

How Can I Differentiate Reading Instruction for Students Experiencing Persistent Reading Difficulties?



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Students With Reading Difficulties

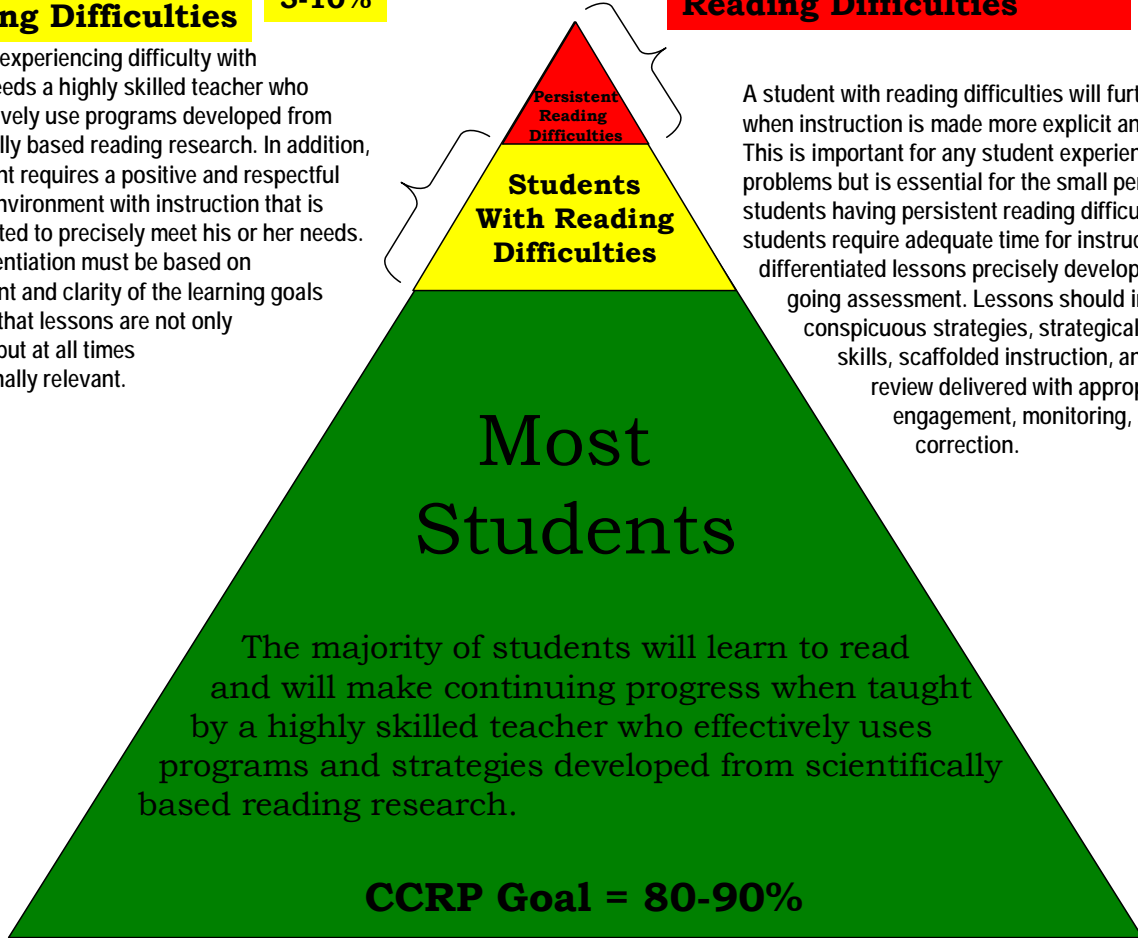
5-10%

A student experiencing difficulty with reading needs a highly skilled teacher who can effectively use programs developed from scientifically based reading research. In addition, this student requires a positive and respectful learning environment with instruction that is differentiated to precisely meet his or her needs. The differentiation must be based on assessment and clarity of the learning goals to ensure that lessons are not only engaging but at all times instructionally relevant.

Students With Persistent Reading Difficulties

1-5%

A student with reading difficulties will further benefit when instruction is made more explicit and intense. This is important for any student experiencing problems but is essential for the small percentage of students having persistent reading difficulties. These students require adequate time for instruction with differentiated lessons precisely developed from on-going assessment. Lessons should include conspicuous strategies, strategically integrated skills, scaffolded instruction, and judicious review delivered with appropriate pacing, engagement, monitoring, and correction.



Adapted from Horner & Sugai, 2006

Why do some students continue to have difficulty reading... even though they receive instruction in a research-based program with a skilled teacher?

Approximately 3-5% of students in a school or classroom may experience significant difficulty learning to read even if they are being taught by a skilled teacher who uses a core reading program that has been developed using scientifically based reading research.

