

# Teaching all students to read: Is it really possible?

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International Dyslexia Association, November, 2008

In order to effectively prevent early reading difficulties, we need to apply two kinds of knowledge

From the “science of reading”

From effective schools

Information about the *individual* components of instruction and assessment that are most effective in raising literacy levels

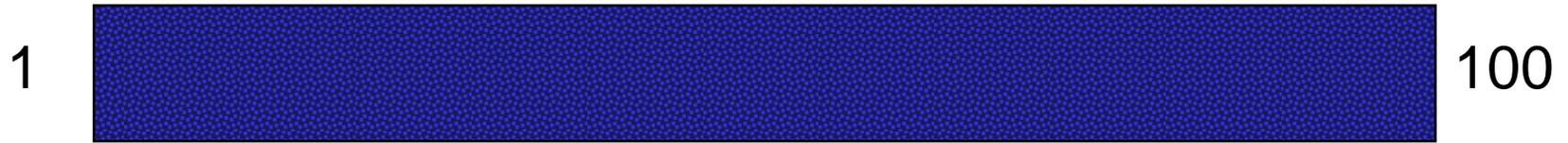
Information about leadership, organizational, and classroom practices that are most effective in raising literacy levels

Understanding, and Motivation to Apply

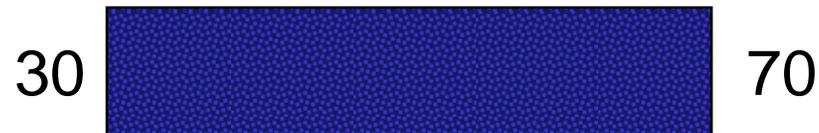
A central problem in reading instruction arises, not from the absolute level of children's preparation for learning to read, but from the diversity in their levels of preparation

(Olson, 1998)

## Diversity in Preparation and Ability for Learning to Read



## Diversity of Educational Response



# Two important sources of diversity

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1. Diversity in talent, or inherent abilities, for learning

