Using Your RTI Model to Differentiate and Support the ELA CCLS

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2014 RTI-TAC Webinar Series

Strand 3

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Part 2-Complex Text: Meeting the Needs of Diverse Learners in Tier 1

Today's Focus

- Instructional Contexts for a Healthy Text Complexity Diet

- Supporting the Use of Stretch Texts

- Integrating Disciplinary Themes

Audience: School personnel who are directly responsible for implementing and supporting core instruction and supplementary intervention within an RTI model

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RESPOND
Who Are You?

	Elementary	Secondary
Classroom Teacher	1	8
Interventionist	2	9
Special Education	3	10
ELL	4	11
Literacy Coach	5	12
School Principal	6	13
School Psych	7	14

Getting Acquainted

- Who am I?

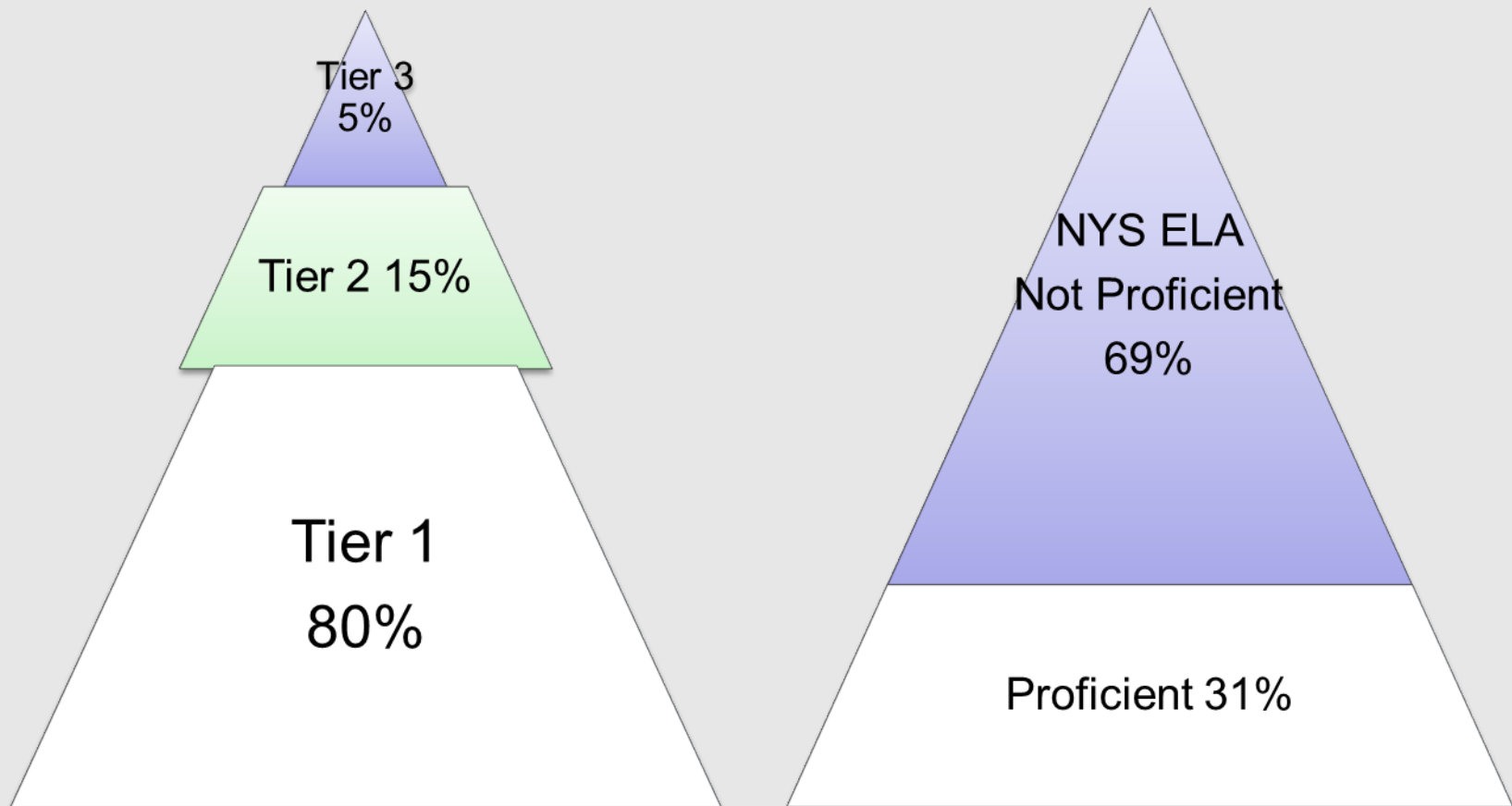   27 years in Gr. 1-6 classrooms

    NYU Associate Professor

    Director of NYU Literacy Clinic

    Member of NYS RTI TAC Consortium

    Member of NYS ELA Content Advisory Panel

Applying a Tiered Model

Tier 3
5%

Tier 2 15%

Tier 1
80%

NYS ELA
Not Proficient
69%

Proficient 31%

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Essential Instructional Contexts In Tier 1

Scaffolding *Theme-based	Text Type	Primary Purpose
Teacher Read-Aloud (WC)	Complex Text	Comprehension Vocabulary
Shared Reading & Writing (WC)	Grade level text (supported)	Comprehension Vocabulary Fluency
guided reading (STLG)	Instructional level text	Orchestration of the reading process, decoding, fluency
Independent (I/SSLG)	Easy or pre-taught	Fluency Engagement

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What might a schedule look like?

	Time	Grouping	Text
T Read Aloud	15-30 min.	WC Mixed	Complex Text
Shared Reading & Writing	45 Min.	WC Mixed	Complex Text
Small group-independent	60 min	Small group-Differentiated	Inst. Level Text
Word Study-Spell/phonics	15-30 min	Differentiated	Ability level

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But I have a program…

- This structure can be used with any reading program.

- It can be used to teach the NYS modules.

- It can be adapted to any grade level in K-5.

- It facilitates the type of themed unit study being encouraged in CCSS.

RESPOND
What program is used in Tier 1?

1. Basal Program (Treasures/Reading Street)

2. Core Knowledge K-2

