

# FLORIDA READING MODEL- BASED ON EDUCATIONAL NEED

Just Read, Florida! K-12 Leadership Conference

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# Presentation Objectives:

- To provide School Administrators and Reading Coaches with practical, useable information to address the Reading needs of their students
- Specifically, to provide a systemic process for investigating and integrating
  - ◆ Reading Skills
  - ◆ Reading Instruction
  - ◆ Reading Activities
- Refer to Florida Reading Model

# Why a Systemic Approach?

- Demming---95% of organizational problems are systemic
- Creates a common language and reference base for cohesive problem solving
- Guides the investigation of Reading questions

# Florida Reading Model

- Prescriptive---Investigates each component of the Reading Process
- Integrated---Addresses interaction effects among the components
- Cumulative---Initial Reading skills form the foundation for subsequent skills
- Learning System----Contains 6 systemic scaffolding processes to support student learning

# Student Text Considerations

- Students are not always “good” or “poor” readers
  - ◆ Determined by how the student’s reading skills match the text requirements
  - ◆ Text characteristics/requirements have a direct effect on the amount and type of teacher support needed to read successfully.

# First Systemic Scaffolding Processes

- The use of **systematic, explicit instruction** to teach individual reading skills and strategies.

# Explicit, Systematic Instruction

- Informs the students of **WHAT** is going to be learned
- Informs the students of **WHY** it is being learned
- **EXPLAINS/MODELS** the skill/strategy
- Provides **SUPPORT/CORRECTIVE FEEDBACK**

# Explicit, Systematic Instruction, cont.

- Provides **PRACTICE** opportunities
- Ensures appropriate student **APPLICATION** of the skill/strategy
- Establishes **STUDENT SELF MONITORING**

# The Second Systemic Scaffolding Process

- The use of **implicit instruction** to teach reading skills
  - ◆ Typically utilized in “Round-Robin” Reading activities
  - ◆ Effective when 95% of Reading skills/knowledge needed to read and understand the text are present---(Matthew Effect)

# Third Systemic Scaffolding Process

- The use of multiple Reading activities with the same text
- Students may demonstrate multiple skill deficits
  - ◆ Each Reading activity has individual benefits---  
listed on the model
  - ◆ Example of a multiple Reading Activity  
scaffold

# Fourth Systemic Scaffolding Process

- Instruction of pre-requisite Reading skills to assist in the development of more advanced Reading skills

# Decoding/Word Analysis Processes

- Phonological Awareness Syllabication → Phonics → Word Automaticity
- Automaticity → Fluency → Comprehension
- Intra-skill analysis
- Cumulative and cyclical

# Processes for Making Meaning

- Oral Language →
- Prior Knowledge →
- Vocabulary →
- Comprehension →

# Fifth Systemic Scaffolding Process

- Instruction in Student **Application of Reading skills** to Reading activities
- Examples:
  - ◆ Phonics skills → Shared Reading
  - ◆ Story Mapping → Reading
  - ◆ Higher Level Thinking Skills → Reading

# Sixth Systemic Scaffolding Process

## ■ Independent Reading

- ◆ NRP: reports more research is needed
- ◆ Practice/ Application of Reading skills
- ◆ Explicit to implicit learning transition
- ◆ Analysis and explicit teacher feedback supports the transition!

# Reading Questions

- SBRR Questions can be “answered” by knowledgeable leaders
- Questions regarding the instruction of specific children, or groups of children, should be **investigated**, not answered!

# A Question I Received:

“I have been teaching KWL and my students’ comprehension skills are not improving. What should I do next?”

- I used to try to answer this question!
- Avoidance----Credibility
- Will investigate question at the end of the presentation.....

# Investigating the Teacher's Question

- Considerations include:
  - ◆ Explicit Instruction Components
  - ◆ Explicit Instruction in Application
  - ◆ Text Materials used
  - ◆ Specific Strategy Selection Consideration
  - ◆ Adequate Practice for Stabilization

# Investigating the Teacher's Question (cont.)

- ◆ Pre-requisite Skill Considerations
  - ◆ Comprehension → Fluency → Word Automaticity → Phonics → Phonological Awareness
  - ◆ Comprehension → Vocabulary → Prior Knowledge → Oral Language
- ◆ Alignment Across Grade Levels

# School Reading System

## School Alignment

- Reading Activities
  - ◆ Which do we use?
  - ◆ For what purpose(s)?
  - ◆ How often?
  - ◆ Integrated/Separate?