Learning disabilities -- Dyslexia

Low general intelligence

2. Diversity in pre-school preparation, and family supports for learning to read

Poverty

Language status

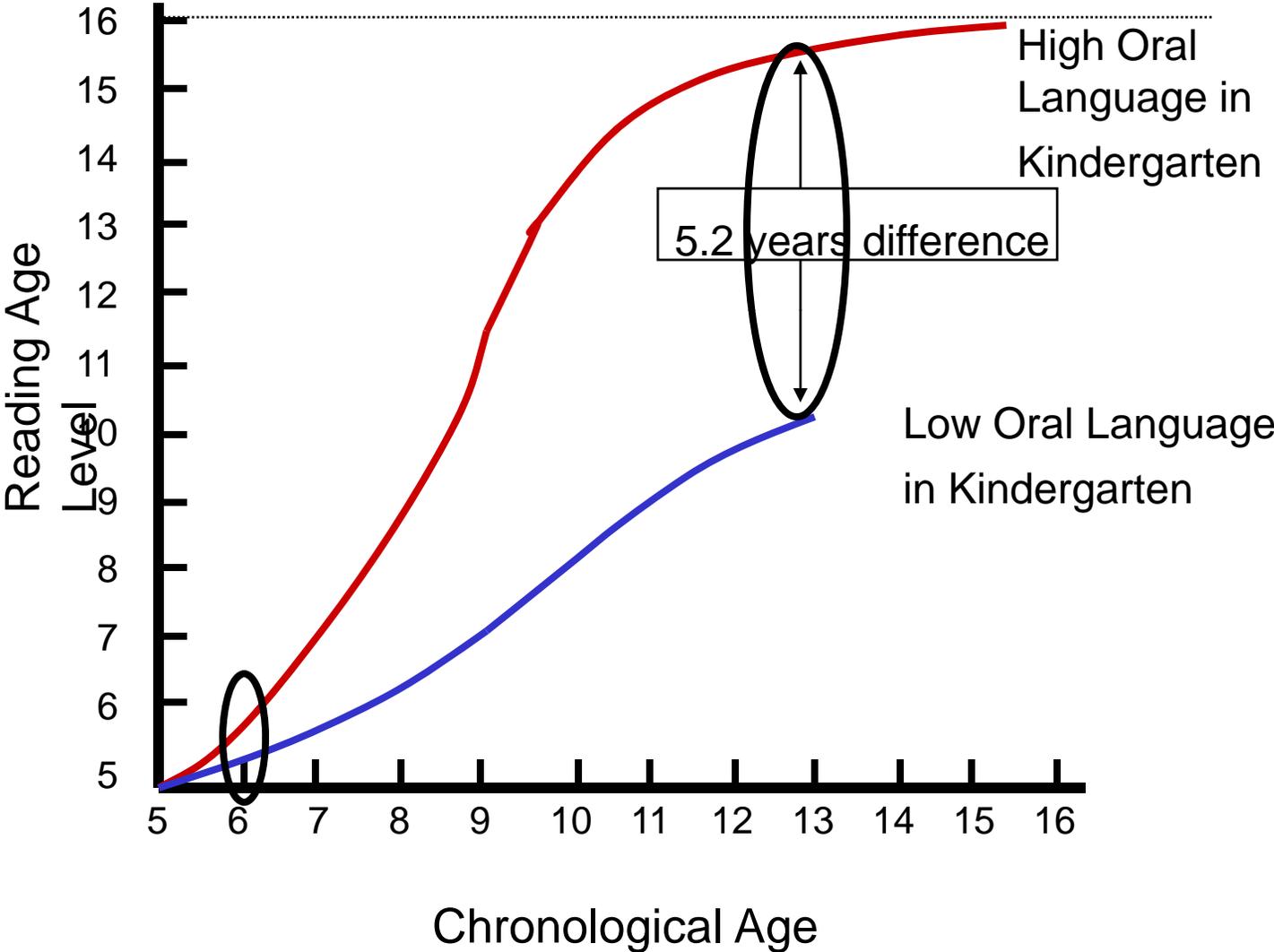
# Three important kinds of diversity

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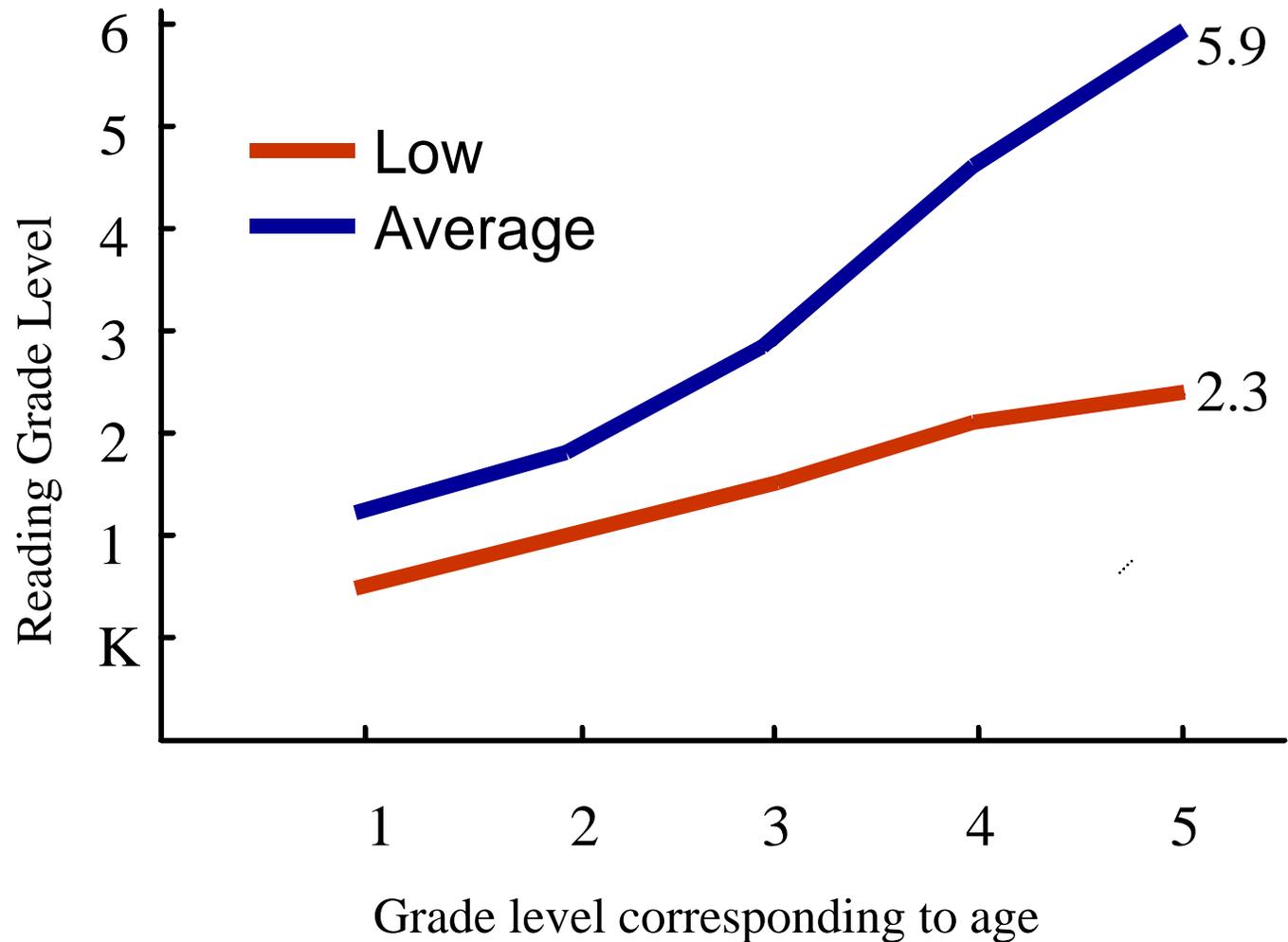
1. Diversity in the broad verbal and cognitive abilities required for the comprehension of language
2. Diversity in the specific verbal/linguistic abilities required for learning to read printed words accurately and fluently
3. Diversity in the motivational/behavioral attitudes and habits required for learning in school

