


Characteristics of Effective Early Literacy Programs




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Topics to Be Covered

 **Effective Schools/Accomplished Teachers**

 **Critical Literacy Knowledge for Grades K-3**

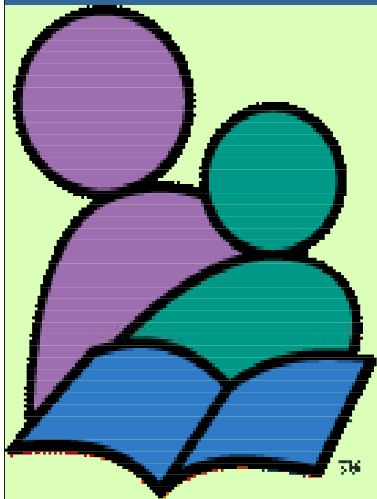
 **Improving Classroom Reading Instruction: Instructional Techniques**

 **Improving Classroom Reading Instruction: Reflecting on Our Practice**

Characteristics of Effective Schools: A National View

Characteristic	Study				
	Hope/ Urban Ed	CIERA	Pros- pects	Texas Title I	Chica- go
Put students first	X	X		X	X
Strong Leadership	X		X		X
Teacher collaboration	X	X		X	X
Systematic Assessment/ Use of data	X	X		X	X
Strong Links to parents	X	X	X	X	X

Effective Schools and Accomplished Teachers: Teaching All Children to Read







CIERA

Center for the Improvement of
Early Reading Achievement

Barbara Taylor,
P. David Pearson,
Kathleen Clark, &
Sharon Walpole

The full report is available at www.ciera.org






Schools that achieve unexpected results in high poverty settings (CIERA study)..

-  **Reach out to parents as partners (correlation with achievement = .73)**
-  **Use collaborative approaches among classroom and special teachers for reading to provide small group instruction and to better meet individual student needs (correlation with achievement = .37)**
-  **Monitor student progress across grades with internally developed assessment tools (correlation with achievement = .42)**
-  **Make reading a school-wide priority (135 minutes per day)**

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

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 Instructn	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

Teacher Factors by School Effectiveness






Kindergarten children in the most accomplished schools scored higher on phonemic segmentation and blending in the most effective schools (9.8/16) than children in the moderately effective (4.6) or least effective (2.8) schools.

More teachers in the most effective schools were frequently observed helping their children write for sounds than in the least effective schools.

Kindergarten Results - Teacher Factors

More of the most accomplished teachers (n = 7) were frequently observed helping their children track and read than the least accomplished teachers (n = 2).

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**

Findings from the CIERA School Change Project



Students' growth and achievement in reading was positively correlated to particular classroom practices and negatively correlated to others.

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.

Master Plan

Master Plan For CIERA School Change Project

1. **75% agreement to participate**
2. **Cross grade and role collaboration**
3. **Every child is everyone's responsibility**
4. **External facilitator – 8 hours/week min.**
5. **Building leadership team**
6. **Professional development/school change effort for 3 years min.**
 - ◆ **Large group mtngs – 1–2 hrs/mnth**
 - ◆ **Small group activities– 1–2 hrs/wk**
(e.g., study groups, video sharing)
7. **Plan for involving parents as partners.**

**School
Change**

**Prof.
Dvlpmnt**

**School
Reading
Programs**

Master Plan

**Support for
Building
Leadership
Team**

**Support for
Principals**

**Support for
External
Facilitators**

**Class-
room
Instrctn**

**Early
Reading
Intrvntns**

**Home/
School/
Community
Conctns**

**Links to
other CIERA
Projects**

**Other
Resources
& Websites**

**Other
References,
Reports, Texts,
Articles, etc.**

Description of the CIERA School Change Framework



Internet-based delivery system.



Main topics (school change, prof. dvlpmnt, school-wide rdg program, classroom instruction, early reading interventions, school/home/community connections) divided into subtopics.



Each subtopic developed through text, short readings, research references, video clips of effective practice (where applicable), suggested whole-school and study group activities, links to other resources.



Discussion site for schools participating in project to share ideas.

Research Design in 1999-2000





6 Schools Used Framework (LA; Minneapolis; St. Paul; Southfield, MI; Roxboro, NC). Schools ranged from 64-95% poverty, with the exception of 1 school.




2 teachers per grade (K-6), 6 children per class (2 low, 2 average, 2 high) participating in data collection: 3 classroom observations, 3 interviews, 1 week of logs for teachers; fall and spring assessments of reading and writing for children.

Research Design in 1999-2000 (cont.)

