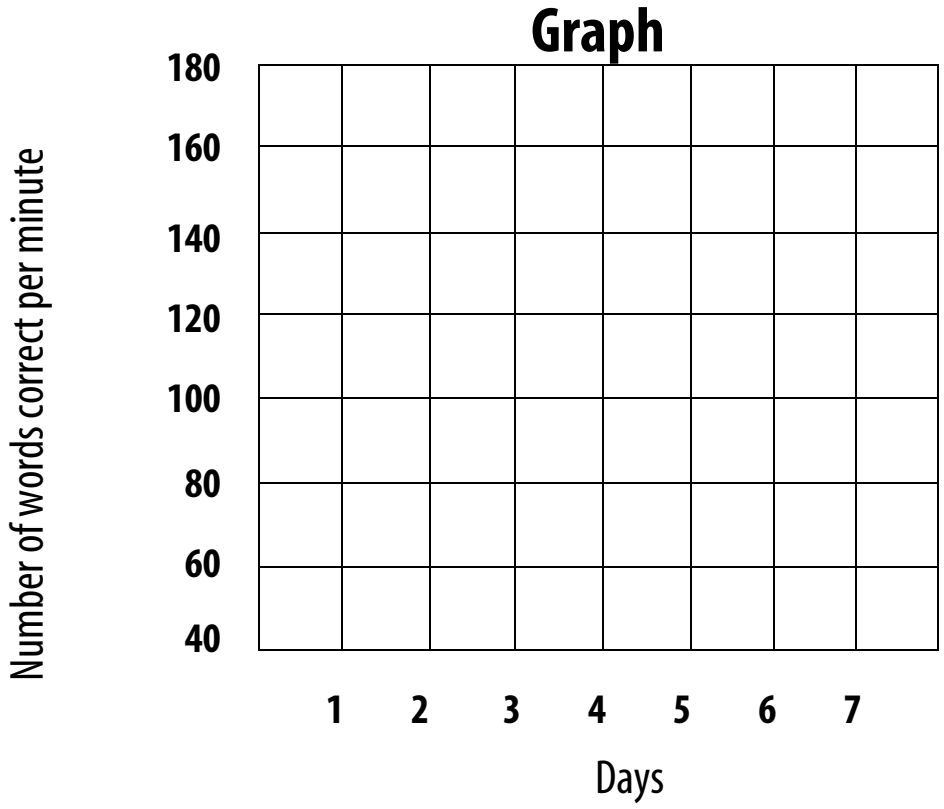
**Evaluation:**
Graph number of words read in one minute during each session.

Adapted from Stahl & Heubach, 1993

© 2003 UT System/TEA

## Sample Reading Passage and 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 he would 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)**




 © 2003 UT System/TEA

# Chunking
(Fluency)

**Introduction:**
This activity provides practice with repeated reading using visual cues, which enhance 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 highlighters 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" 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. Highlight the first two-word phrase with one color, then the next phrase with the second color. Continue alternating colors for phrases 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.)

*(cont. next page)*

© 2003 UT System/TEA 

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

Adapted from Swaby, 1989

 © 2003 UT System/TEA

# 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. Highlight the punctuation in the passage 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 pauses at punctuation. Students will easily add 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.

© 2003 UT System/TEA

# Semantic Mapping
(Vocabulary)

**Introduction:**
This exercise allows students to increase their vocabularies 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