# The Effects of Weaknesses in Oral Language on Reading Growth

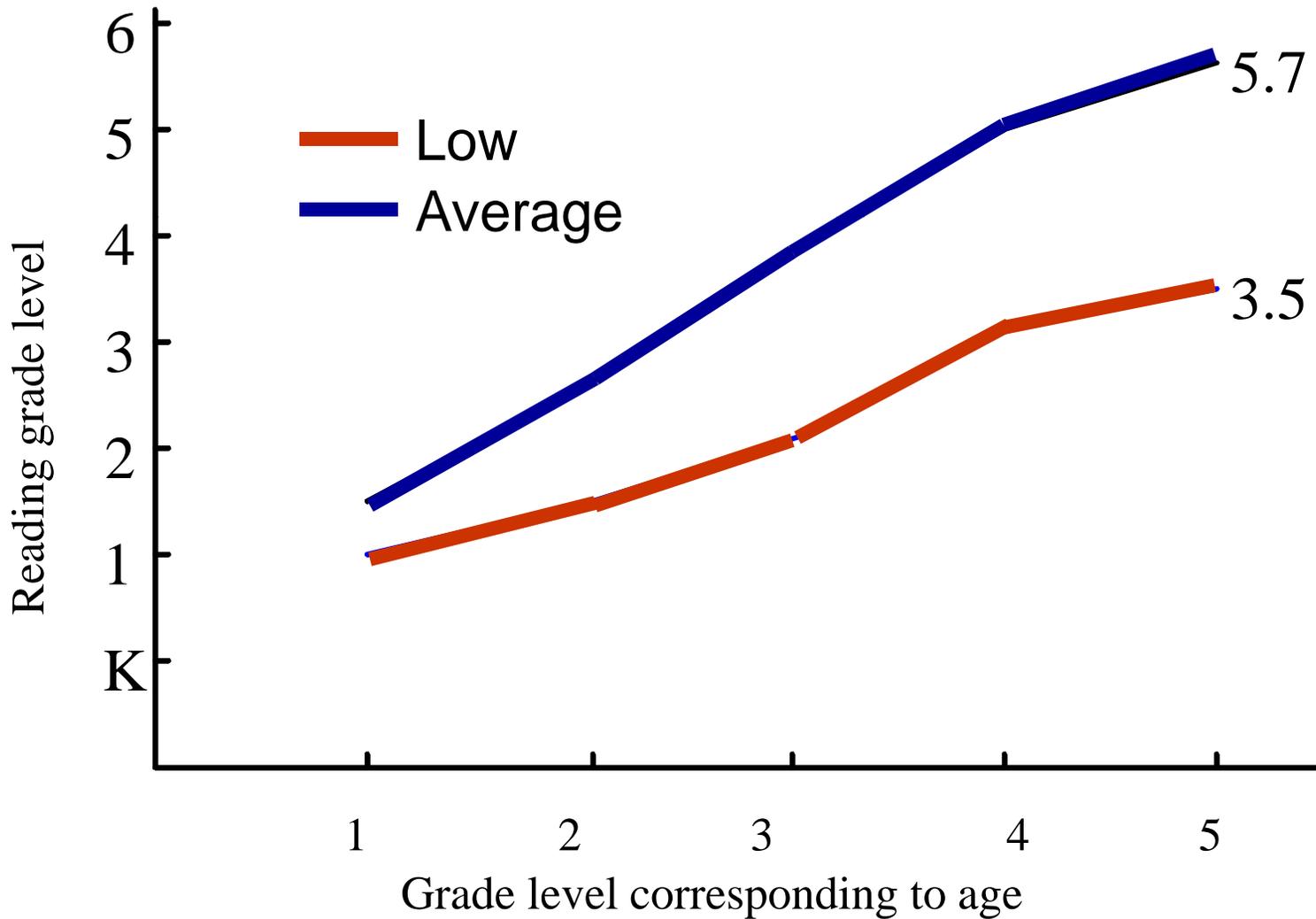
(Hirsch, 1996)



