

Improving Reading Skills for All Students; The Ed Center 2011-2012

Andy Bracco – University of Oregon- EDLD 655 – Winter 2011

“No other skill taught in school ...is more important than reading. It is the gateway to all other knowledge. If children do not learn to read efficiently, the path is blocked to every other subject they encounter in their school years.” (1)

“The notion that it is too late to teach students to read well in high school is rapidly losing ground...literacy skills of low-performing adolescent readers can improve significantly with intensive, comprehensive instruction.” (2)

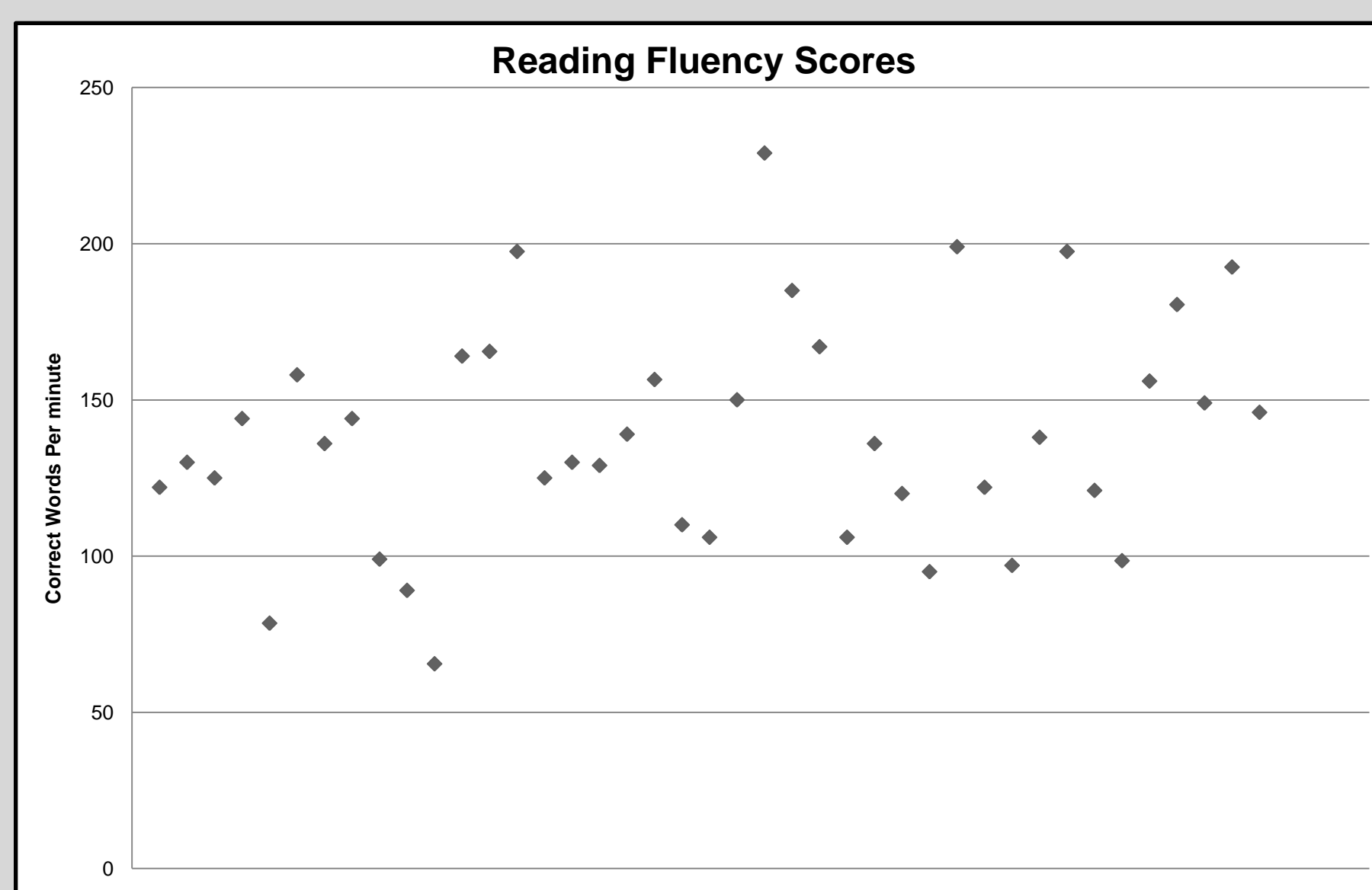
“We can close that literacy gap by direct, focused instruction and practice- at a student’s instructional level and using age appropriate materials...” (3)

