

**Accelerating the Progress of Vulnerable Readers
Through Exemplary Push-In and Pull-Out Models of
Intervention**

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**The 100/100 Goal for Learning Support
and Classrooms**

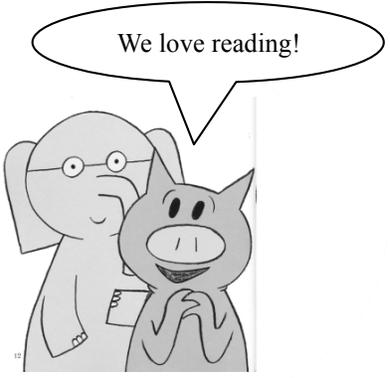
“Imagine that we could design Learning Support Sessions and Classrooms where 100% of the students were involved in instruction appropriate to their needs and development 100% of the time. Imagine how different the achievement patterns of struggling readers and writers might be. I will suggest that the 100/100 goal is, perhaps, the real solution for developing Learning Support and Classroom programs that better serve struggling readers.” (Modified from Allington, 2000)



We are proud “Positive Deviants” or “Positive Outliers”.

“Positive Deviant” is defined as “those who do whatever it takes to “make a worthy difference” and positively change the status quo.” (Routman, p. 25, 2014)

For the sake of all children experiencing difficulties in reading and writing we welcome all of you to become “Positive Deviants/Outliers”.

Agenda

1. Introduction
2. Results
3. Key Elements
4. The Lesson Framework
5. The Rationales Behind the Lesson Framework
6. Prompting and Teaching for Strategic Activity
7. Comprehension
8. Word Identification and Word Work
9. Conclusion - “Where to go from here?”




“In schools throughout the United States and in other countries, there is a well-defined group of struggling readers that can readily be taught to read. The evidence establishes, beyond any doubt, that nothing about these children means they are doomed to fail in reading.”

Slavin, April 2016

According to a study by Juel (1988) the probability that a child who is a poor reader at the end of Grade 1 will remain a poor reader at the end of Grade 4 is 88%.

(Snow, Burns & Griffins, 1998)



“What is possible?”



Breanne’s Inclusive Reading Model Results: Grade 1 Students

- 2017/2018 - 85% of grade 1 students were meeting or exceeding expectations by June 2018
- 2018/2019 - 87% of grade 1 students were meeting or exceeding expectations by June 2019
- All students received at least 30 minutes of inclusive reading support 5 days a week



Breanne’s Current Grade 1 Reading Results:

- Support started: September 9th 2019
- Grade 1 expectation in November is PM level 3/4
- 92% are meeting or exceeding reading expectations
 - The 5 students who are reading a level 3 or below, read with an adult daily
 - A minimum of 30 min of reading and 10 min of word work each day



Results of Paul’s Learning Support Groups

From September 27, 2011 to June 27, 2018, 176 students (Grades 1 - 5) at the Sir James Douglas School and the Oaklands School (Grades 1, 2 and 3) reached the average band of instruction in reading.

From September 13, 2018 to June 26, 2019 out of a cohort of 87 Grade 1 students only 6 children were not at grade level in reading (93% success rate). (Both pull-out and in-class intervention models were used.)

All groups received 30 minutes of instruction, 4 to 5 days a week per term (each term was 10 to 12 weeks in duration).



How did this happen?

(Approximately 75-80% of all students will learn to read regardless of the quality of the reading program. As teachers we need to ensure that the remaining 20-25% are taught in a manner that allows children to accelerate and thrive.)



What will work for you in your situation?



Learning Support sessions are supplementary to good classroom instruction and should complement what goes on in the classroom!



Video #1 - Reading Intervention Groups (8:21)
 (Best Practices Reviewed)

Thinking and noticing student learning behaviours through the lens of Allington's Six T's of learning.

Time, Tasks, Talk, Teaching, Texts and Testing (Assessment)



The Lesson Guideline for Learning Support

- Reading (Familiar or Independent) (5 to 10 min.)
- Reading (Independent or Instructional) (20 to 25 min.)
- How Words Work (5 min.)
- Home Reading (Independent or Instructional)



KEY ELEMENTS

- believing all children can succeed (ESSENTIAL!!!)
- using excellent leveled reading books (no worksheets or limit usage)
- ongoing informal assessment




- All teaching is done in context as this makes memory and the transfer of learning so much easier. (Comprehension, word identification, learning sight words, developing fluency etc.) All teaching is done in the moment during authentic reading experiences.
- constantly asking the question WHY - having a strong theoretical foundation



- The amount of time for Independent and Instructional reading will vary from lesson to lesson. Many classroom teachers use independent and instructional level texts during the two daily reading blocks.
- Children DO NOT have to all be reading at the same level (All our students are individualized and are reading at the independent (95 - 100%) or instructional level 90 - 94%)



- Side-by-Side (Guiding Readers) ... Listen to a child read. Just do what you usually do during traditional guided reading but listen more, *talk less*.
- Talk . . . Activating background knowledge, prompting, questioning, etc. are very important but limit time spent on these activities.