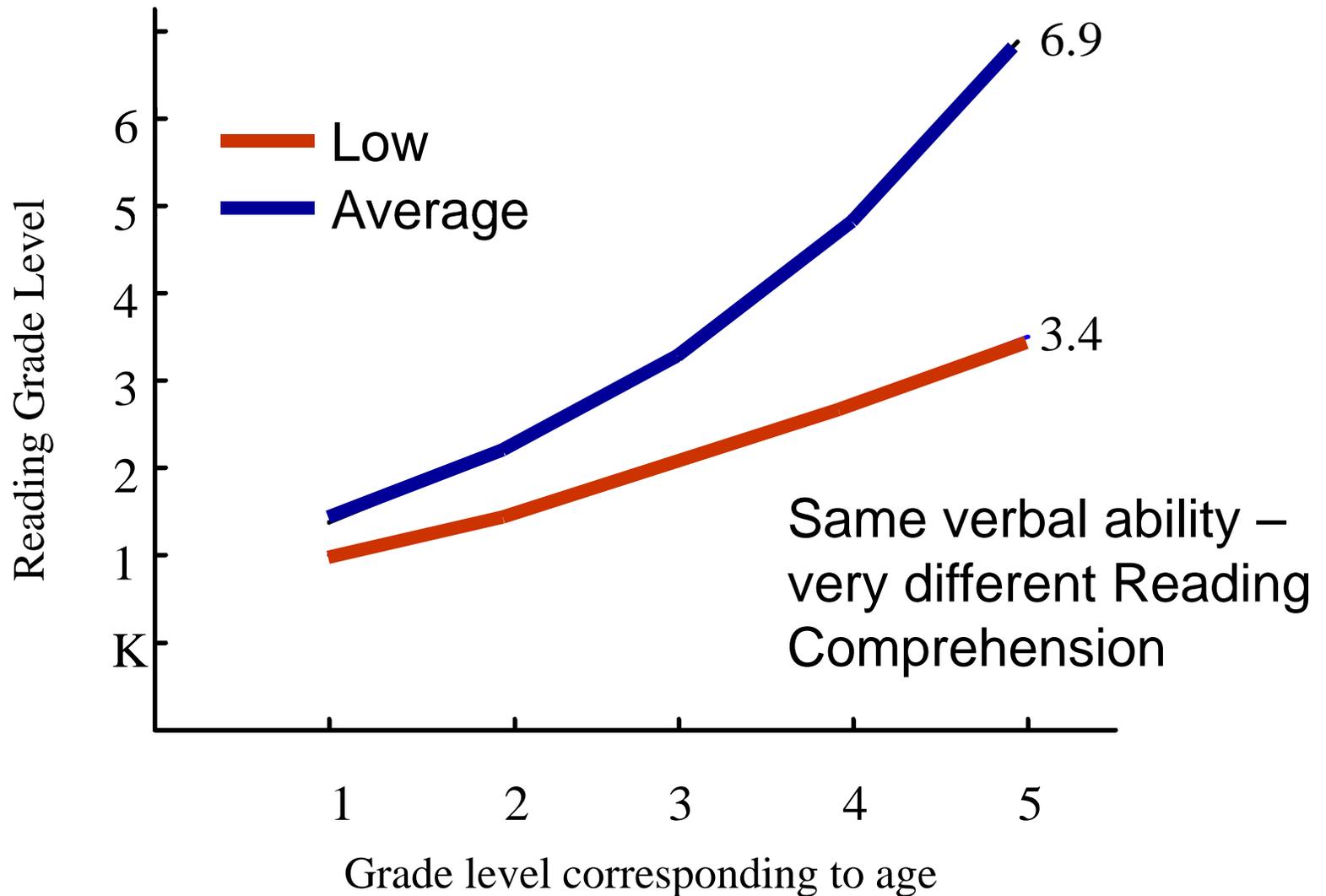
# Growth in “phonics” ability of children who begin first grade in the bottom 20% in Phoneme Awareness and Letter Knowledge (Torgesen & Mathes, 2000)