Why are some students not successful in their core reading program?

- **There are too many lesson activities and the teacher's manual does not give clear guidance on what is the most essential.** The teacher must be able to identify the most important tasks, match the important tasks to learner needs based on assessment, and also schedule time so priority is given to the essential tasks.
- **The language of instruction doesn't match learner needs.** Many reading programs do not carefully control the vocabulary or grammar that the teacher uses when presenting information. Many students with significant difficulty learning to read are confused by terms or directions that are used in instruction.
- **New information and skills are introduced at a rate that is too fast** for the 3-5% of students that are experiencing significant difficulty and/or skills are introduced in sequences that are confusing. Teachers have to be prepared to analyze teaching strategies, identify component skills, and create very explicit teaching demonstrations with appropriate amounts of scaffolding.
- **There isn't enough practice and judicious review built into the program.**
- **For children in grades 2-5 who are significantly behind, the core program may not provide explicit and systematic teaching of skills from previous grades.** Even if the core has an intervention component, it may only provide extra practice on skills being taught at that grade level. Students who cannot read grade-level materials with at least 85% accuracy may be classified significantly behind and may need explicit instruction on skills from previous grades.

Why Do Students Have Difficulty Learning to Read?

Alterable

Unalterable

**Instructionally
Relevant**

Irrelevant

Mr. Avery



Questions to Ponder...

Mrs. Barnes



Is this teacher working hard?

Is this teacher's instruction based on on-going assessment?

Is this teacher's instruction explicit?

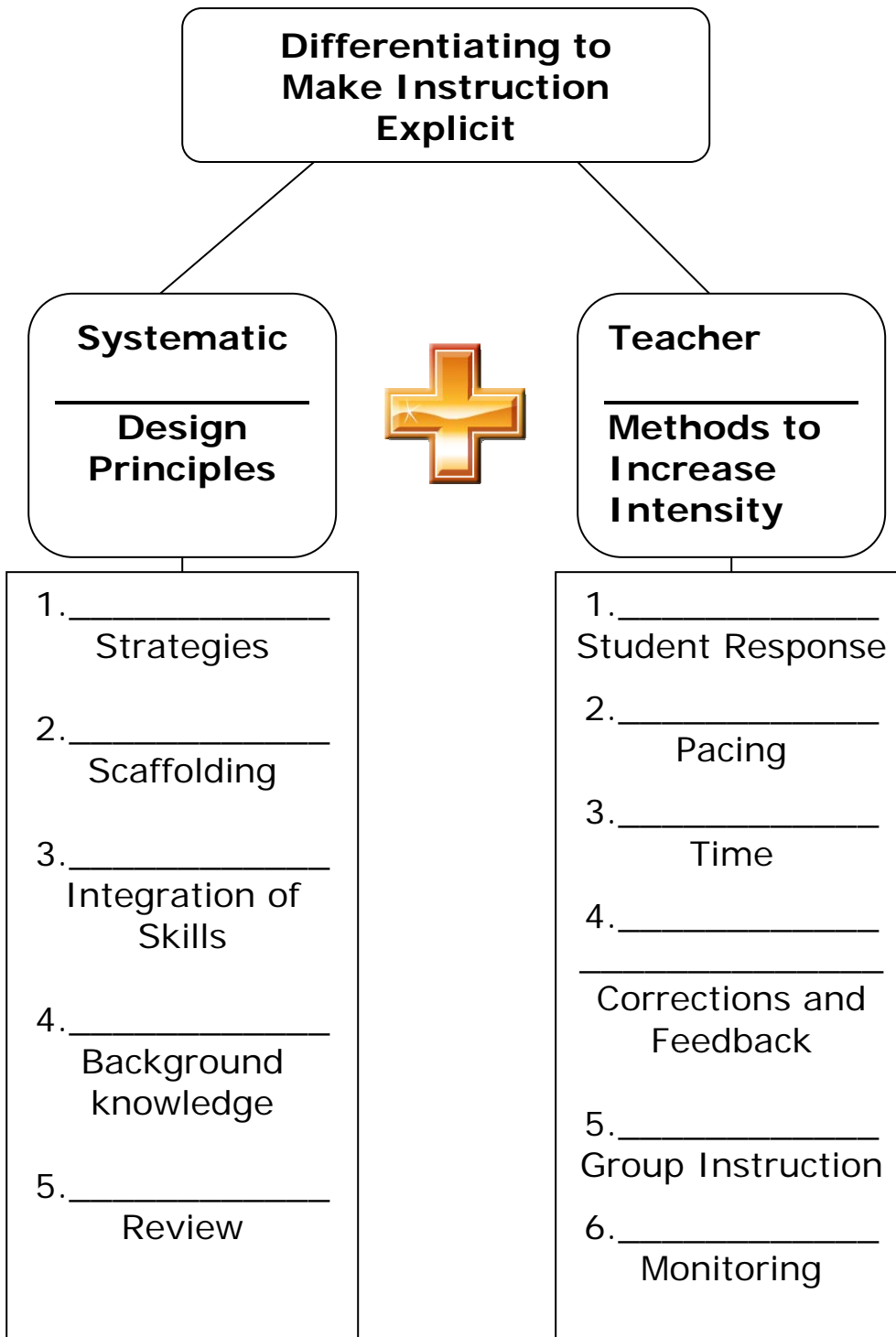
Would most students likely make progress with this teacher's instruction?

