

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

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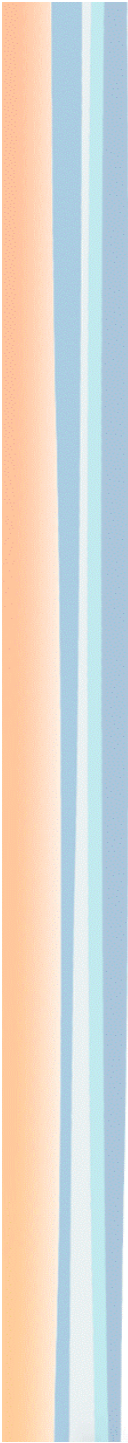
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Just Read, Florida!
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Research is clear that differentiated lessons using explicit instruction are essential for students experiencing persistent difficulty in learning to read and reading to learn.

**This session will define
explicit teaching by
briefly illustrating:**

**Principles of effective
instructional design**

**Delivery methods to
increase intensity**



Students With Reading Difficulties

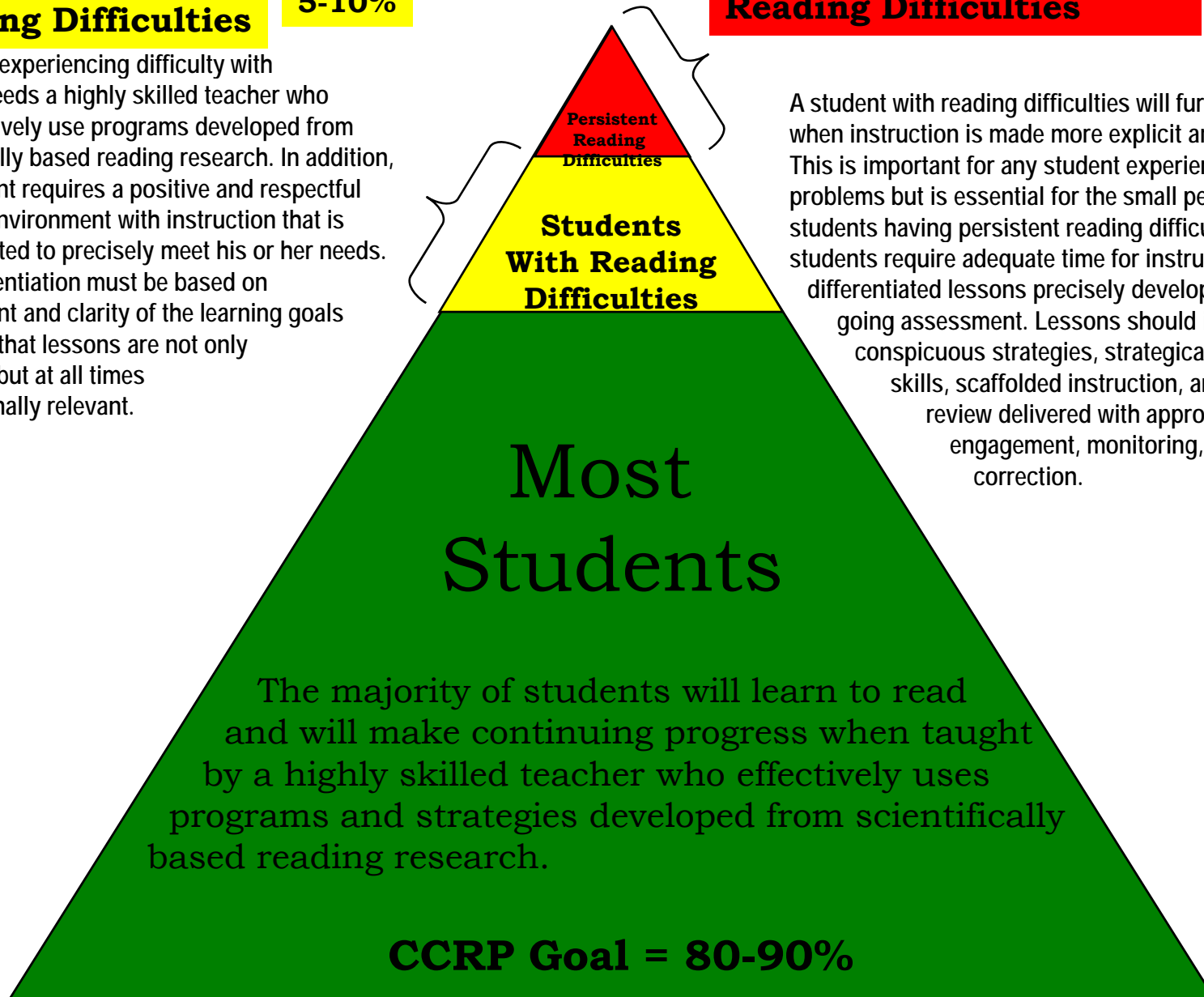
5-10%

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.



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



Mary



**Mary says, "I don't care
if I can't read!"
Mary's behavior says
she cares a great deal!**

Mary is in third grade and reading at the beginning first grade level. She is not strategic in her reading. Her word recognition skills are very weak. She guesses at words, reads slowly and does not know the meanings of many words she encounters. Mary uses too much cognitive energy to figure out words and she is often confused. Her comprehension skills are in the lowest percentile.

Anthony



Anthony feels like reading is a punishment.

Anthony, a new 7th grader, reads painfully slow, and because he never reads, he lacks vocabulary and common background information. He uses but confuses every strategy he has been taught. He often omits words and misidentifies visually similar words. Since Anthony reads on a 3rd-4th grade level, he needs to improve at least 6 grade levels in reading skills in only 5 years.

Why Do Students Have Difficulty Learning to Read?

ALTERABLE

UNALTERABLE

*INSTRUCTIONALLY
RELEVANT*

**Background
Knowledge**

**English is the
student's
second
language**

IRRELEVANT

**Poor student
hygiene**

**Previous
teachers**



Did You Know?

* * *

**Most reading
failure is
unnecessary.**