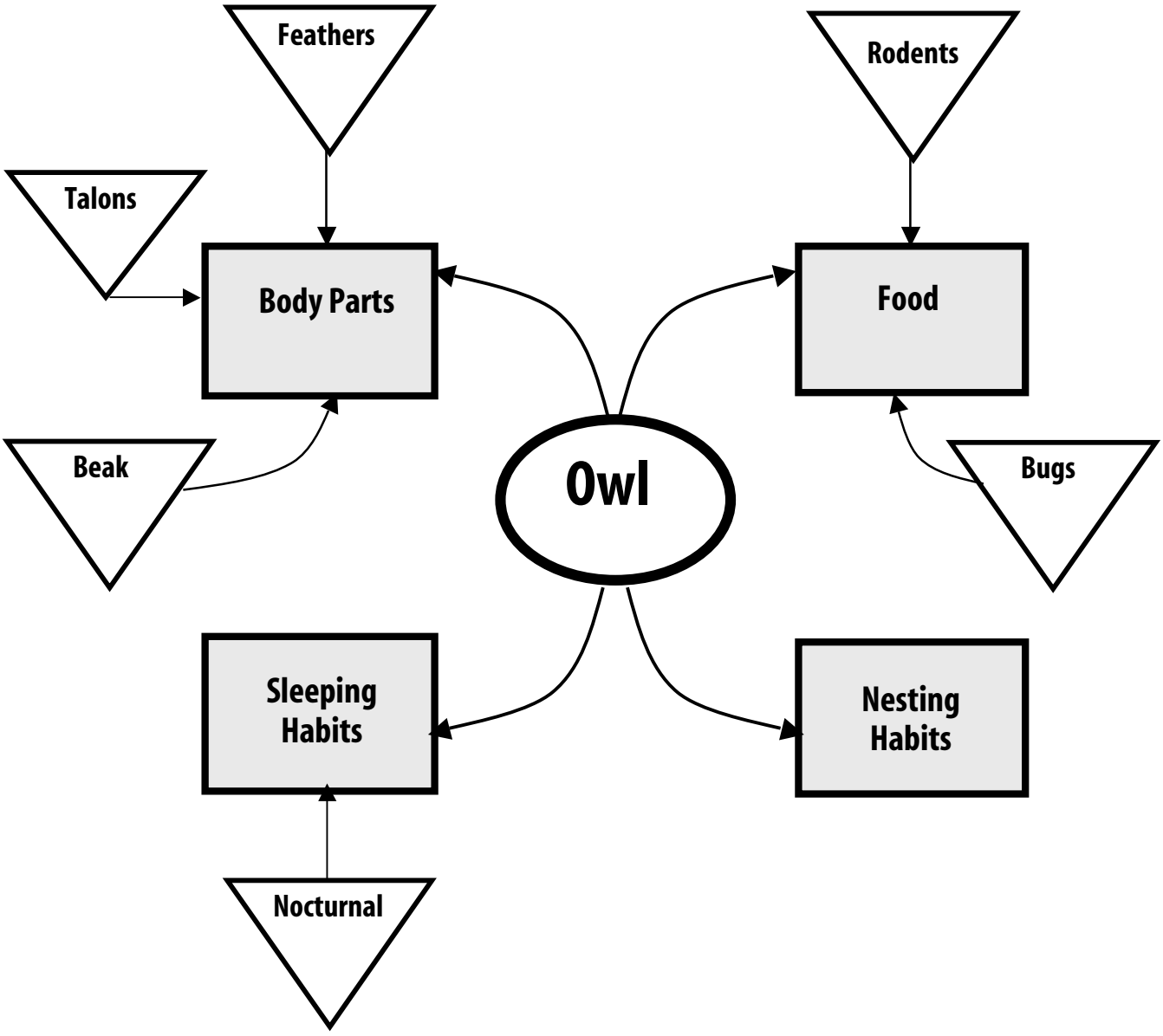
**Procedure:**
1. Write the topic or concept on the chalkboard or overhead transparency.
2. Ask students to think of other words that are related to the topic or concept.
3. Write these words and group them into broad categories.
4. Have students label each category.
5. Create a semantic map using the 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

© 2003 UT System/TEA

## Semantic Mapping Example
Expository Text




Adapted from Bryant et al., 1999


© 2003 UT System/TEA

# 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
- "Daily Word" Handout

**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 the Daily 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 or in their notebooks.
5. Have students draw a picture or symbol that will help them remember the word.
6. Have students independently write a sentence using the word.
7. 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.
8. 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 and newsletters or on bulletin boards.

**Evaluation:**
Assess Daily Word notebooks; give Daily Word quizzes.

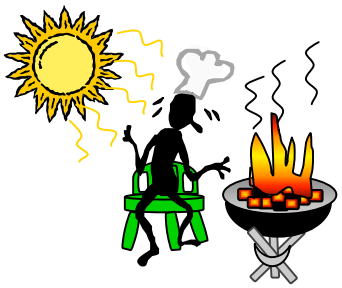
Adapted from Routman, 1988

© 2003 UT System/TEA

## Daily Word (cont.)
(Vocabulary)

| Word # | Date | Target Word | Part of Speech |
|---|---|---|---|
| | 9/14 | **SWELTERING** | Adjective |

**Symbol/graphic reminder**



**Definition:**
Sweltering means really hot.

**Sentence:**
Juan felt faint from the *sweltering* heat.

Adapted from Diskin, 1993


© 2003 UT System/TEA

# 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 six boxes of equal size
- Colored markers

**Procedure:**
1. Choose up to six 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. Simple drawings can be effective aids to vocabulary building.
5. Keep illustrated vocabulary sheets in the students' folders for future reference.

**Evaluation:**
Periodically test students' knowledge of specifically taught vocabulary words.

© 2003 UT System/TEA

# 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 and pencils

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

**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 main ideas from the details of the passage.

*(cont. next page)*

© 2003 UT System/TEA 

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

 © 2003 UT System/TEA

# Sentence Visualization
(Comprehension)

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

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

**Materials:**
- Sticky notes
- Paper and 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.

© 2003 UT System/TEA 

# 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 they said.

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

**Materials:**
- Wordless books
- Sticky notes or removable tape and 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 such books on the market.
2. Place strips of paper and removable tape or sticky notes on the bottom of the pages for students to 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 paper strips or sticky notes to the bottom of the page of the wordless book.
2. After looking at the picture, choose the words and, on the paper or sticky note, write a sentence that represents the picture.