 **Observations of and field notes from large and small group meetings related to project.**

 **Logs and field notes from external facilitators.**

 **Analysis of 1) status of and growth in students' reading and writing, 2) status of and change in teachers' classroom practices, 3) status of and change in school practices related to reading.**

Critical Knowledge in Word Recognition and Comprehension



Word Recognition

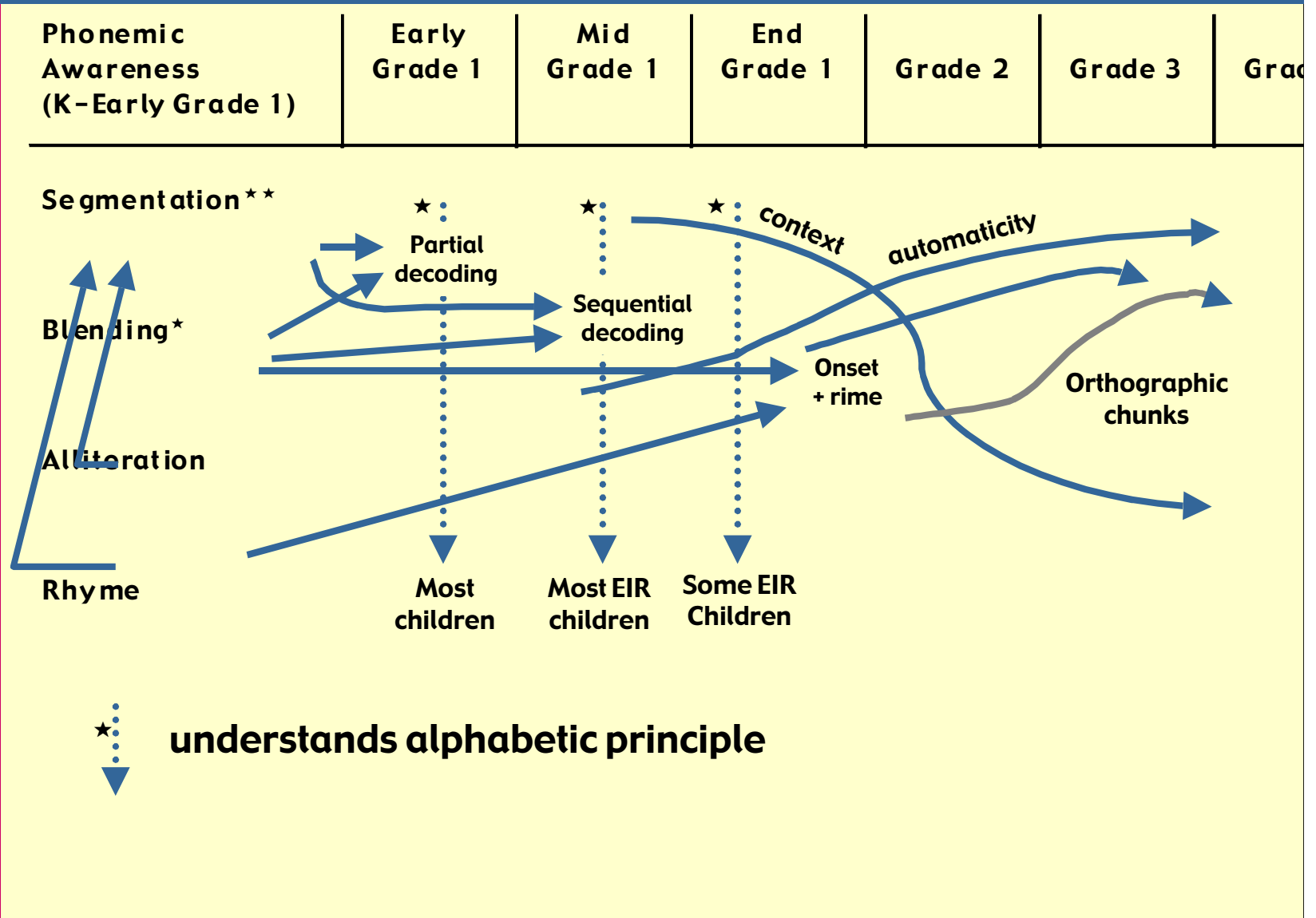


Comprehension



Other

Stages of Word Recognition



Essential Word Recognition Abilities



Letter-Name and Letter-Sound Knowledge



Phonemic Awareness



Concepts of Print



Understanding the Alphabetic Principle



Applying Phonics Knowledge and Word Recognition Strategies to Actual Reading



Attacking Multisyllabic Words



Developing Fluency

Phonemic Segmentation and Blending Test

Example:

When I say “sad,” can you give each sound you hear in the word? What sound do you hear first, next, at the end?

1. pat

4. pod

2. bet

5. tub

3. sip

6. fast

Phonemic Segmentation and Blending Test

Example:

When I say c - a - b, can you tell me the word?