“WCPM has been shown in...empirical research, to serve as an accurate and powerful indicator to overall reading competence, especially in its strong correlation with comprehension.” (4)

“...when we read aloud, we generally do not read faster than what we can read at an 8th grade reading level.” (5)

Research demonstrates that an adequate rate of oral reading fluency needed for basic survival in high school and vocational settings is 150 correct words per minute in a 7th grade level text (at the 50th percentile).

Of the 41 students admitted to The Ed Center in 2011-2012, 26 of them (63%) read below this level.



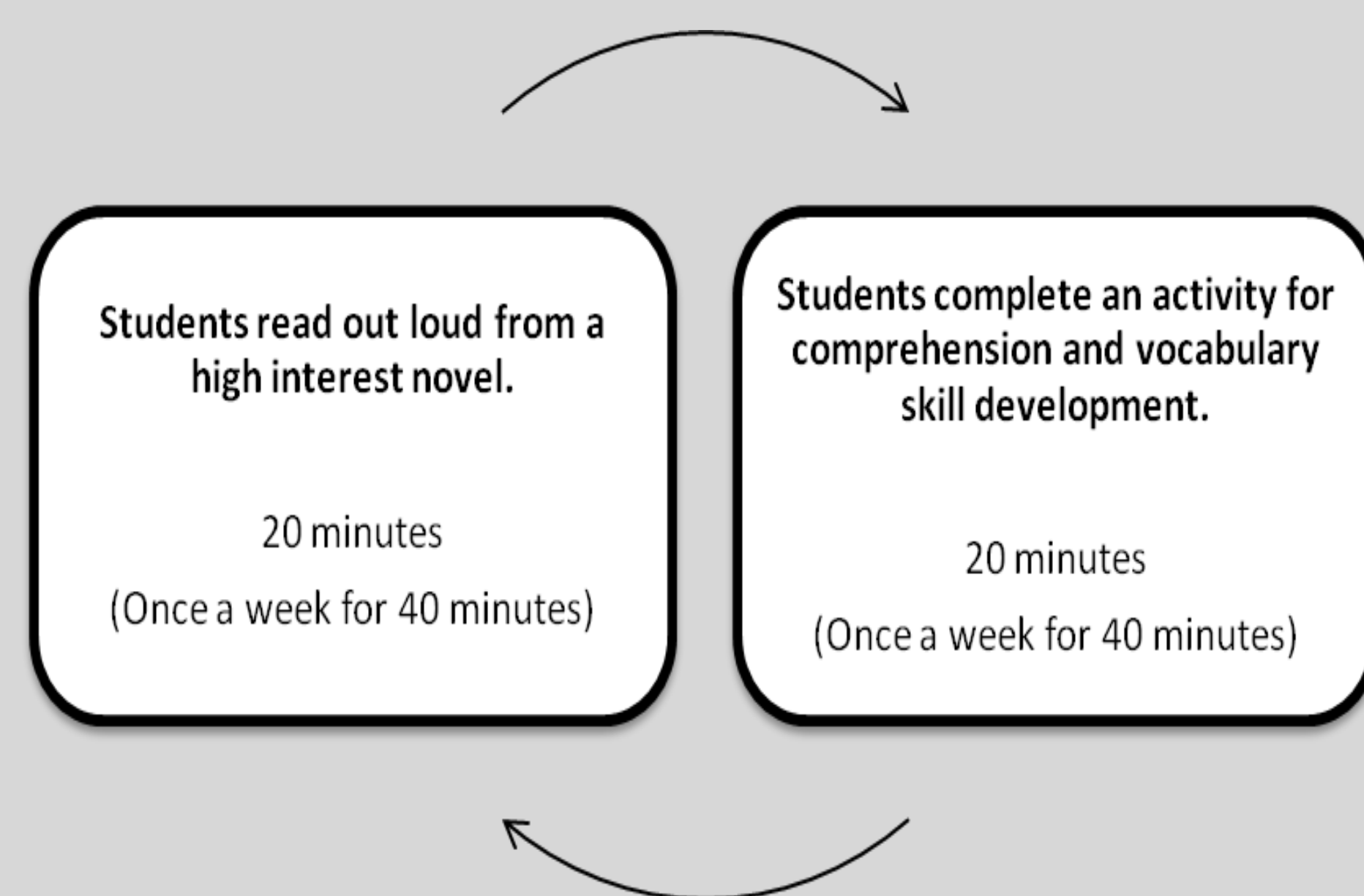
Our goal: Raise oral reading fluency scores for all students at the Ed Center.