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

 © 2003 UT System/TEA

# Cubing
(Writing)

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

**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, or get rid of it?
3. An optional activity is to write your ideas 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.

© 2003 UT System/TEA

# Writing Warm Up
(Writing)

**Introduction:**
Writing is a little bit like exercising. You get better with practice, and 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 activity 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 while you write as well. Do not respond to questions during writing and continue to write for 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 (e.g., is the average number of words per sentence increasing?). Look at students' charts for writing gains.

 © 2003 UT System/TEA

# 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 point). 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 waswith 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

© 2003 UT System/TEA 

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?

 © 2003 UT System/TEA

# Nuts and Bolts: Considerations for Setting Up Your Program

## Human Resources

- Who will be on your leadership team? University faculty members and school district employees?
- Who will manage the daily activities of the program?
- Who will serve as the on-site administrator?
- Who will teach the students? School district teachers and university graduate students?

## Student Selection Criteria

- What student identification criteria will be used?
- Who is eligible to attend the program?
- Who will be taught (e.g., students with learning disabilities, low-achieving)?
- How many students will be served?
- What are the costs affiliated with the program?

## Site

- Where will the program take place?
- When will the program take place?

## School Calendar

- Is this a summer program or after-school program?
- What will be the duration (during school, Saturday, six weeks in the summer)?
- How many hours and how many days will the program occur each week?

## Student Transportation

- How will students get to and from the program?
- Who will coordinate transportation (bus, carpools, walking)?

## Funding

- What school district, university, and community resources are available?
- Will students pay tuition?
- Will scholarships be made available?

© 2003 UT System/TEA

# References


Adams, M. J. (1990). *Beginning to read: Thinking and learning about print.* Cambridge, MA: MIT Press.

Alfassi, M. (1998). Reading for meaning: The efficacy of reciprocal teaching in fostering reading comprehension in high school students in remedial reading classes. *American Educational Research Journal, 35,* 309-332.

Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985). *Becoming a nation of readers: The report of the Commission on Reading.* Washington, DC: National Academy of Education.

Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning* (2nd ed.). Portsmouth, NH: Heinemann.

August, D., & Hakuta, K. (1997). *Educating language-minority children.* Washington, DC: National Academy Press.

Beck, I. L., McKeown, M. G., & Omanson, R. C. (1987). The effects and uses of diverse vocabulary instructional techniques. In M. G. McKeown & M. E. Curtis (Eds.), *The nature of vocabulary acquisition* (pp. 147-164). Hillsdale, NJ: Erlbaum.

Bryant, D. P., Ugel, N., Thompson, S., & Hamff, A. (1999). Instructional strategies for content-area reading instruction. *Intervention in School and Clinic, 34*, 293-302.

Carroll, J. A., & Wilson, E. E. (1993). *Acts of teaching: How to teach writing.* Englewood, CO: Teacher Ideas Press.

Cunningham, P. M. (1995). *Phonics they use.* New York: Harper Collins.

Cunningham, P. M., & Cunningham, J. V. (1992). *Making words: Multilevel, hands-on developmentally appropriate spelling and phonics activities.* Carthage, IL: Good Apple.

Cunningham, P. M., & Hall, D. P. (1994). *Making big words: Multilevel, hands-on spelling and phonics activities.* Carthage, IL: Good Apple.

Diskin, A. (1993, March). *Teaching writing: A practical process.* Paper presented at Teaching Writing Conference, Oakland, CA.

Dryfoos, J. G. (1996). Adolescents at risk: Shaping programs to fit the need. *Journal of Negro Education, 65*(1), 5-18.

Elbaum, B., Schumm, J. S., & Vaughn, S. (1997). Urban middle-elementary students' perceptions of grouping formats for reading instruction. *The Elementary School Journal, 97*, 475-500.

Garcia, G. E., & Nagy, W. E. (1993). Latino students' concepts of cognates. In D. J. Leu and C. K. Kinzer (Eds.), *Examining central issues in literacy research, theory and practice.* Chicago: National Reading Conference.

Guszak, F. J. (1972). *Diagnostic reading instruction in the elementary school.* New York: Harper and Row.

Hallenbeck, M. J. (1983). A free reading journal for LD secondary students. *Academic Therapy, 18,* 479-485.

Henderson, E. (1990). *Teaching spelling.* Boston: Houghton Mifflin.

Hill, M. (1991). Writing summaries promotes thinking and learning across the curriculum-but why are they so difficult to write? *Journal of Reading, 34,* 536-539.

Juvonen, J. (1988). Outcome and attributional disagreements between students and their teachers. *Journal of Educational Psychology, 80,* 330-336.