1. t - a - p

4. j - o - g









2. s - e - t

5. c - u - t





3. f - i - b

6. s - o - f - t




Phonemic Awareness Scope and Sequence

-  **Weeks 1-8: Rhyme**
-  **Weeks 9-11: Hear beginning sounds in words**
-  **Weeks 12-15: Hear beginning and ending sounds in words**
-  **Weeks 16-18: Segment sounds in 3-phoneme words**
-  **Wks 19-20: Blend 2 phonemes to make word**
-  **Weeks 19-23: Interactive writing**
-  **Wks 21-24: Blend 3 phonemes to make word**
-  **Weeks 24-27: Segment sounds in 3-phoneme words and write sounds in sound boxes**

Essential Comprehension Abilities


-  **Engaging in higher level thinking and expressing these ideas orally or in writing (K-3)**
-  **Engaging in comprehension monitoring (1-3)**
-  **Understanding the gist of a story and being able to express this succinctly (1-3)**
-  **Understanding the main ideas of informational text (2-3) and being able to summarize them (3).**

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**

Improving Classroom Reading Instruction

 **Learning New Instructional Techniques**

 **Reflecting on Our Practice**

Sound Boxes for Rosie's Walk

1.

h	e	n	
---	---	---	--

2.

sh	e		
----	---	--	--

3.

t	i	me	
---	---	----	--

Guided Sentence Writing for Herman the Helper

Herman liked to help.

Independent Sentence

Writing for My Grandma

What do you like best about this grandma?

She take him to the movies.

She makes petsa fro him.

Coaching during Reading to Teach Word Recognition

...or helping children to apply phonics knowledge to the reading of actual text.

Metacognitive Dialogue on Strategies

- **Matthew:** The point is to be able to read on your own this summer. What if you come to a big long word? Yes, sound it out. What else can you do? Yes, you can twist it a little (e.g., try a different vowel sound in ‘terrible’). Also you can ask yourself if it makes sense. And if you try these things, then what do you do? Yes, skip it, or what else? Yes, you can ask someone.

Metacognitive Review of Strategies Used to Figure Out a Word

**Cecelia: How did you figure out
'squirt' Tom?**

Tom: I sounded it out.

**Cecelia: You could also look at the
picture.**

Tom: Also make sure it makes sense.

Praise for Use of Strategies

Beth: I noticed that Mara got stuck and skipped it and read around it and then came back to it. That's good thinking.

Self-Monitoring Prompts

- ◆ **Good checking! How did you know it wasn't _____?**
- ◆ **You said _____. Does that make sense? *or* Does that look and sound right?**
- ◆ **Why did you stop? What did you notice?**

Prompts to Figure Out Words- General

Beth: What could give you a clue on that word?

Prompts to Figure Out Words - Specific

Lora is helping a group reading aloud:

Woah, back up there. Frame the work with 'i - n'.

What is the first sound? What is the second sound?

What's the word?

Examples of Decoding Prompts

- ◆ **What can you do to figure out that word?**
- ◆ **What word starts with the letter _ and would make sense?**
- ◆ **Is there a rhyming part you recognize?**
- ◆ **Can you sound it out and come up with a word that makes sense?**
- ◆ **Let's start again from the beginning of the sentence to see if this word makes sense.**

Decoding Multi-syllabic Words

- 1. Break the word into chunks (approximate syllables) with one vowel (or vowel team) per chunk.**
- 2. Be flexible as you sound out the chunks, especially with the vowel sounds. If one sound doesn't work, try another.**
- 3. Remember to use context clues.**
- 4. After you sound out the chunks, say it again faster.**
- 5. Remember that this will only get you close to the right word. Keep thinking of context.**

Coaching for Comprehension


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


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


Ask children to relate the story to their lives.

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

Generating Main Idea Statements

 **Start with an “about” statement. What is this paragraph – or page – or section mostly about?**

 **Turn your “about” statement into one or two complete sentences that give the most important ideas .**

 **To summarize: add one or two important details to your main idea sentence(s) to elaborate on the important ideas.**

Steps of Reciprocal Teaching Model








- 1. Ask one to two important questions about the chunk and get answers.**
- 2. Summarize the important ideas of the chunk in 2 to 3 sentences.**
- 3. Clarify anything that is confusing (comprehension monitoring).**
- 4. Make any predictions (if they come to mind) about what will be read next.**

Improving Classroom Reading Instruction



Reflecting on our practice through data, study groups, examination of effective practice, video sharing.

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**







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.**
-  **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.**
-  **.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**
-  **-.22 modeling and fluency**
-  **.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**

 **$-.23$ “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**

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.

Whole Faculty Study Groups - From Murphy and Lick



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.

EIR - Questions for Video Viewing

- 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, 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

EIR Professional Development on the Net

43 multimedia modules , covered in groups led by EIR facilitator

Monthly 2-hour meetings, September-May

Video and audio clips highlighting effective teaching techniques







Large and small group activities to reflect on teaching practices

Downloadable teaching materials and take-home activities

EIR trainer support (with varying levels of support available)

Website: www.eireading.com

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