Video #2 - Literacy For All (5:11)

(Best Practices Reviewed Continued)

The Lesson Guideline in a Nutshell (For classroom teachers)

Start with a 1 to 3 minute, whole class miniature lesson to introduce a new strategy, reinforce concepts, pep talk, etc.

Children choose levelled texts or “just right books” at their instructional levels.



Start with shorter blocks of time in the morning and another in the afternoon, every day. After recess and lunch are good times because children are fresh.

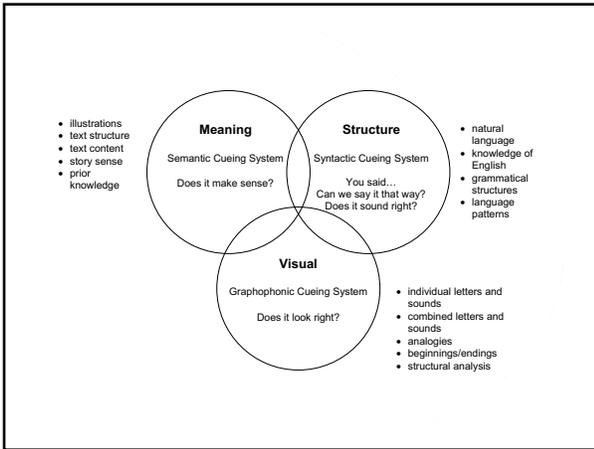
Gradually increase reading blocks until you reach a total of 45 minutes a day, every day.

The largest ever-international study of reading found that the single most important predictor of academic success is the amount of time children spend reading books, more important even than economic or social status. (Atwell, 2007)



- Repeated readings of a text helps children develop confidence, leading to higher reading achievement, and increased fluency (especially early).
- Children develop fluency by practicing reading. A lot. (Rasinski, 2017)
- In the early grades, focus on decoding of words and comprehension naturally happens.





“Reading is a message-getting, problem-solving activity which increases in power and flexibility the more it is practised”

(Clay p. 6, 1991)

USEFUL PROMPTS
(Absolutely Crucial)

- Prompt
- Wait (slow count to 3)
- Teach

To support the readers use of self-monitoring or (cross)-checking behaviour:

Were you right?
It could be _____, but look at _____.
Check it. Does it look right and sound right to you?
Try that again.
Try that again and think about what would ...

- make sense (M).
- fit there (S).
- sound right (V).
- look right (V).

(or any combination of these 4)

To support a reader’s searching for all sources of information: M S V

- Does that make sense? (M)
- Can you say it that way? (S)
- Does that sound right? (V)
- Does that look right? (V)
- You said . . . Does that make sense? (M)
- Does it look right? (V)
- Can we say it that way? (S)
- What do you know that might help?

To support the reader's self-correction behaviour:

Something wasn't quite right. Can you find it?

I liked the way you found out what was wrong all by yourself.

Be specific in your praise.



Helpful ways to prompt attention to visual features

After success in word solving.

Say "How did you know it said "____"?"



When the child stops at a new word, prompt him to "look".

Say "Do you know a word that starts with those letters?"

Or "Look for something that would help you."

Or "What can you see that might help?"

Or "Do you know a word that looks like that?"

Or "What can you hear that might help?"

- Remember to be brief with your 'on-the-spot' teaching
- Don't slow down a child's reading by overemphasizing strategies as this can make it tedious for the reader and lead to *disengagement*
- Move on to the next child.



To support phrased, fluent reading:

"Put the words together so it sounds like talking."

Fluency is reading orally with appropriate

- a) expression
- b) volume
- c) speed and
- d) phrasing.



(Clay)

Comprehension must be viewed as being multi-faceted. (It happens before, during and after reading. The prompt "Does that make sense?" is all about comprehension. Laughing, verbal and non-verbal reactions, engagement are all signs of comprehension.)



USEFUL RESEARCH-BASED COMPREHENSION STRATEGIES

- Activating prior knowledge
- Summarizing
- Story grammar (structure) lessons
- Imagery
- Question generating
- Thinking aloud



(Allington, 2005)

Side-by-Side reading is only one component of a balanced literacy programme

- Read alouds, shared readings, singing songs, more word study, connecting reading to writing . . . all happen as well.



Children learn to read only by reading. Therefore, the only way to facilitate their learning is to make reading easy for them.

(Smith, 1983)



“When a child is anxious it is much more difficult to form a positive relationship, the true vehicle for all ...change.”

(Perry, 2006)



I can't emphasize how important routine and repetition are The brain changes in response to patterned, repetitive experiences: the more you repeat something, the more engrained it becomes.

(Unknown)

Going from the known to get to the unknown.

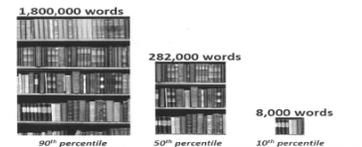
(Clay)

Please monitor fake reading!!!



Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A" reads 20 minutes each day	Student "B" reads 5 minutes each day	Student "C" reads 1 minute each day
3600 minutes in a school year	900 minutes in a school year	180 minutes in a school year



By the end of 6th grade Student "A" will have read the equivalent of 60 whole school days. Student "B" will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Hagy & Harman, 1987)

