

Improving Classroom Reading Instruction: Reflecting on Our Practice



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Topics to Be Covered



Effective Schools/Accomplished Teachers



The CIERA School Change Project

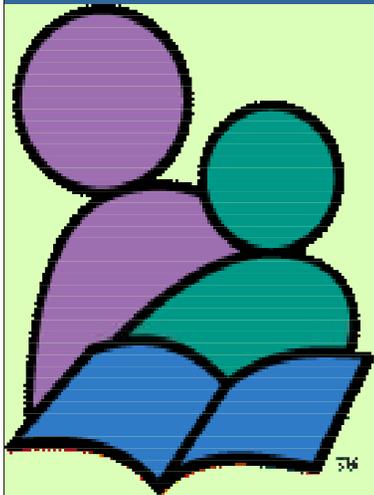


Improving Classroom Reading Instruction

Characteristics of Accomplished Teachers: A National View

Characteristic	Knapp	Chicago	Pros- pects	CIERA	CELA NY/NJ
Balanced Instruction	X	X	X	X	X
Higher Order Thinking	X	X	X	X	X
Small Group Instruction			X	X	X
Effective Management				X	X

Effective Schools and Accomplished Teachers: Teaching All Children to Read



CIERA

Center for the Improvement of
Early Reading Achievement

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Teachers who work in the schools identified as most effective (CIERA study)

-  **Reach out to parents (correlation with achievement, $r = .26$)**
-  **Emphasize small group instruction (60 minutes, $r = .30$) in addition to whole class instruction (24 minutes)**
-  **Provide an extra edge in opportunity for independent reading (28 minutes/day, $r = .32$)**
-  **Supplement explicit phonics instruction by coaching students in applying phonics to real text**
-  **Emphasize all levels of comprehension, especially higher order comprehension and writing in response to reading**

Teacher Factors By School Effectiveness (CIERA study)

Approach to Word Recognition Instruction in Grades 1 and 2

	Coaching During Reading	Explicit Phonics Instruction	Practice on Sight Words
3. Most Effective	53%	60%	27%
2. Moderately Effective	17%	61%	0%
1. Least Effective	13%	60%	40%

3 > 2 = 1 **3 > 2, 1 > 2**

Teacher Factors By School Effectiveness (CIERA study)

Approach to Comprehension Instruction in Grades 1 through 3

	Text-Based Questions	Higher-Level Questions	Writing in Response to Reading
3. Most Effective Schools	37%	37%	47%
2. Moderately Effective Schools	34%	7%	24%
1. Least Effective Schools	45%	0%	27%

3>2=1

Looking across ALL schools, those teachers who rate high on a scale of accomplishment (CIERA study)...



Spend more time in small than whole group instruction (48 vs. 25 minutes for most accomplished teachers as opposed to 25small/48 whole for least accomplished teachers)



Maintain high levels of student engagement on task (96% for most accomplished teachers versus 62% for least accomplished)



Prefer coaching (48% of most accomplished versus 8% of least accomplished) over telling (7% of most accomplished versus 75% of least accomplished) as an interaction style Use coaching while reading to supplement explicit phonics instruction



Emphasize all levels of comprehension, especially higher level comprehension and writing in response to reading

Characteristics of Four Highly Accomplished Primary Grade Teachers



High expectations for student learning and behavior



Coaching students (to be more successful) as they are engaging in literacy activities (often in small groups)



Providing authentic, engaging literacy activities for students (e.g. 20–30 minutes a day of independent reading, writing in response to reading, writing)



Fostering independent learners



Establishing classroom management routines which help students become independent learners

Using the findings from our work and the work of others, we have developed...

**The CIERA School Change Project,
dedicated to...**

**Improving reading achievement
through school- wide
collaboration and choice**

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CIERA School Change Framework Assumptions



No single solution to reform exists. Schools are at different places with different needs.



Schools will benefit from becoming collaborative, learning communities.



Teachers will benefit from reflection and change efforts related to their teaching practices.



School staff must put the children first.