# Growth in word reading ability of children who begin first grade in the bottom 20% in Phoneme Awareness and Letter Knowledge (Torgesen & Mathes, 2000)



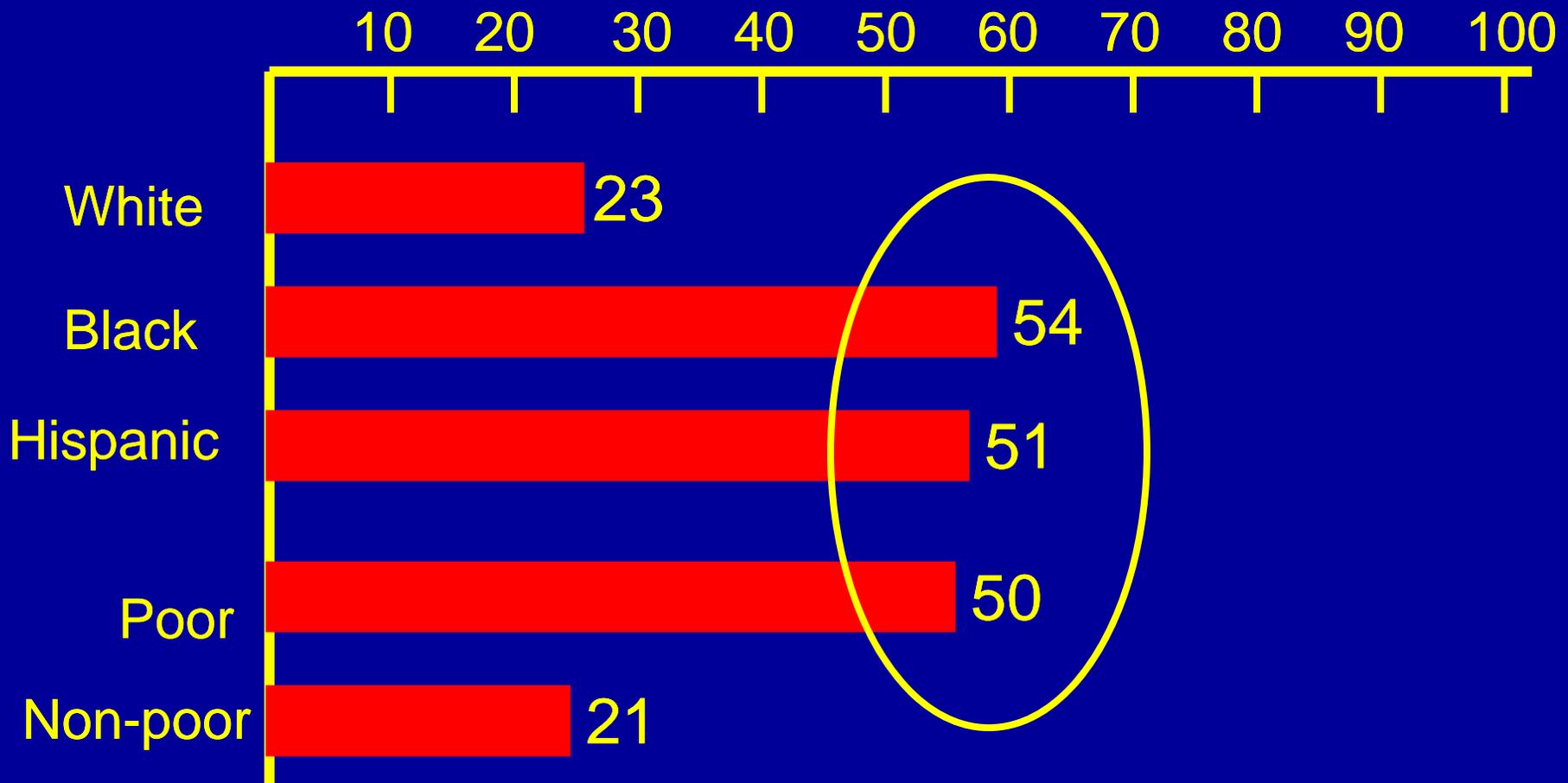
# Growth in reading comprehension of children who begin first grade in the bottom 20% in Phoneme Awareness and Letter Knowledge (Torgesen & Mathes, 2000)