Louisa Moats, *Teaching Reading is Rocket Science* (1999)

A Lesson

- For fun, he tells students the topic but lets them predict what words might be in the week's reading.
- Selects 20-30 vocabulary words every week from the unit or chapter. If time permits, he calls on individual students who think they can pronounce the words.
- Monday: all students quietly and independently find the words in the dictionary and writes definitions.
- Tuesday: all students independently write a sentence with each word
- Wednesday and Thursday: Mr. Avery tries to remember to point out the words in the reading selection.
- Friday: All students have a matching test, for a grade, with words and definitions.
- The next Monday Mr. Avery lets the students predict words for that week then supplies a new list.
- Every month: He gives a master vocabulary matching test with all 80 words and definitions.



Mr. Avery

He believes that the best way to learn vocabulary is to read. He gives 15 minutes of silent reading time every class period and allows students to use dictionaries to locate words they don't understand. He reads too.

Mrs. Barnes

She seizes the opportunity to develop word consciousness by understanding words at a richer more complex level.



- Each week, she carefully selects 7-8 targeted words that the student will encounter often.
- Models word pronunciations using choral responding for student engagement
- Models simple and friendly definitions, and meaningful sentences before and after the reading selection
- Provides frequent opportunities to discuss the words using visuals and graphics
- Provides structured discrimination and generalizations that assist in processing and applying words at a deeper level
- Reviews targeted words a minimum of 6 days in a carefully scaffolded sequence
- Carefully monitors the learning of each child and provides extra support and practice as needed

Questions to Ponder...



Is this teacher working hard?

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



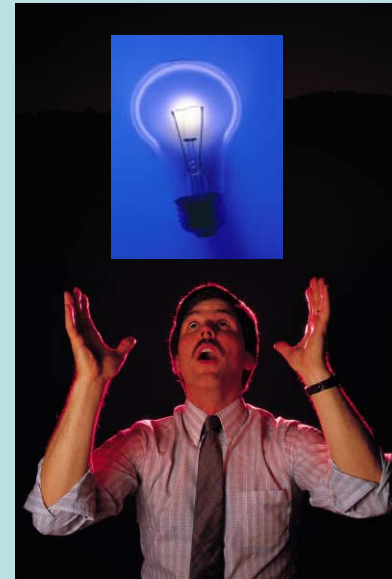
Is this teacher's instruction explicit?