Improving Classroom Reading Instruction



Reflecting on instructional practice through data, study groups, video viewing and classroom visits, video sharing.

CIERA School Change Project: Improving Classroom Instruction

Use of observation data to help teachers pinpoint one or more aspects of instruction to improve upon.

Use of the video clips on the website to examine effective practice.

Use of video sharing, coaching and/or support from a peer, a study group, or the external facilitator to improve classroom practice.

Using the CIERA Classroom Observation Scheme

-  **Record for 5 minutes** what is happening/ being said.
-  **Count the number of children on task** out of all the children in the room and code the following:
 -  **1) grouping patterns** (whole class, small group, etc.)
 -  **2) reading activities** (reading connected text, phonics work, discussing story, comprehension strategy work, etc.)
 -  **3) materials used** (textbook, trade book, worksheet, etc)
 -  **4) interaction styles** (telling, recitation, coaching, etc.)
 -  **5) expected student responses** (reading, oral responding with turn-taking, writing, etc.)

Sample of Observational Notes

9:38 Small group continues. T is taking running record of child's reading. Others reading familiar books. Next, T coaches boy on sounding out "discovered." Covers up word parts as he says remaining parts. T: Does that make sense? . T: What is another way to say this part ["cov" with short o]? Ch I teacher's students still reading silently at back. T passes out new book: My Creature. T has students share what the word creature means. Ss: animals, monsters, dinosaurs, Dr. Frankenstein. 11/12 OT (On Task)

Levels 1-3:C/s/r Levels 4-7:r/t/a/r

Levels 4-7:wr/t/c/or Levels 4-7: v/t/r/or

Analysis of Observational Codes

 **Calculate the mean pupil time on task rate**

Calculate the percent of segments in which:

- 1) teacher was working with students in various grouping patterns**
- 2) teacher was working with students on various reading activities**
- 3) teacher was using particular types of materials**
- 4) teacher was using various interaction styles**
- 5) students were expected to be responding in various ways**

Creating Categories of Activities

-  **Code Activities: phonemic awareness, letter id, phonics, sight words, coaching in word recognition strategies, spelling**
-  **Lower Level Comprehension (reading or writing about text at a lower level of thinking)**
-  **Higher Level Comprehension (reading or writing about text at a higher level of thinking)**
-  **Active Responding – reading, writing, manipulating**
-  **Passive Responding – reading turn-taking, oral turn-taking, listening to the teacher**

Highlights from the CIERA School Change Classroom Observations (Taylor & Pearson, 2000)

-  **Whole group coded 60–70% of the time, small group coded 20–30%.**
-  **Higher level questioning coded 4% of the time in K–1, 13% of the time in 2–3, 12% of the time in 4–6. Lower level – 30% K–1, 43% 2–3, 51% 4–6.**
-  **Informational text coded 2% of the time in K–1, 10% of the time in 2–6.**
-  **Telling coded 50–59% of the time, coaching 14–23% of the time.**
-  **Students involved in passive responding 56–57% of the time in 2–6, 47% in k–1. Active responding coded 28–30% of the time.**

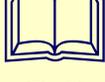
Significant Correlations: Classroom Practices and Students' Growth in Reading

-  **K: -.38 whole group and concepts of print**
-  **.38 small group and concepts of print**
-  **.28 higher lvl questions/word dictation**
-  **-.29 telling and phonemic awareness**
-  **-.24 telling and word dictation**
-  **.23 active responding /concepts of print**
-  **Gr 1: -.38 telling and instructional rdg lvl**
-  **.27 coaching and instr. Rdg lvl**
-  **.26 active responding/rdg fluency**
-  **G2-3:.20 modeling and rdg fluency (wcpm)**
-  **.17 coaching and rdg fluency**

Significant Correlations: Classroom Practices and Reading Growth

-  **Gr4-6: .16 small group and Gates comp.**
-  **.20 code with Gates comp (coded 7% of time on average)**
-  **.30 lower level questions and fluency**
-  **-.18 lower level qstns & Gates comp**
-  **.15 higher level qstns & Gates comp**
- 