Options considered to address our goal:

- Integrate Reading instruction into all classes and subjects, increase the emphasis on reading skills throughout the day.
- Direct teachers to create their own reading intervention programs.
- Consult with the University of Oregon regarding recommendations for reading intervention strategies most appropriate for our setting.
- Form a committee to research and preview options and existing curriculum, make recommendation to the team.
- Select reading intervention by staff vote.
- Allow students to self direct their reading skill practice, or practice more at home.
- Adopt an existing reading curriculum such as:
 - “Read 180” Program.
 - “Score 4” Reading Program.
 - “Read Naturally” Program.
 - “Accelerated Reader” Program.

Intervention Selected: “Reading Groups”

**45 minute Structured Daily Lesson
(90 minutes once a week)**



Every lesson is a daily activity, accommodating students who have inconsistent attendance patterns.

Students engage in reading for pleasure, as they help select high-interest, relevant novels.

Program includes frequent assessment (fluency timings & comprehension tests), students chart their own progress.

Resources:

Assessments for Fluency & Comprehension:
Easy CBM
<http://www.easycbm.com>

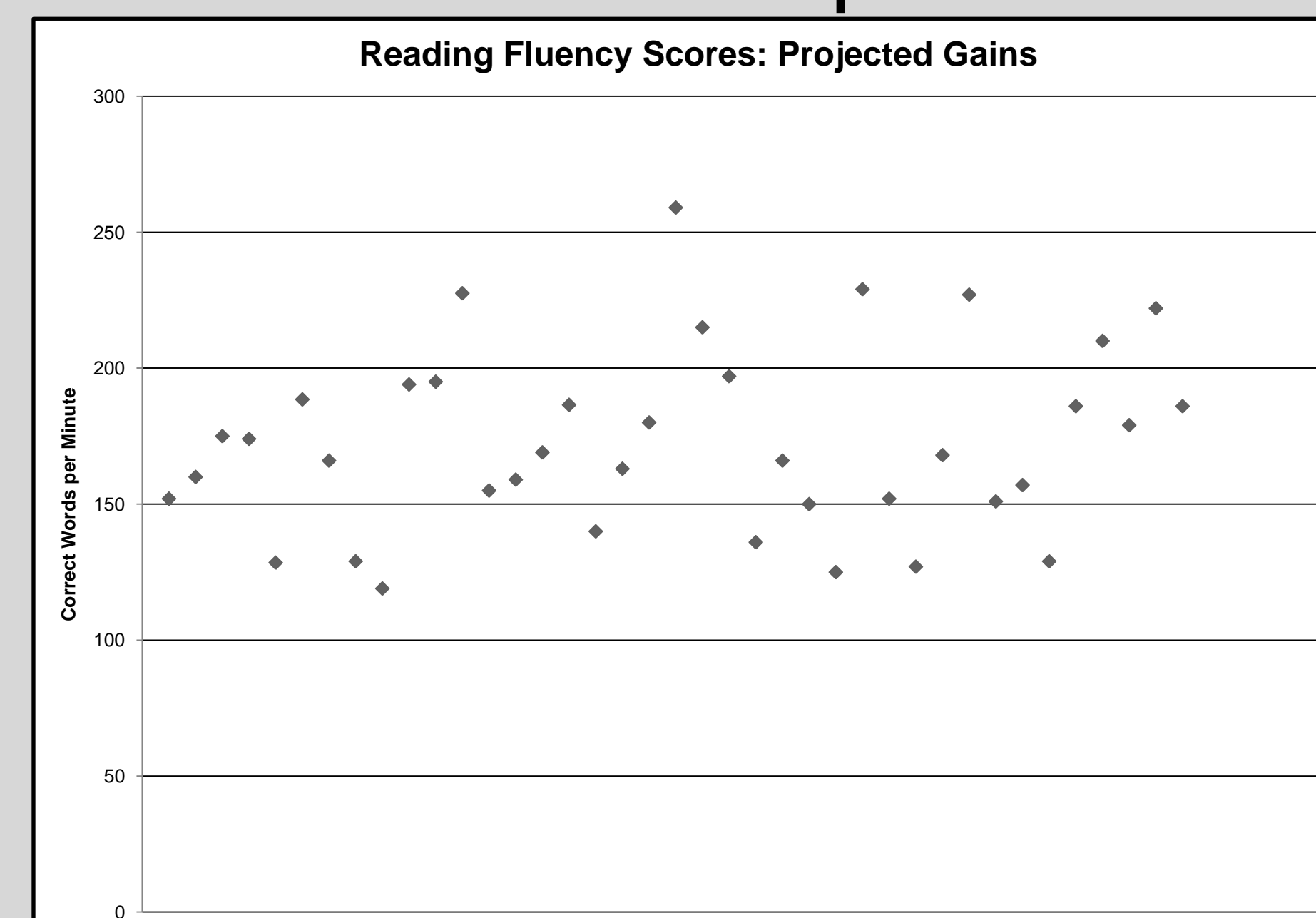
20 minute Skill Building Activities:
(To be determined)*