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

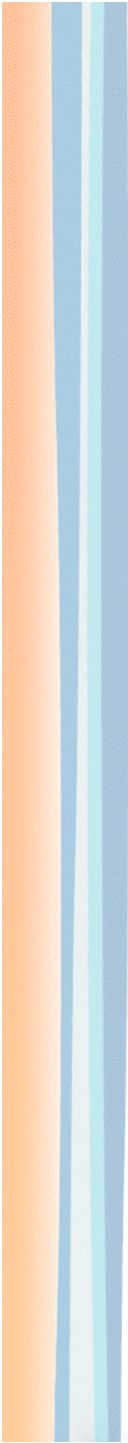
Would students experiencing difficulties in reading make progress with this teacher's instruction?

Now We Know...

Teaching
Reading
is a Job
for an Expert!



Louisa Moats, Teaching Reading is Rocket Science (1999)



**The majority of
teachers
underestimate
the depth of
preparation and
practice needed
to teach reading
effectively.**

Louisa Moats, Teaching Reading is Rocket Science (1999)

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

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

Torgesen, J.K. Immediate, Intensive Interventions: Their critical role within a whole school program to prevent reading difficulties. Presented at Regional Leadership Meeting, sponsored by the Eastern Regional Reading First Technical Assistance Center, April, 2004.

What Makes Instruction Systematic & Explicit?

Differentiating to Make Instruction Explicit

Systematic
Instructional
Design
Principles



Teacher Delivery
Methods to
Increase
Intensity

Big Ideas

Power Words!

EXPLICIT:
**Systematic
Design of
Instruction
"The Science"**

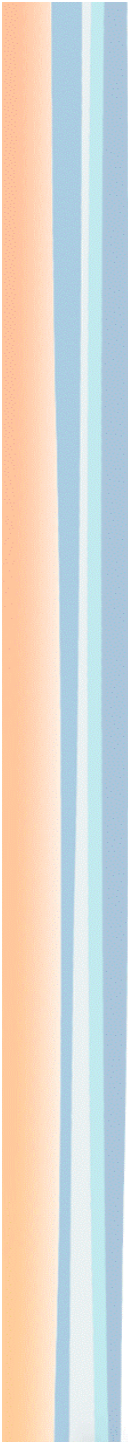
**Mediated
Scaffolding**

**Conspicuous
Strategies**

**Strategic
Integration
Of Skills**

**Primed
Background
Knowledge**

**Judicious
Review**



Systematic Design of
Instruction:

**Conspicuous
Strategies**

Planned

Purposeful

Explicit

Systematic Design of Instruction: **Conspicuous Strategies**

A systematic sequence of teaching events and teacher actions that make explicit the steps in learning. They are made conspicuous by the use of modeling, visuals, verbal directions, full and clear explanations.

Conspicuous Strategy for Introducing New Vocabulary

“Class this word is *gallery*.”

“Everyone say the word with me.” (*gallery*)

“A *gallery* is a place where people can go to see works of art or paintings.”

“What is a place that you go to see works of art or paintings?” (*all students say gallery in unison*)

“What is a gallery?” (*all students say a place you go to see a work of art or paintings*)

“The place where we went to see the painting was downtown.”

“The gallery with the painting was downtown.”
(*students repeat the sentences in unison.*)

Teacher calls on individuals to define gallery.

Mediated Scaffolding

Mediate: the act of being in the middle to reconcile two sides

The teacher provides *mediated* scaffolding to bring the learner from a state of unknowing, to one of skilled proficiency.

- **Programmatic**
Sequence of Tasks

- **Responsive**
Assistance
by teacher



Systematic Design of Instruction: Mediated Scaffolding

- Varied according to learner needs or experiences
- Removed gradually according to learner proficiency



Two Kinds of Scaffolding are Important

Programmatic Scaffolding

The program of instruction is carefully sequenced so that students are explicitly taught the skills and knowledge they need for each new task they are asked to perform.

