READING TO LEARN:
Creative Supports Beyond 3rd Grade Retention

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Reading to Learn: Creative Supports Beyond 3rd Grade Retention

Expert Presenters:

Krista Calvert, project manager, Literacy Lab Classroom Cohort, Kansas City, Kan.

D. Ray Reutzel, distinguished professor and director, Early Childhood Center, Utah State University

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Reading To Learn: Creative Supports Beyond 3rd Grade Retention

Education Week Webinar

D. Ray Reutzel, Ph.D.
Emma Eccles Jones Endowed Chair and Distinguished Professor of Early Literacy Education
Utah State University
Myths and Facts: Low 3rd Grade Reading

1st Grade Reading Scores Predict 4th Grade Reading Performance. Dr. Connie Juel (1988) showed a .88 correlation of 1st with 4th Grade Reading Performance.

Best Predictor of 8th Grade Reading Performance
Myths and Facts: Low 3rd Grade Reading

Best Predictor of High School Drop Outs

Four Times more Likely to Drop Out

Best Predictor of Incarceration Rates

Three Times more Likely to go to Prison

Best Predictor of Prison Beds Needed

Not used by Prisons or Prison Directors to plan numbers of beds, but perhaps should be -

http://www.theatlantic.com/business/archive/2012/07/an-urban-myth-that-should-be-true/259329/
All of this has led to the conclusion that increasing 3rd Grade Reading proficiency will have a causal effect on these societal issues....

Correlation cannot be used to infer causation!
This notion is traceable to Dr. Jeanne S. Chall’s (1983) *Stages of Reading Development*. 

*Common Core State Standards* require students to **read to learn** from the start. More reading of informational texts!
K. Mohr (2002) researched the book preferences of 190 first-grade children in north Texas. They were given seven picture books to choose from: narrative, information, poetry, Spanish, Hispanic Characters, English, & English Characters. 84% of all children interviewed chose one book to keep (which they indeed received to keep). It was an information book in English – *Animals Nobody Loves*. Mohr commented, young children seem to see books as “windows to their world rather than as mirrors of themselves.”

Research by Kamil & Lane (1997, a, b) showed that first-grade students who were taught to read with information texts made “normal or above-average progress” and that “it is not only possible but desirable to teach students at the first-grade level about information text genres, features, and uses.”


Research by Stahl, Heubach, & Cramond (1997) indicates that intensive study of text can improve comprehension abilities of primary-grade learners.

Most elementary teachers have had only one to two courses on how to teach children to read in their teacher preparation.

Some teachers aren’t prepared to teach the essential elements of early reading.
Jimerson (2001) found in a meta analysis of 169 academic achievement outcomes only 5% positive for retention vs. 47% negative for retention.

See Negative Correlations in This Chart.

### Summary of mean effect sizes from three meta-analyses examining the outcomes of studies exploring the efficacy of grade retention

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Overall effect size</td>
<td>-.31 [.246]</td>
<td>-.16 [.361]</td>
<td>-.37 [.575]</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>-.39 [.169]</td>
<td>-.19 [.536]</td>
<td>-.44 [.367]</td>
</tr>
<tr>
<td>Language arts</td>
<td>-.36 [.11]</td>
<td>-.16 [.106]</td>
<td>-.40 [.55]</td>
</tr>
<tr>
<td>Reading</td>
<td>-.54 [.52]</td>
<td>-.08 [.144]</td>
<td>-.48 [.75]</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-.49 [.48]</td>
<td>-.11 [.137]</td>
<td>-.33 [.77]</td>
</tr>
<tr>
<td>Total/composites</td>
<td>-.20 [.13]</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Grade point average</td>
<td>-.18 [.45]</td>
<td>-.58 [.4]</td>
<td>-.58 [.4]</td>
</tr>
<tr>
<td>Socioemotional adjustment</td>
<td>-.22 [.77]</td>
<td>-.09 [.234]</td>
<td>-.27 [.142]</td>
</tr>
<tr>
<td>Social</td>
<td>-.08 [.12]</td>
<td>-.09 [.101]</td>
<td>-.27 [.60]</td>
</tr>
<tr>
<td>Emotional</td>
<td>-.26 [.13]</td>
<td>.03 [.33]</td>
<td>-.37 [.9]</td>
</tr>
<tr>
<td>Self-concept</td>
<td>-.04 [.16]</td>
<td>-.13 [.45]</td>
<td>-.19 [.34]</td>
</tr>
<tr>
<td>Adjustment composite</td>
<td>-.15 [.4]</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Attitude toward school</td>
<td>-.65 [.2]</td>
<td>-.05 [.39]</td>
<td>-.16 [.26]</td>
</tr>
<tr>
<td>Attendance</td>
<td>-.18 [.7]</td>
<td>-.12 [.6]</td>
<td></td>
</tr>
</tbody>
</table>

*Table adapted from Jimerson (2001b).
na = not available.

Note. Numbers in brackets indicate the number of effect sizes used in calculating the mean effect size. Negative numbers represent that results of analyses favored the matched comparison group of students relative to the retained students.