# School Reading System

## School Alignment – cont.

- Instructional Strategies:
  - ◆ Which do we use?
  - ◆ With whom?
  - ◆ How often?
  - ◆ When used?

# School Reading System

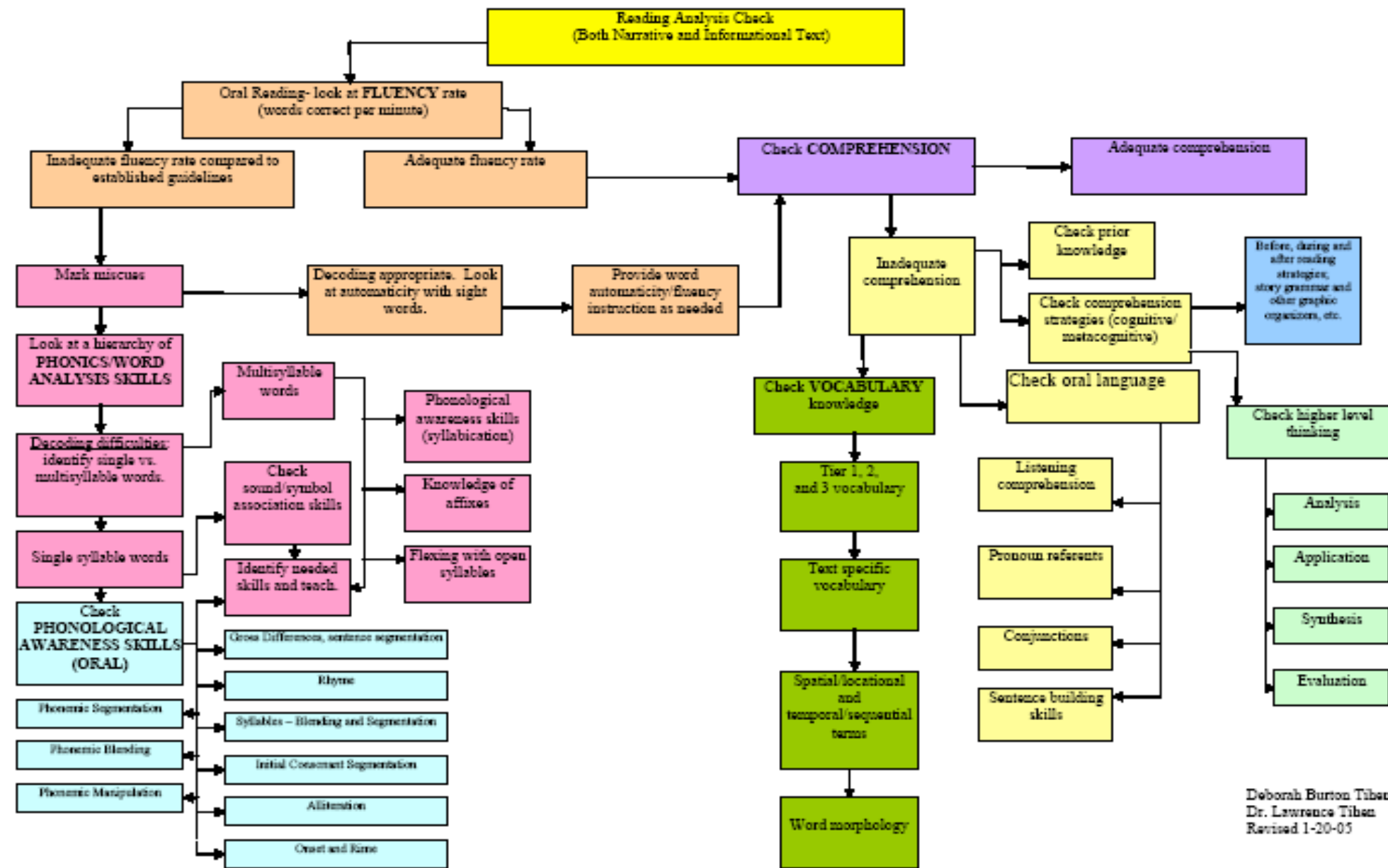
## School Alignment – cont.

- Reading Skills:
  - ◆ All/Some taught?
  - ◆ Taught to mastery?
  - ◆ Is application taught?
  - ◆ Student selection/monitoring?