Would students experiencing difficulties in reading make progress with this teacher's instruction?

Instruction for students experiencing reading difficulties is more effective when a teacher:

- Provides _____ instruction on whatever component skills are deficient: phonemic awareness, phonics, fluency, vocabulary, reading comprehension strategies
- Provides ample opportunities for guided _____ of new skills
- Provides _____ cueing of appropriate strategies in context
- Provides appropriate levels of _____ as children learn to apply new skills
- Provides a significant increase in _____ of instruction

What makes Instruction Systematic and Explicit?



Systematic Design of Instruction:

Conspicuous Strategies

- Planned
- Purposeful
- _____

Mediated Scaffolding

- Programmatic _____
- Responsive _____

Strategic Integration

- Involves _____ relationships among concepts
- Links _____ big ideas across lessons within a curriculum

Primed Background Knowledge

- Aligns with learner knowledge and expertise
- Considers _____ preskills
- Readies learner for successful performance

Judicious Review

- _____
- Sufficient
- _____
- Cumulative
- _____
- Judicious, not haphazard

Teacher Delivery Methods to Increase Intensity:

Frequent Student Response

- Highly _____
- Aids in _____ student attention

Appropriate Pacing

- Tasks need to be presented at a _____ pace to keep learners _____.
- Provide adequate processing time!
- " _____ " and " _____ "

Adequate Time

- Provide maximum time to achieve goals
- Provide more intensive instruction as indicated by data

Positive Immediate Corrections and Feedback

- Students should be brought to mastery on _____ task.
- Errors must be viewed as _____
_____.
- Positive Correction Procedure:
Model " _____ "
Lead " _____ "
Test " _____ "
Retest (repeat as necessary)

Small Group Instruction

- Membership is based on _____ as indicated by _____
- Group size _____
- Lowest performing seated in _____ and _____
- Meet daily
- Careful assessment

Precise Monitoring

- _____ and _____ to student responses provides key information.
- _____ - when all students in group can perform all tasks with few errors

pda-ese

Professional Development Alternatives for Exceptional Student Educators, (PDA-ESE) is a Florida Department of Education online professional development program. The purpose of PDA-ESE is to increase teacher knowledge and skills through a "user-friendly" online delivery format with group meetings and support from an experienced facilitator.

There are currently eight PDA-ESE modules available.

- Foundations of Exceptional Education
- Assessment and Evaluation
- Instructional Practices
- Positive Behavior Support
- Language Development and Communication Skills
- Interpersonal Interactions and Participation
- Transition
- **Differentiating Reading Instruction for Students: Making It Explicit**

Each module is worth **60 in-service points**, with the exception of the Interpersonal Interactions and Participation module, which is worth 30 points. Seven modules are correlated to the competencies used to develop the ESE K-12 certification coverage, which became effective in Florida in July 2002.

Differentiating Reading Instruction for Students: Making It Explicit, is approved by the Just Read, Florida office to satisfy the requirements of competency four and five of the reading endorsement.

The PDA-ESE Modules are offered at **no cost** to Florida educators.

PDA-ESE is coordinated by the **Florida Diagnostic and Learning Resources System (FDLRS)**. Participants enroll in modules through their local FDLRS Center.



Visit the www.pda-ese.org website to learn more about the modules or to locate the FDLRS Center for your school district.

Additional questions:

Your local FDLRS center

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The PDA-ESE Project was originally funded through a U.S. Department of Education Teacher Quality Enhancement Grant under Title II of the Higher Education Act. This project was designed through a collaborative effort of the Division of Professional Educators, Bureau of Educator Certification, and the Bureau of Exceptional Education and Student Services (BEESS). BEESS continues to fund the implementation of the modules.



Differentiating Reading Instruction for Students: *Making It Explicit*

Students experiencing difficulty in learning to read, or reading to learn, do not all look alike. Students may struggle in one area of reading and find more success in another. Students may have mild, isolated, or temporary problems with reading or may experience significant and persistent difficulty requiring support throughout their years in school. This population may include, but not be limited to, students with identified disabilities or students who are English Language Learners.