Time – These authors suggest that 60 minutes of additional reading instruction per day is needed for every year a child is behind in his or her annual reading growth. To provide sufficient time for a child 3 years behind would require 240 minutes in addition to regular reading instruction time of 60-80 minutes or the whole school day!
Require the implementation of *Response to Intervention (RTI)* or *Multi-Tiered Systems of Support (MTSS)* in all school districts nationwide.

Focus Instruction on gaps in student knowledge and skills.

Implement one-to-one and small group instruction.

Increase amount of reading instructional time daily.

Increase frequency of instructional support.
Then What?

- Provide access to the best trained and most experienced reading teachers and specialists.

- After School Reading Programs.

- Extended Year Reading Programs – Stop Summer Reading Loss.

- Train parents to read with or listen to their children reading daily at home for 20 minutes.

- Parents too busy – READ TV - turn off the sound on TV and have children read the captioning!
Amplify Assessment proudly sponsors:

Reading to Learn: Creative Supports Beyond 3rd Grade Retention
LITERACY LAB
CLASSROOM COHORT

Krista Calvert, project manager
“A series of studies have confirmed what was probably obvious from the beginning. Good teachers, effective teachers, matter much more than particular curriculum materials, pedagogical approaches, or "proven programs".... It has become clearer that **investing in effective teaching** – whether in hiring decisions or professional development planning – is the most "research-based" strategy available. If we are to hope to attain the goal of "no child left behind," we must focus on creating a substantially larger number of effective, expert teachers.”

- Richard Allington, “6 Ts of Effective Elementary Literacy Instruction,” 2010
GOALS:

- Develop corps of teachers who learn together to develop evidence-based classroom literacy practices throughout the instructional day.
- Document and study teacher perceptions and student achievement in the lab classroom cohort.
- Triangulate classroom observational data with running record and standardized test data.
- Develop lab classrooms where visiting KCK teachers and leaders can see highly effective components of literacy instruction in action.
- Model the importance of being a “reflective practitioner”.

# of TEACHERS IN COHORT:

- 2013-2014 21 teachers from 15 schools
- 2014-2015 + 23 teachers from 20 schools
ABOUT KCKPS

OUR STUDENT POPULATION:
- 21,000 students
- 89.5% Economically Disadvantaged
- 26% ELL
- 35% African-American
- 44% Hispanic
- 13% White
- 8% Other
- 14% Students with Disabilities
Research on raising achievement consistently points to an effective teacher as the most crucial element in a student’s success. My 40-plus years of teaching and coaching in schools across the country confirm that the most effective teachers are laser-focused on high achievement and more. Highly effective teachers challenge and engage all students and adapt required curriculum, resources, and standards to meet student needs and interests; they also counteract the effects of poverty.

-Regie Routman, Mapping a Pathway to Schoolwide Highly Effective Teaching, 2012
5 KEY COMPONENTS of LLCC:

- Professional Learning Meetings – avg. 2 evenings per month for 2 hours (teachers paid hourly curriculum rate), optional study group in summer
- Coteaching cycles – 2 per semester (4 sessions per cycle)
- 4 all-day professional learning days/year
- Written reflections for each learning experience
- Data Collection – mid-year and end-of-year reports

+ Offered for graduate credit from local university (UMKC)
ALMOST EVERY MEETING INCLUDES:

- Discussion of professional literature
- Sharing of own experiences, data, and/or coteaching cycles
- Analysis of an aspect of Regie Routman’s *Optimal Learning Model*
- Learning from knowledgeable, experienced facilitators
- Application to own classroom
- BOOK TALKS (CHILDREN’S LITERATURE)
READ, DISCUSS, AND REFLECT!

- Regie Routman’s *Reading/Writing Connections* Course
- Regie Routman – *Writing Essentials, Reading Essentials*
- Fountas & Pinnell (Benchmark Assessment, Continuum Guide for Literacy Learning and more)
- Richard Allington (What Really Matters for Struggling Readers, articles)
- Linda Dorn (*Apprenticeship in Literacy*)
- Donalyn Miller (*The Book Whisperer*)
- Marie Clay (Running Records, MSV)
- Patricia Cunningham (*Phonics They Use*)
- The Reading Teacher (articles)
- Educational Leadership (articles)
- Developmental Studies Center (*Being a Writer*)
COTEACHING CYCLE PROCESS:
- Choose a Dilemma.
- Read something about it!
- Work with a “knowledgeable other” to plan, try-out in your classroom, and reflect 4 different times.
- Briefly write up your results.
- Informally present to colleagues.
- REPEAT with a new dilemma.