# School Reading System

## School Alignment – cont.

- Student Needs:
  - ◆ Identification?
  - ◆ Planning/Change process?
  - ◆ School Restructuring needed?
  - ◆ Progress Assessment

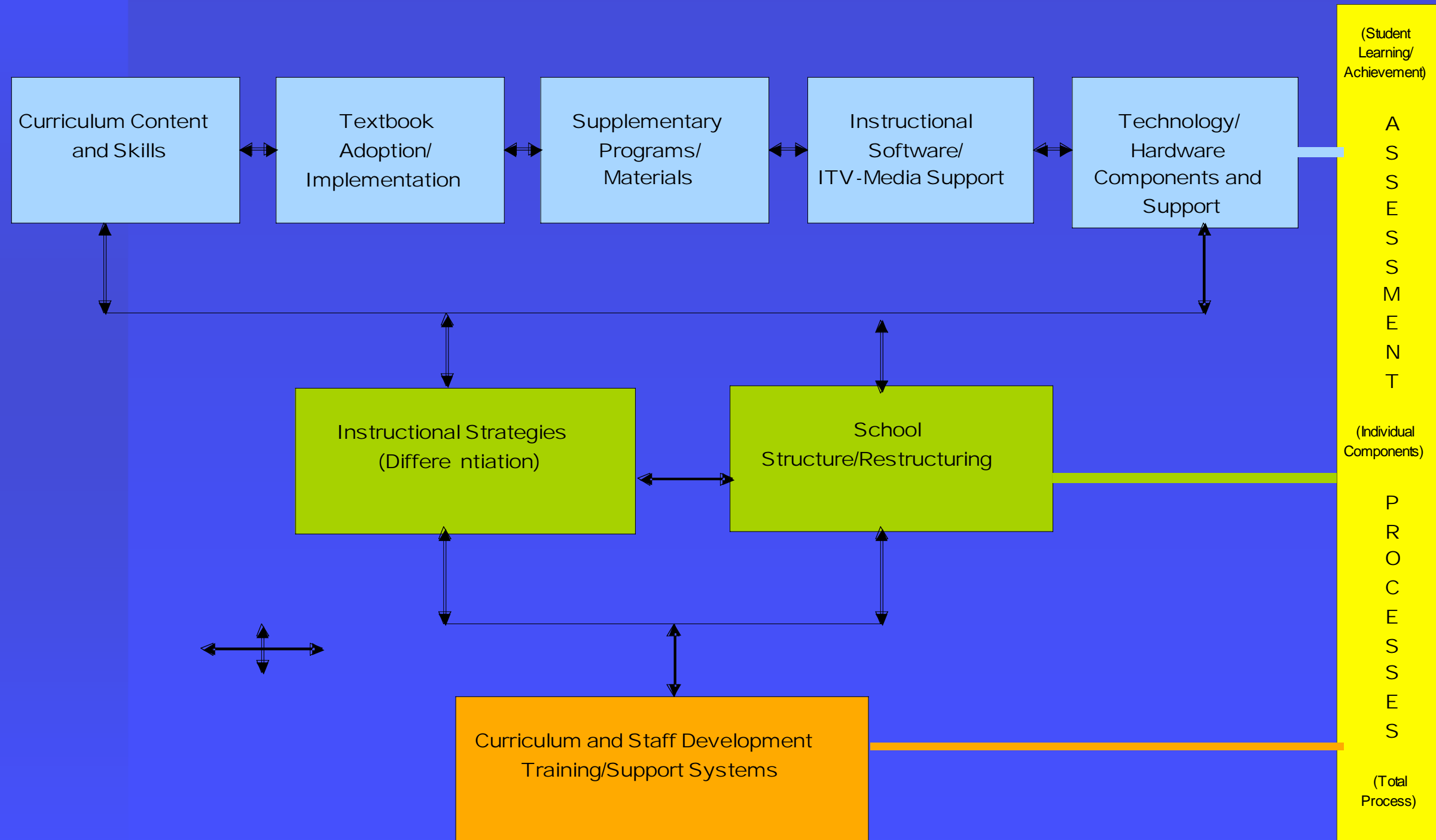


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# ACADEMIC PLAN - QUALITY ALIGNMENT

## Curriculum/Staff Development Component

LEE COUNTY SCHOOL DISTRICT





**Thank you, School Administrators  
and Reading Coaches, for your  
contributions to Reading in the  
State of Florida!**