

Preface

Improving Reading: Interventions, Strategies, and Resources has been a useful tool for teachers, reading teachers, reading coaches, tutors, and teacher candidates for many years. When we conceptualized the first edition, we decided to organize the teaching strategies around typical behaviors that teachers see every day with readers who struggle. We list these behaviors inside the front cover of the book, so teachers can use them for a quick and easy reference. As teachers observe the listed behaviors of their students, they can turn to that section in the book and find strategies, ideas, games, and resources to help solve the student's reading problems. Teachers have been using *Improving Reading* for whole group and small group instruction for years. Now, they can also use *Improving Reading* as they plan interventions for struggling readers using the Response to Intervention (RTI) model.

What Is Response to Intervention (RTI)?

Response to Intervention (RTI) is a federal initiative that is part of the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA). According to Allington and Walmsley (2007), RTI is an attempt by the federal government to decrease the number of students identified with disabilities. Previously, students with learning disabilities were identified using a discrepancy model. That means that students who had a measurable difference between their intelligence quotient (IQ) and their reading achievement were considered learning disabled. The RTI model changes the method of identification. The RTI model is based on the idea that some students who struggle with reading do not really have a learning disability but rather have not had sufficient opportunities for learning (Vellutino & Fletcher, 2005). The legislation is designed to give students multiple opportunities to learn before referring them for special education testing.

What Does RTI Look Like?

At the time of this writing, there were no federal legal requirements about the implementation of RTI. Many states, however, have designed frameworks for reading that encourage teachers to use a certain model. The three-tier model is presently the most popular way to determine which students have trouble learning and should be considered for special education.

In the three-tier RTI model, Tier 1 focuses on providing effective classroom reading instruction for all students. This instruction could come from a core reading program, literature, or a combination of the two. Tier 2 is when teachers identify students who are not responding to instruction. Teachers provide these struggling readers with intensive, small-group instruction. If students still do not respond to instruction, they are given individualized instruction in Tier 3. If teachers can document that students have not responded to the interventions at Tier 3, they will most likely be considered to have a learning disability and may be referred for additional testing (Fuchs, Fuchs, & Vaughn, 2008).

Many states and districts have adopted the three-tier system of assessment and intervention. This multitiered system provides students with ample opportunities to learn. If students have difficulty with the targeted interventions, they might have a disability that is preventing them from responding. The number of tiers that teachers use, however, is not important, nor is it federally mandated. Allington and Walmsley (2007) remind us that RTI was designed so that struggling readers have the opportunity for targeted, expert instruction before they are labeled as students with disabilities regardless of the framework that teachers are using to document the instruction.

Improving Reading as a Resource for Interventions

Response to Intervention (RTI) has changed the way teachers think about struggling readers. Instead of teaching a program, teachers are adopting a problem-solving approach. The teacher identifies the student's problem behaviorally, formulates an academic goal, and then implements an intervention (Vaughn & Denton, 2008). Some teachers prefer to place students in a purchased program, but Allington (2009) believes that teachers would do better to use a more adaptable approach, such as the kind of teaching called a responsive intervention or problem-solving design. In this type of teaching, the teacher selects instructional materials and decides which interventions and strategies to use based on the needs of the reader (Bender & Shores, 2007). This is where *Improving Reading* can help.

The interventions that are required for RTI must be scientifically valid. According to Mesmer and Mesmer (2008/2009), "RTI requires that instructional interventions be scientifically valid, public, implemented with integrity and systematically evaluated. The content of the intervention should be designated, the teacher responsible for implementing it identified, and the assessments determined" (p. 284). Many teachers need ideas as they develop these interventions; very few teachers can design all of their lessons for struggling readers without a good resource book.

A Personal Invitation from the Authors . . . MAKE IT YOUR BOOK!

Improving Reading will support teachers who are looking for ideas for interventions as well as for general classroom instruction. After you have determined the kinds of behaviors to teach, you can turn to the section on those behaviors for a variety of strategies, ideas, and resources that can be used for interventions.

The format allows you to quickly find teaching interventions, strategies, ideas, and resources to help students strategize their reading. Teachers attending our presentations and workshops thank us for the friendly and useful organizational scheme as well as the hundreds of evidenced-based strategies.

Many teachers have told us, "I use this book all the time, but I've never read the entire book." Those teachers were using *Improving Reading* as a practical tool to strengthen their teaching, and we applaud that approach—quickly finding what was needed and using it. Many teachers tell us they tag often-used pages for easy references. **MAKE IT YOUR BOOK!**

Who Will Use This Book?

- Preservice teachers, practicing teachers, and professionals who fulfill special resource roles appreciate the user-friendly approach we have taken in *Improving Reading: Interventions, Strategies, and Resources*. This book is grounded on sound reading theory and contains the five core areas identified in the report of the National Reading Panel:
 - phonemic awareness
 - phonics
 - fluency
 - vocabulary
 - comprehension

From our experiences, we have identified other areas important in reading instruction and included strategies to address concerns in these areas:

- motivating and engaging students in reading
- mastering a variety of word-identification strategies
- strengthening oral reading
- expanding comprehension

- College and university students use this book in their classes and in the classroom. *Improving Reading* provides practical ideas in courses for preservice and practicing teachers to use in their quest to help students improve their reading abilities.
- Educators in school and district professional development programs have given *Improving Reading* high marks for enabling them to give classroom teachers the assistance they need to help their students improve their reading scores.

What Are Some of the Unique Characteristics of This Book?