Research is clear that differentiated lessons, using explicit instruction, are essential for K-12 students who are experiencing any level of reading difficulty. This module will focus on how to use the guidelines for differentiation and strategies to support differentiation to improve instruction for all students. It will also emphasize a variety of ways to make instruction more explicit and intensive to achieve optimal results for students with reading difficulties, especially those who experience significant or persistent challenges in learning to read or in reading to learn.

The majority of students will learn to read and will make continuing progress when taught by a highly skilled teacher who effectively uses programs and strategies developed from scientifically-based reading research.

A student experiencing any level of difficulty with reading needs a highly skilled teacher who can effectively use programs developed from scientifically-based reading research. In addition, this student requires a positive and respectful learning environment with instruction that is differentiated to precisely meet his or her needs. The differentiation must be based on assessment and clarity of the learning goals to ensure that lessons are not only engaging, but, at all times, instructionally relevant.

A student with reading difficulties will further benefit when instruction is made more explicit and intense. This is important for any student experiencing problems, but is essential for the small percentage of students having persistent reading difficulties. These students require adequate time for instruction with differentiated lessons precisely developed from on-going assessment. Lessons should include conspicuous strategies, strategically integrated skills, scaffolded instruction, and judicious review delivered with appropriate pacing, engagement, monitoring, and correction.

Unit 1: Research, Reading Difficulties, and Resources

1. The History of Reading Instruction
2. Reading Development
3. Reading Difficulties
4. Florida's Reading Initiatives and Resources
5. Additional Reading, Resources and References

Unit 2: How to Create a Differentiated Environment and Make Instruction Explicit

1. The Basics of Differentiation for All Students
2. Strategies That Support a Differentiated Environment for All Students
3. Explicit Instruction to Differentiate for Students with Reading Difficulties
4. Additional Reading, Resources and References

Unit 3: Targeting Student Needs and Designing Data-Based Solutions

1. The Purpose of Assessment
2. Types of Reading Tests
3. Models of Reading Assessment
4. Reading Assessment in Florida
5. Using Assessment to Guide Differentiation of Instruction
6. Additional Reading, Resources and References

Unit 4: Differentiating Phonological Awareness Instruction for Students Experiencing Reading Difficulties

1. Introduction to Phonological Awareness: Activating Your Background Knowledge—PH Words
2. Why Is Phonological Awareness (Including Phonemic Awareness) So Important? The Link to Research
3. Phonological Awareness (Including Phonemic Awareness) Instruction
4. Phonological Awareness: When There Are Difficulties
5. Differentiating Phonological Awareness Instruction Through Explicitness and Intensity
6. Differentiating Instruction Using Teacher Delivery to Increase Intensity
7. Technology That Can Help
8. Setting Goals for Instruction Based on Assessment
9. Additional Reading, Resources and References

Unit 5: Differentiating Phonics Instruction for Students Experiencing Reading Difficulties

1. Accessing Background Knowledge: What Is Phonics and Why Is It Important?

2. Phonics Instruction
3. Differentiating Phonics Instruction through Explicit Instruction
4. Differentiation through Teacher Delivery Methods
5. Technology That Can Help
6. Setting Goals for Phonics Instruction Based on Assessment
7. Additional Reading, Resources and References

Unit 6: Assessing and Building Reading Fluency for Students Experiencing Reading Difficulties

1. Defining Fluency
2. Automaticity and Working Memory
3. The Reasons for Reading Dysfluency
4. The Link Between Reading Fluency and Reading Proficiency
5. Improving Reading Fluency Through Differentiation of Assessment and Instruction
6. Other Resources for Assessing and Developing Reading Fluency
7. Technology That Can Help
8. Additional Reading, Resources and References

Unit 7: Teaching Vocabulary Explicitly for Students Experiencing Reading Difficulties

1. Accessing Background Knowledge: Why Is Vocabulary Instruction Important?
2. Vocabulary Instruction
3. Teaching an Explicit Vocabulary Lesson
4. Setting Goals for Vocabulary Instruction Based on Assessment
5. Technology That Can Help
6. Additional Reading, Resources and References

Unit 8: Explicit Comprehension Instruction for Students Having Reading Difficulties

1. The Goal of Reading Instruction
2. Defining Reading Comprehension
3. Proficient Reading Comprehension
4. Factors Contributing to Difficulty with Reading Comprehension
5. Differentiation through Explicit Reading Comprehension Instruction
6. Comprehension at the Sentence Level
7. Differentiating Comprehension Strategy Instruction
8. Comprehension Before, During, and After Reading
9. Content Area Literacy
10. Assessment of Reading Comprehension for Differentiating Instruction
11. Technology That Can Help
12. Additional Reading, Resources and References