Meeting the Needs of Struggling Readers in the Era of New Standards

Jan Hasbrouck, Ph.D.

Meeting the Needs of Struggling Readers in the Era of New Standards

How to we help ALL students?

My conclusions from reading research:
Compelling evidence from a convergence of reading research is indicating that 90% to 95% of all students can achieve literacy skills at or approaching grade level. These statistics include students with dyslexia and other learning disabilities. Students succeed when they receive intensive, comprehensive, and high-quality prevention and early intervention instruction, provided by well-informed and well-supported teachers. The most powerful instruction is systematic, explicit, and intensive, designed to appropriately integrate elements of oral language development, phonemic awareness, phonics and decoding, fluency, vocabulary development, and reading comprehension skills and strategies.

Torgesen, 2007; Vellutino & Fletcher, 2007; Rashotte, MacPhee, Torgeson, 2001; Al Otaiba, Connor, Forman, Schatschneider, Gruelich, Siller, 2008; Every Child Reading: An Action Plan and Every Child Reading: A Professional Development Guide. Available online from Learning First Alliance

MORE Good News!
While there is a recognized optimal age for early reading intervention…
“it is never too late”
Shaywitz (2003) Overcoming Dyslexia

- Intensive, targeted INTERVENTIONS for struggling readers
- Explicit VOCABULARY & COMPREHENSION instruction
- EXTENDED DISCUSSIONS of text meaning and interpretation
- Increase student MOTIVATION and ENGAGEMENT

Kamil et al. (2008) Improving Adolescent Literacy: A Practice Guide

© 2015 Gibson Hasbrouck & Associates
www.gha-pd.com www.jhasbrouck.com
Come on…is this even possible in the **REAL WORLD?**

---

**THE FACTS**

- Gildo Rey Elementary in Auburn, WA
- Spring 2013:
  - 531 students
  - 88.3% poverty
  - 38.6% ELL
  - Latino 51%
  - White 25%
  - Asian/Pacific Isnd 15%
  - 2+ Races 7%
  - Black 5%

---

**HOW?**

- New principal (former reading coach) started with behavior, then reading, then math.
- Principal “charming but unrelenting”.
- Collaboration mandated: “Teachers jointly plan lessons, pore over student work, test students frequently, and adjust the curriculum weekly and sometimes daily.”
**HOW?**

- “To help... students catch up... [teachers] didn’t have a minute to waste.”
- “…teachers conduct class at a quick clip.”
- Lots of instruction in small groups and “the most experienced teachers work with the groups that need the most help.”
- “When the small reading groups started, the school’s passage rates on state reading tests, which had dipped to a little over 50 percent, jumped up to the 80s.”

**Impressive.**

But, in our real world, without enough time, money or people... how can we **REPLICATE** this success?
Set your SAILS for success!

STANDARDS

ASSSESSMENTS

INSTRUCTION & INTERVENTION

LEADERSHIP

SUSTAINED COMMITMENT

Hasbrouck & Denton (2005 & 2009)

STANDARDS

Apply **key** grade level expectations for what students should know and be able to do at **key** benchmarks

Use standards to set **high performance goals** for **ALL** students

What do today’s **NEW STANDARDS** require for readers?

State standards were forward-mapped

Traditional state standards
Anchor standards are backward-mapped

Backward design of new standards

**KEY GOAL:**
ALL students must be able to read increasingly complex literary and informational text independently and proficiently.

---

**Reading Standards**

- Foundational Skills
- Literature
- Informational Text

- Read more **complex text**
- Respond using **text evidence**
- **Close reading** model
- **50-50 balance** literature & information text

---

**Foundational Skills K-5**

- Print Concepts
- Phonological Awareness
- Phonics & Word Recognition
  - Fluency

National Governors' Association CCSS (2010)
NRP Instructional Components

- Phonemic Awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension

ASSESSMENTS

SAILS

Assess to screen
diagnose
continuously evaluate
measure the outcomes
of students’ skills and performance

BIG IDEA of ALL ASSESSMENTS

All assessments are conducted to answer a QUESTION!

Don’t ALL schools do these kinds of assessments these days? They aren’t all “highly effective”!
ASSESSMENTS

Benchmark/Screening
Which students MIGHT need extra assistance?

Diagnostic
What are a student's skills strengths & needs?

Progress Monitoring
Is learning happening?

Outcome
Did students make progress toward standards?

SAILS

ASSESSMENTS

Assess to
- Screen
- Diagnose
- Continuously evaluate
- Measure outcomes

SHARE DATA
in frequent, public, nonjudgmental, collaborative meetings

USE
results to make all key instructional decisions

"By now, most serious studies on education reform have concluded that the critical variable when it comes to kids succeeding in school isn't money spent on buildings or books but, rather, the QUALITY OF THEIR TEACHERS."

Brill, S. The New Yorker. August 31, 2009

"The quality of an education system cannot exceed the QUALITY OF ITS TEACHERS."

Barber & Mourshed (2007)
Meeting the Needs of Struggling Readers
Jan Hasbrouck, Ph.D.

The Power of INSTRUCTION

- Poverty
- IQ
- Family status
- Language levels

INSTRUCTION MAKES THE DIFFERENCE!

INSTRUCTION & INTERVENTION

Effectively ORGANIZE & MANAGE the classroom environment.

PLAN lessons and interventions DIFFERENTIATED to meet the identified needs of ALL students, at all ability & skill levels.

DELIVER instruction using validated, effective instructional STRATEGIES & MATERIALS.

SAILS

EFFECTIVE INSTRUCTION

Systematic

SCOPE of skills & content
SEQUENCE easy-to-hard; separate confusions
Frequent REVIEWS

EFFECTIVE INSTRUCTION

Explicit

3 Steps in Instruction:
1- DEMONSTRATION
2- GUIDED PRACTICE
3- INDEPENDENT PRACTICE
**EFFECTIVE INSTRUCTION**

Explicit

4 Steps in Instruction?

1- DEMONSTRATION: I do
2- GUIDED PRACTICE: We do
3- COLLABORATION: Y’all do
4 - INDEPENDENT PRACTICE: You do

**EFFECTIVE INSTRUCTION**

Active Engagement

Minimum teacher TALK

Students “DOING”:
- ORAL reading—most time on connected text
- Encoding words, spelling, writing
- Talking, discussing, sharing, commenting, etc., etc.

**EFFECTIVE INSTRUCTION**

Intensive

• URGENT!
  — NO wasted time
  — “Perky pace”

• RELENTLESS!
  — NO excuses

• FOCUSED!
  — Data-driven instruction: What do students need?
  — KEY skills taught
  — Linked to standards

**MATERIALS**

- Age appropriate
- Matched to identified needs
- Skill-level appropriate
- Evidence of effectiveness
- Sufficient professional development provided
- Used with fidelity