Significant Correlations: Classroom Practices and Reading Achievement

-  **K: -.30 whole group and concepts of print**
-  **.29 small group and concepts of print**
-  **.25 low lvl qstns & phon awrns, .30 word**
-  **.23 high lvl qstns & let name, .34 ph awns**
-  **-.24 telling and let name, -.31 ph. awrns**
-  **-.31 recitation & ph. awrns, -.23 word dic**
-  **.27 coaching and rhyme**
-  **.24 active responding/ltr name, .26 p.a.**
-  **-.28 passive responding/con print, rhyme**

Correlations: Classroom Practices and Reading Achievement

-  **GR 1: -.21 whole grp & Gates, -.27wcpm, -.32 inst. reading level**
- 
-  **.21 small grp &Gates, .28 wcpm, .35 instr. rdg. lvl**
- 
-  **-.20 low lvl qstns & wcpm, -.27 ins rg lv**
-  **-.29 telling & fluency, -.48 inst rdg lvl**
-  **.37 active respndng & wcpm, .30 inst. rdg. lvl**
- 

Significant Correlations: Classroom Practices and Reading Achievement

 **GR 2–3: $-.17$ code & wcpm, $-.20$ inst. rdg lvl
(coded 14% of the time)**

 **$-.23$ “other” and inst. rdg. lvl**

 **$-.13$ telling and Gates, $-.15$ wcpm**

 **GR 4–6: $-.18$ “other” and instr rdg lvl**

 **$-.17$ telling and Gates**

 **$.23$ active responding and Gates**

Whole Faculty Study Groups - From Murphy and Lick (Whole Faculty Study Groups- Corwin)



Focus is on instruction and content must be substantive



Study groups have action plans that focus on what group members can learn and do to change what and how they teach to improve student learning.



Teachers engage in action research in which they collect and analyze data over time to assess the effectiveness of the changes they have made in classroom practices



Study group action plans should be revisited every 4-6 weeks to see if they should be amended.



Schools need to be creative in finding time for study groups.

Questions for Video Viewing Used in the Early Intervention in Reading Program

- 1. What were things the children were able to do? What things were going well?**
- 2. What was the teacher doing to help children develop strategies, be independent?**
- 3. What else could have been done to foster independence, focus on strategy use?**

Resources from the CIERA School Change Project



CIERA School Change Observation Training Kit – Available in August, 2000 (manual, 2 training videos, CD with video clips to illustrate categories within coding levels – e.g. recitation/coaching, lower/higher level questioning).



CIERA School Change Website – Available by January, 2001.



Please check the CIERA School Change website for more information – www.schoolchange.ciera.org or the main ciera home page, www.ciera.org

References

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Critical Knowledge in Word Recognition and Comprehension



Word Recognition



Comprehension



Other

Essential Word Recognition Abilities

-  **Letter-Name and Letter-Sound Knowledge (k-1)**
-  **Phonemic Awareness (k-1)**
-  **Concepts of Print (k-1)**
-  **Understanding the Alphabetic Principle (1)**
-  **Applying Phonics Knowledge and Word Recognition Strategies to Actual Reading (1-2)**
-  **Attacking Multisyllabic Words (2-4)**
-  **Developing Fluency (2-4)**

Essential Comprehension Abilities

 **Engaging in higher level thinking and expressing these ideas orally or in writing (K-6)**

 **Engaging in comprehension monitoring (1-6)**

 **Understanding the gist of a story and being able to express this succinctly (1-6)**

 **Understanding the main ideas of informational text (2-6) and being able to summarize them (4-6).**

Coaching for Comprehension to Engage Students in Higher Level Thinking

Questioning or prompting to expand (not to assess) students' comprehension of what they have read.

Ask students to interpret the story at a higher level or summarize it in just a few sentences.

Ask students to relate the story to their lives.

Purpose: to get students to stretch their understanding of the story by responding to questions.

Other Essential Literacy Abilities

-  **Attending to word meanings in the world around you**
-  **Improving in the ability to express ideas orally and in writing**
-  **Developing independence as a learner**