*Current Curriculum Available:
REWARDS
The Six Minute Solution
CASAS & GED Prep. Materials
“Reading Levels” worksheets
Pacemaker: Basic English Composition and English for the World of Work.

40 Minute Skill Building Activities:
Jamestown Education -Critical Reading Series.

High interest novels at appropriate grade level:
Sundance Publishing (Trade Paperbacks)
<http://www.ala.org/yalsa> (Young Adult Library Services Association)
<http://www.teenreads.com>
<http://www.librarything.com>
<http://www.goodreads.com>
(Selections can be ordered from Sundance or Amazon.com.)

Our Target: Every Student Gains 20 Correct Words per Minute



•Expected gains may be adjusted (pro-rated) based on longevity of individual student placement.

•Understood: Students already reading at or above the 50th percentile may not make (nor need to make) equally significant gains as students reading at lower levels.

Timeline for implementation:

- Update all assessment data.....April 1
(ongoing as students enroll)
- Select and order student novels.....April 15
- Select (maybe order) skill practice activities.....April 15
- Pilot reading group instructional model.....May 2
- Assess instructional effectiveness.....June 3
(then quarterly)
- Make modifications, implement model.....Sept 2011

Impact on Budget and Staffing:

High-Interest Novels:
\$6-\$10 /each X 12 per set = \$72-\$120/set
Minimum of 2 sets will be needed to start. **\$142-\$240**

Skill building activities may need to be purchased for additional cost. **(TBD)**

Teachers will need to work with students to select appropriate novels. (2 class periods)

Teachers will need to prepare skill building activities and system to score. (1-2 hours week)

Teachers must commit to using 45 minutes on Language Arts block daily, 90 minutes once a week.



(1) Margaret J. Kay, Ed. D. “The Matthew Effect”
<http://www.margaretkay.com/Matthew%20Effect.htm>

(2) Alliance for Excellent Education Issue Brief, January 2005.
<http://www.all4ed.org/files/AdolescentLiteracyOpeningDoors.pdf>

(3) Kevin Feldman, Ed. D. “Reading Problems in Middle School and High School Students.”
<http://www.greatschools.org/special-education/LD-ADHD/reading-problems-middle-and-high-school.gs?content=837>

(4) (5) Jan Hasbrouck, Gerald Tindal, “Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers.”
The Reading Teacher. 59(7), 636-644.

(5) ReadingHorizons.com; Anderson, N. J. (2008). Practical English language teaching: Reading. New York: McGraw-Hill