3. Expeditionary Learning 3-5

4. Fountas & Pinnell Guided Reading

5. Calkins' TC Reading and Writing Workshop

6. Café Reading with The Sisters

7. OTHER

We use "FILL IN BLANK."

Programs don't teach kids. Knowledgeable, reflective, intentional teachers do.

"View them as Vignettes, Not Scripts" (Guidance EngageNY)

"Demand for these optional and supplementary curricular materials has been skyrocketing."

"…the curricular materials are optional…"

"adopt individual lessons or whole modules"

Commissioner King –Newsletter Oct. 16, 2013

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Common Programs: Resources Provided

	RA/SW	SR/IW	Gr/gw	IndR&W	Word Study
Basal	✓ w	✓ w	✓ w		✓
TC R/W WS	✓			✓ w	
GR			✓ w		
Core Kn	✓ w			w	✓
Exped	✓	✓		✓ w	
Cafe	✓		✓	✓	

Theme

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Matthew Effects
(Stanovich, 1986)

- Children with reading problems read less text and less challenging text than proficient readers.

- The result is that the gap between children with reading problems and proficient readers grows wider each year.

CCLS -6 Shifts

- Balance Narrative and Informational Text

- Knowledge in the Disciplines

- Staircase of Text Complexity

- Text-based Answers

- Writing from Sources

- Academic Vocabulary

Text: Turn Up The Volume

- Complex text provides the opportunity for comprehension strategy instruction, high level discussion, vocabulary development, research projects.

- Grade level texts expose struggling readers to more words and richer vocabulary than little books.

- Use the ZPD as a guide.

What do I need to know about "complexity bands?"

- Instructional levels are based on the amount of instruction provided.

- O'Connor et al.(2002) determined that struggling readers in 3-5 performed equally well on gen. rdg posttest regardless of whether grade level or inst. level materials had been used in intervention.

- Research indicates that complex text has a positive affect on fluency (including prosody) and comprehension. (Kintsch, 1998; Schwanenflugel et al., 2008; K. Stahl, 2009).

- Monitor how difficult texts are taught- strive for accessibility not spoon-feeding.

- Remember the function!

Complexity Bands

Lack of shared reading of complex texts has 2 manifestations in AYP:

- Struggling readers can't read grade level texts.

- Proficient readers don't make accelerated growth- not enough yearly movement in level 3s and 4s.