“These cycles have helped me see how to scaffold my students’ reading progress throughout the day. One outcome from coteaching is that I have incorporated shared reading 4 days of the week to scaffold reading strategies.” - LLCC teacher, May 2014
COTeaching Dilemmas – Examples from 1st Round This Year

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrating oral language development into guided reading</td>
<td>Shared reading for fluency and vocabulary instruction</td>
</tr>
<tr>
<td>Phonics and fluency instruction during shared reading</td>
<td>Reading stamina (specifically, how to read a whole chapter book for transitional, struggling readers)</td>
</tr>
<tr>
<td>Increasing kids' amount of EOT (eyes on text, actually reading) in independent reading time</td>
<td>Incorporating word study into the learning day</td>
</tr>
<tr>
<td>Working with children who are not yet “ready to read” (teaching concepts of print)</td>
<td>Using “performance reading” to increase reading fluency and stamina (and enjoyment!)</td>
</tr>
<tr>
<td>Working with emergent readers (“stuck” at Level B)</td>
<td>Making most of independent reading time</td>
</tr>
<tr>
<td>Improving instruction at the guided reading table</td>
<td>Working with a specific group of readers</td>
</tr>
<tr>
<td>Working with ELLs in small group instruction</td>
<td>Addressing “word calling” without comprehension in specific readers</td>
</tr>
<tr>
<td>Working with a specific group of readers</td>
<td></td>
</tr>
</tbody>
</table>
READING INSTRUCTION STARTS (AND ENDS) with BOOKS!

- Culturally-relevant
- Multi-level
- Wide range of genre
- Favorite authors, topics, series
- Vibrant, “student-owned” classroom library
WHAT BOOKS ARE “HOT” IN YOUR CLASSROOM?
WE WORK TO IMPROVE OUR ATTENTION TO STRUGGLING READERS EVERY TIME WE ARE TOGETHER. THIS INCLUDES:

- Understanding how to assess students’ accuracy, fluency, comprehension, self-extending strategies

- What to do when readers are “stuck” (Tip: not always more of the same! Find another way.)
  - Emergent
  - Beginning
  - Transitional

- Using all reading instruction to support individual readers (i.e. read aloud, word study, shared reading, writing workshop, etc. can all support what happens at the small group reading table).

- Monitoring Progress Over Time (CHANGE OVER TIME)

- Moving students through gradually increasing levels of text difficulty.

- Consistently noting reading strengths and needs regarding each child’s progress.

- Consulting with another teacher/each other.

- Assessing oral language needs and incorporating more language scaffolds into instruction.

- Incorporating partner/familiar/performance reading into instruction.

FOCUS ON STRUGGLING/RELUCTANT READERS
“...It was great hearing about the dilemmas Rachel and Kathy are trying to address in their classrooms. I connected with both dilemmas because I have students with similar reading behaviors...Their sharing out about reading behaviors led me to take some time (between conferring with students) during MIR to closely observe a few of my students to see how they are conducting themselves during monitored independent reading time.”

-3rd grade LLCC teacher
PROFESSIONAL READING

“After reading these articles, I feel that I may be one of those people who are frustrating my struggling readers. The 90% mark is really sticking with me. I had never made the connection of students reading haltingly as a sign that students are reading text that is too difficult. I just always assumed it was a good struggle because we were moving up a level in our guided reading....In my Level M group I have one student who is repeating excessively, which I thought was just due to ELL. Another student in this group is having a lot of self corrections especially including places where she stops to chunk and this is really affecting her comprehension. This year I have more struggling readers than ever before, and I realize I can’t rush them to get where I want them to be, but instead provide more rich support where they are.”

-LLCC teacher reflection excerpt Fall 2014
“...the coteaching!!! It has changed my life as a teacher. I am more reflective, analytical, and thoughtful when it comes to planning what is best for my students.”

“...learning that there is so much more we can do to help all students be successful. Talking and sharing with other educators and hear their challenges and successes was very helpful.”
Year 1 classrooms open for observation.

Year 1 “pioneers” are teaching Year 2 group.

Generating interest in schools beyond lab classrooms—lab teachers informally helping to lead teacher teams and school literacy initiatives.

2nd year of data collection—triangulation of data includes:
- classroom walkthroughs/observations,
- Student formal and informal running records
- KCK formal literacy assessment data
- Teacher self-reporting of learning/cohort experience

Year 1 group took action to assess and teach struggling or “stuck” readers from day 1.
Maria has a plan for moving through gradually complex and interesting texts.

A 1st grade Literacy Lab teaches her students about reading stamina.
HIGHLY EFFECTIVE TEACHERS + BOOKS = MORE PROFICIENT READERS
Krista Calvert, EdD
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Central Office and Training Center
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Kansas City, Kansas 666104
email: krista.calvert@kckps.org

"Out beyond ideas of wrongdoing and rightdoing, there is a field. I'll meet you there."
-Rumi
Start early to discover what students need

Early screening for mastery of foundational skills is critical.
Understand the relationship among literacy skills

Foundational skills set up the relationship between the text and the primary domains of literacy.

Lay the groundwork for higher-level skills by developing foundational skills in harmony with comprehension.
All students need to read to succeed.

Identify “who needs what” to help ALL students achieve proficiency.

- Once the literacy gap opens up, it is increasingly difficult to close it.
- A valid, reliable, screener provides data that improves the focus of instruction for each student.
- Comprehensive, data-driven instruction that integrates these skills helps you meet the needs of all students.
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Required Reading from *Education Week*:

Spotlight on Creating Readers
Reading is considered a bedrock skill in the overall process of learning. This Spotlight explores innovative programs aimed at helping students who struggle with reading.