Kinder, D., & Bursuck, W. (1991). The search for a unified social studies curriculum: Does history really repeat itself? *Journal of Learning Disabilities, 4,* 270-275; 320.

Klingner, J. K., & Vaughn, S. (1996). Reciprocal teaching of reading comprehension strategies for students with learning disabilities who use English as a second language. *Elementary School Journal, 96*(3), 275-293.

Klingner, J. K., & Vaughn, S. (1998). Using collaborative strategic reading. *Teaching Exceptional Children, 30*(6), 32-37.

Klingner, J. K., & Vaughn, S. (1999). Promoting reading comprehension, content learning, and English acquisition though collaborative strategic reading (CSR). *The Reading Teacher, 52*(7), 738-747.

Lapp, D., Flood, J., & Farnan, N. (1996). *Content area reading and learning: Instructional strategies.* Englewood Cliffs, NJ: Prentice Hall.

Lou, Y., Abrami, P. C., Spence, J. C., Poulsen, C., Chamber, B., & d'Apollonia, S. (1996). Within-class grouping: A meta-analysis. *Review of Educational Research, 66,* 423-458.

Marsh, H. W. (1993). The multi-dimensional structure of academic self-concept: Invariance over gender and age. *American Educational Research Journal, 30,* 841-860.

Mastropieri, M. A., Leinart, A., & Scruggs, T. E. (1999). Strategies to increase reading fluency. *Intervention in School and Clinic, 34,* 278-292.

Mercer, C. D., & Mercer, A. R. (1998). *Teaching students with learning problems* (5th ed.). Columbus, OH: Merrill.

Moats, L. C. (1998). Reading, spelling, and writing disabilities in the middle grades. In B. Wong (Ed.), *Learning about learning disabilities* (2nd ed., pp. 367-389). San Diego, CA: Academic Press.

National Research Council Institute of Medicine. (1997*). Improving schooling for language-minority children: A research agenda.* Washington, DC: National Academy Press.

Noyce, R. M., & Christie, J. F. (1998). *Integrating reading and writing instruction.* Boston: Allyn and Bacon.

Palincsar, A. S., & Brown, A. L. (1984). The reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction, 1,* 117-175.

 © 2003 UT System/TEA

Pressley, M. (1998). *Reading instruction that works: The case for balanced teaching.* New York: Guilford Press.

Routman, R. (1988). *Transitions: From literature to literacy*. Portsmouth, NH: Heinemann.

Salvia, J., & Ysseldyke, J. (1995). *Assessment* (6th ed.). Boston: Houghton Mifflin.

Scruggs, T. E., & Mastropieri, M. A. (1998). Tutoring and students with special needs. In K. Topping & S. Ehly (Eds.), *Peer assisted learning* (pp. 165-182). Mahwah, NJ: Erlbaum.

Sindelar, P. T., Monda, L. E., & O'Shea, L. J. (1990). Effects of repeated readings on instructional- and mastery-level readers. *Journal of Educational Research, 83,* 220-226.

Stahl, S. A., & Heubach, K. (1993). *Changing reading instruction in second grade: A fluency-oriented program.* Athens, GA: National Reading Research Center.

Stevens, D. D., & Englert, C. S. (1993). Making writing strategies work. *Teaching Exceptional Children, 26*(1), 34-39.

Swaby, B. (1989). *Diagnosis and correction of reading difficulties.* Needham Heights, MA: Allyn and Bacon.

Texas Education Agency. (1998). *Texas essential knowledge and skills (TEKS)*. Retrieved October 23, 2001, from Texas Education Agency Web site: http://www.tea.state.tx.us/teks/

U.S. Department of Education. (1996). *Dropout rates in the United States: 1994.* Washington, DC: National Center for Educational Statistics.

University of Texas Center for Reading and Language Arts. (2002). *Effective instruction for struggling secondary readers: Research-based practices, Part I and II*. Austin: UT System/Texas Education Agency.

Vaughn, S., & Klingner, J. K. (1999). Teaching reading comprehension through collaborative strategic reading. *Intervention in School and Clinic, 34,* 284-292.

Vaughn, S., & Schumm, J. S. (1996). Classroom ecologies: Classroom interaction and implications for inclusion of students with learning disabilities. In D. L. Speece & B. K. Keough (Eds.), *Research on classroom ecologies* (pp. 107-124). Mahwah, NJ: Erlbaum.

Wiederholt, J. L., & Bryant, B. R. (1992). *The Gray Oral Reading Test - III.* Austin, TX: PRO-ED.

Wolfram, G. (1992). Building communities of readers. *Progressions, 4(*4), 1-21.

Woodcock, R. W. (1987). *The Woodcock Reading Mastery Tests-Revised.* Circle Pines, MN: American Guidance Service.

© 2003 UT System/TEA 