The Biggie:
No Round Robin Reading

Unrehearsed
sight reading,
with turn-taking

(Rasinski, 2006)

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No Round Robin Reading

- No popcorn reading

- No popsicle stick reading

- No catch the ball reading

- No guerrilla reading

(That means in content area texts, too!)

Holistic <u>Differentiation</u> Approaches for Making Difficult Text Accessible

- Echo Reading

- Paired Reading

- Partner Reading

- Choral Reading

- Repeated Reading (Speeches, Poetry)

- Other forms of assisted reading

- Fluency-oriented Reading Instruction

Text Level Estimates-CCLS Aligned

Grade	F&P GR Expectation	Read Aloud	Shared Reading
K	A-D	H-J	
1	E-J	L-M	G-K
2	J-M	N-P Lex 400-600	L-M Lex 200-500

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Text Level Estimates

Grade CCSS Exp	F&P GR Expectation	Read Aloud	Shared Reading
3 Lx 820	M-P Lx 650-700	Q-S Lx 700-825	N-R Lx 500-775
4 Lx 1010	P-S Lx 800-825	S-U Lx 800-925	Q-T Lx 700-875
5 Lx 1010	S-V Lx 950-975	U-W Lx 900-1000	S-V Lx 825-975

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What should instruction look like in K-2?

	Research Valid Techniques	Text	Function
Teacher Read-aloud	Text Talk-soph. picture books WC & SG Disc	Complex-hardest	High level comp Vocabulary
Shared Reading & Text-based Writing	FORI-common text around literary or disc. theme	Complex-grade level literary and info texts	Literary & Info CCLS Standards in R & W
guided reading & Differentiated small groups	Guided Reading; DRTA	Instructional level text; differentiation	Orchestrating reading process; skill development
Independent work is part of small group time			

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Fluency-Oriented Reading Instruction
(S. Stahl & Heubach, 2005; Schwanenflugel et al.)

- For use during Shared Reading of instructional level or challenging texts

- Day 1-Prereading activities, teacher read-aloud of the text

- Day 2-Echo reading, home reading

- Day 3-Choral reading, partner reading

- Day 4-Partner reading, home reading

- Day 5-Extension

Original FORI with Differentiation

1. Prereading, teacher read-aloud

2. Partner reading

3. Extension

4. Extension

5. Extension

1. Prereading, teacher read-aloud

2. Echo read

3. Partner read

4. Partner read

5. Extension

What should instruction look like in 3-5?

	Research Valid Techniques	Text	Function
Teacher Read-aloud	Think-alouds, Questioning The Author	Complex-hardest Sensitive topics	High level comp Vocabulary
Shared Reading & Text-based Writing	Common text around lit. or disc. theme	Complex-grade level literary and info texts	Literary & Info CCLS Standards in R & W
guided reading & Differentiated small groups	Comprehension work; book clubs; research projects	Instructional level text; differentiation	Literary & Info CCLS Standards in R & W
Independent work is part of small group time			

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Structures in Gr. 3-5

- FORI, Wide FORI

- 3-ring circus

- Story Impressions

- Jigsaw

- Radio reading

- Reciprocal Teaching

Embedded [Differentiation](#) in Themed Units

- Research projects

- Jigsaw

- Student-selected book clubs

- I-Chart

- Story Impressions

- Conversation groups

Shared Reading Take-Aways

- Heterogeneous grouping!

- Content in themed units provides conceptual and vocabulary scaffold.

- Volume of words fosters automaticity and cognitive consolidation of word rec. (Kuhn, Schwanenflugel, Meisinger, 2010).

- Vehicle for comp. and voc. instruction.

- Texts serve as conceptual and stylistic anchors.

- Writing springboard.

QUESTIONS?

Also see:

- **Stahl, K. A. D.** (2012). Complex text or frustration level text: Using shared reading to bridge the difference. *Reading Teacher, 66*. 47-51. doi:10.1002/TRTR.01102

- **Stahl, K. A. D.** (2014). Fostering inference generation with emergent and novice readers. *Reading Teacher.67* (5), 384-388. doi:10.1002/trtr.1230

- **Stahl, K. A. D.,** & Schweid, J. (2013). Beyond March Madness: Revisiting "fruitful and fruitless" practices in preparing for high stakes ELA tests. *Reading Teacher, 67,* 121-125. doi: 10.1002/TRTR.1199