Dr. Joe Torgesen (2004)

Two Kinds of Scaffolding are Important

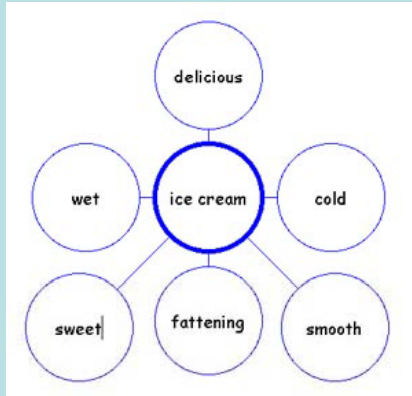
Responsive Scaffolding

After an error, or inadequate response, the teacher provides responsive support to assist the child in making a more adequate, or correct response.

Through appropriate questioning or provision of information, the teacher supports the child in doing a task they cannot immediately do on their own.

Dr. Joe Torgesen (2004)

Responsive Scaffolding



Mrs. Barnes precisely monitors her students and uses pictures and graphic organizers to assist students who are struggling to learn the words.



Systematic Design of Instruction: Strategic Integration

Involves meaningful
relationships among concepts



Links essential big ideas across
lessons within a curriculum

Systematic Design of Instruction:

Strategic Integration

Mrs. Barnes...

- Preteaches words and friendly definitions
" Steep." "If something is steep, it is very hard to climb up and down."
- Students read the selection and see *steep* in context of the story.
- Using pictures, she says, "Which picture shows something steep?"
- Works on discrimination by saying, " If you were going up a steep mountain, would you be running or walking slowly? Why?"
- Using visuals, she has students name things that are steep and asks them to tell why.
- Discusses different definitions for steep.
- Continues to use the word steep in the classroom context throughout the week.
- Students are encouraged to use the word steep in their writing.

Systematic Design of Instruction: Primed Background Knowledge

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

Systematic Design of Instruction: Primed Background Knowledge

- Mrs. Barnes aligns her vocabulary instruction with what she knows about the students knowledge and expertise. With some words she may need to provide more visuals according to their knowledge base.
- Mrs. Barnes considers strategic preskills. She thinks about what words the students need to know to teach the vocabulary she is introducing.
- Mrs. Barnes readies learners for successful performance by ensuring that students are not asked to give information about things they have not been taught.

Systematic Design of Instruction: **Judicious Review**

- ✓ **Sufficient**
- ✓ **Distributed over time**
- ✓ **Cumulative**
- ✓ **Varied**
- ✓ **Judicious, not
haphazard**

Systematic Design of Instruction: Judicious Review



Mrs. Barnes reviews targeted words a minimum of 6 days in a carefully *scaffolded* sequence.

She purposefully and continually uses the previously taught targeted words in her classroom.

**Frequent
Student
Response**

Power Words!

**Teacher
Delivery
to Increase
Intensity
"THE ART"**

**Appropriate
Pacing**

**Adequate
Time**

**Precise
Monitoring**

**Small
Group
Instruction**

**Positive
Immediate
Corrections
and Feedback**

Frequent Student Response



- Highly *Interactive* - Teachers elicit several responses many times during lesson
- Aids in *focused* student attention and increased academic engaged time

Appropriate Pacing

Tasks need to be presented at brisk pace to keep learners engaged.

Pacing is influenced by:

- complexity
- newness of the task
- learner profile.

Provide adequate processing time!