Improving Reading: Interventions, Strategies, and Resources is the most comprehensive, useful reading resource available, chock full of ideas for teachers who work with entire classes, individual students, or groups of students in reading. This book is divided into seven chapters that correlate with the main components of a comprehensive reading curriculum. Within each chapter are 5 to 14 sections that provide teaching interventions, strategies, activities, and resources to help students overcome a specific reading problem.

CD

This edition has a dual platform CD. The reproducible student pages and teacher resources provided in this book can be printed directly from the CD. In response to comments from teachers that the book is beginning to be a bit overwhelming in size, we have provided additional resources and book listings on the CD as well.

What Grade Levels Do the Strategies Address?

Improving Reading does not focus on distinct grade levels. This comprehensive strategy book provides suggestions for use from Pre-K through high school. Use the **Quick Reference Guide** to identify the problem and then use the recommended strategy to address the problem.

Again, we invite you to . . . **MAKE IT YOUR BOOK!**

Sample of Contents

C H A P T E R O N E	C H A P T E R F O U R
Motivation, Engagement, Interests, and Attitudes 1	Fluency and Effective Oral Reading 281
Overview 2	Overview 282
1.1 Lack of Motivation and Engagement 3	Oral Reading as Assessment 282
Strategy 1: Reading Role Models 5	4.1 General Lack of Fluency 284
Strategy 2: Motivation to Read Profile: Reading Survey 6	4.2 Lack of Fluency: Poor Phrasing 289
Strategy 3: Thumbs-Up or Thumbs-Down 11	4.3 Lack of Fluency: Ignoring Punctuation 291
Strategy 4: You'll Like This Book 14	4.4 Lack of Fluency: Repetitions of Words and Phrases 294
Strategy 5: Just Ask! 15	4.5 Lack of Expression 296
<i>Practice and Reinforcement Activities 17</i>	

You also can use *Improving Reading* to help one or more students with a specific reading problem. For example, say a student has difficulty in reading fluently. Check the **Quick Reference Guide** (see the sample below) and look at the chapter on fluency (see sample above). Under the chapter heading are several behaviors that a student could be exhibiting. Scan the list of behaviors on the **Quick Reference Guide** (inside front cover and page i) to determine which one best describes the student's reading problem. Then turn to that section to find interventions and strategies to use with the student.

Sample of Quick Reference Guide

Chapter 1 Motivation, Engagement, Interests, and Attitudes 1


- 1.1 The student can read but chooses not to read. 3
- 1.2 The student does not like to read or exhibits a negative attitude toward reading. 20
- 1.3 The student does not find much of interest to read. 38
- 1.4 The student has a low level of confidence in his or her reading ability. 51
- 1.5 The student does not set reading goals. 62

You will see that most chapters are arranged in the same format:

- Overview
- Numbered section heading
- Boxed student learning goal (behavior observed and anticipated outcome)
- Background or Perspectives and Strategies information
- Numbered teaching strategies

CHAPTER FOUR

Fluency and Effective Oral Reading




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- 4.1 General Lack of Fluency, 284
- 4.2 Lack of Fluency: Poor Phrasing, 289
- 4.3 Lack of Fluency: Ignoring Punctuation, 291
- 4.4 Lack of Fluency: Repetitions of Words or Phrases, 294
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- 4.6 Overemphasis on Speed and Accuracy, 299
- 4.7 Failure to Attempt Unknown Words, 302
- 4.8 Meaning-Changing Substitutions, 305
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- 4.10 Nonword Substitutions, 310
- 4.11 Meaning-Changing Omissions, 312
- 4.12 Nonmeaning-Changing Omissions, 314
- 4.13 Excessive Use of Phonics, 315
- 4.14 Excessive Use of Experience, 317

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Section 4.1

General Lack of Fluency



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<p>Behavior Observed</p> <p>The student's oral reading lacks fluency.</p>	→	<p>Anticipated Outcome</p> <p>The student will read more fluently.</p>
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Perspective and Strategies

Most emergent readers lack fluency as they begin reading. They may be *choppy readers*, reading with many stops, starts, and hesitations. They may be *monotonous readers* and read with little or no expression, or they may be inappropriately *hasty readers* and race through the passage ignoring phrasing and punctuation (Wilson, 1988). The cause of fluency problems for beginning readers is that they are processing many new things at the same time. They are just beginning to expand their sight vocabulary and are learning word-identification strategies. For beginning readers, fluency may be considered a developmental process. As they learn more reading strategies and read a variety of materials, they should become more fluent. Such is the case for most beginning readers, whatever their age.

Older readers may also have difficulty reading fluently. These students probably lack a sight vocabulary and effective word-identification strategies. They may also be asked to read books that are too difficult for them.

Clay (1967) has noted that average readers typically move through the four stages of reading described in the box on the following page. Teachers who see students *remaining* at the second or third stages have cause for concern and may need to use intervention strategies.

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There is a **numbered section** heading (e.g., 4.1 General Lack of Fluency).

The **behavior observed** and **anticipated outcome** for the section are identified in the box.

Background or Perspective and Strategies information is given to aid in reaching the goal.

Teaching strategies form the heart of this book. These strategies are carefully described and often use examples. For each goal, you will find one or more strategies. Practice and reinforcement activities are also included.



denotes group activities.





identifies materials in chapter resources



highlights book lists on the CD

CD Contents

Chapter-by-Chapter Reproducibles

Includes reproducible sheets to use with students (denoted by a student reading icon ) and teacher resources (denoted by an apple icon ) . These pages can also be found within chapters.

Additional Activities and Book Listings

Part A: Books without Words

Part B: Alphabet Books

Part C: Pattern Books

Part D: Recent Picture Books