“Pause” - Knowing when to provide think time (new information)

“Punch” - Emphasize key concepts





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 every task.
- Errors must be viewed as learning opportunities.
- Positive Correction Procedure:
 - Model → "I do."
 - Lead → "We do."
 - Test → "You do."
 - Retest → (Repeat as Necessary)

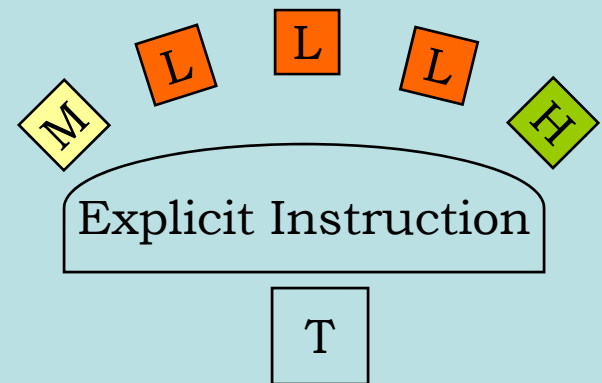
Intensive Delivery of Instruction

Positive and Immediate Corrections and Feedback

TECHNIQUE	PURPOSE	TEACHER'S VERBAL CUE	WHO DOES THE TALKING
Model	Demonstration	"My turn"	Teacher Only
Lead	Controlled Practice to Change Behavior	"Do it with me"	Teacher and children
Test	Evaluate Response	"Your turn, all by yourselves"	Children <i>only</i>
Retest	Evaluate entire task	"Let's begin again"	Children only

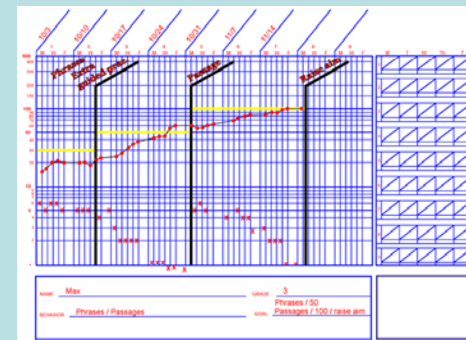
Small Group Instruction

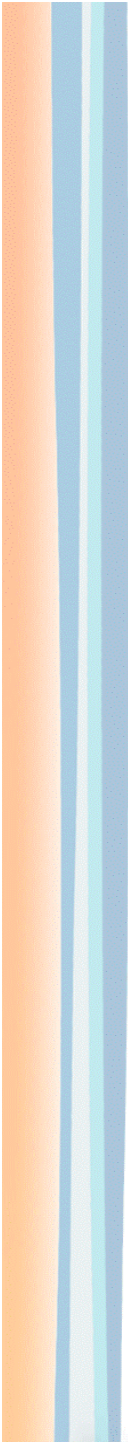
- Membership is based on readiness as indicated by data
- Group size – 3 to 6
- Lowest performing seated in middle & front
- Meet daily
- Careful assessment



Precise Monitoring

- Watching and listening to student responses provides key information.
- Seat the lowest performing students in the middle and front.
- Mastery – when all students in group can perform all tasks with few errors





The very best teachers of
children who struggle in
learning to read are

Relentless

in their pursuit of every child.

Dr. Joe Torgeson

The logo for pda-ese features the text "pda-ese" in a black, lowercase, sans-serif font. The text is centered within a rectangular graphic that has a gradient background transitioning from orange at the top to light blue at the bottom, with a wavy, water-like texture in the middle.

pda-ese

To learn more about explicit reading instruction...

Differentiating Reading
Instruction for Students:
Making It Explicit
online module

www.pda-ese.org

The logo for PDA-ESE features the text "pda-ese" in a lowercase, serif font. The text is centered within a rectangular graphic that has a gradient background transitioning from light orange at the top to light blue at the bottom, with a wavy, water-like texture in the middle.

pda-ese

Professional Development Alternatives for Exceptional Student Educators (PDA-ESE) is a Florida Department of Education online professional development program.

Differentiating Reading Instruction for Students: Making It Explicit
**is one of the eight
PDA-ESE online modules.**

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The PDA-ESE 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.

www.pda-ese.org

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Differentiating Reading Instruction for Students: Making It Explicit

60 professional development points

**Satisfies competency 4 and 5 of the
reading endorsement**

Offered free of charge for Florida educators

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from an experienced facilitator**


**Coordinated by local *Florida Diagnostic
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(FDLRS) centers**



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For more information on the online module
***Differentiating Reading Instruction
for Students:
Making It Explicit***

- www.pda-ese.org
- Your local FDLRS Center 
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- Susan O'Rear susan.o'rear@ocps.net