## 2007 results from National Assessment of Educational Progress at 4<sup>th</sup> Grade

Overall, 34% of 4<sup>th</sup> graders performed below the Basic Level of Proficiency in 17,600 schools

Percent below Basic



When there is great diversity among students in their talent and preparation for learning to read...

little variation in teaching will always result in great variation in student learning.

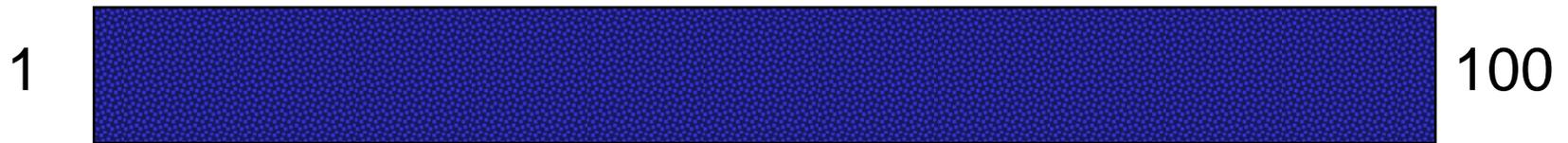
Elements of a school level plan  
to provide reading instruction  
that is sufficiently powerful and  
adaptive to teach all students to  
read

# The prevention of reading difficulties: **three areas we must become stronger each year**

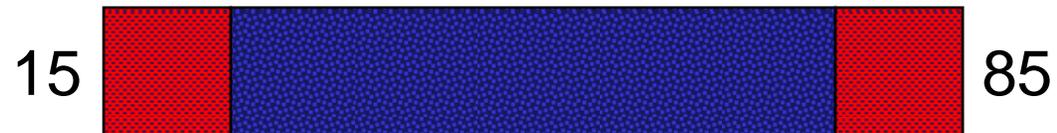
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1. Increase the quality, consistency, and reach of instruction in every K-3 classroom

## Diversity in Preparation and Ability for Learning to Read



## Diversity of Educational Response



# The prevention of reading difficulties: **three areas we must become stronger each year**

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1. Increase the quality, consistency, and reach of instruction in every K-3 classroom
2. Conduct timely and valid assessments of reading growth to identify struggling readers. Use this data to improve school level and instructional planning
3. Provide more intensive interventions to help struggling readers “catch up” to grade level standards in each grade K-3.

# Lessons learned from the Kennewick, Washington school district:

Located in southeastern Washington

Has about 15,000 students – 13 elementary schools, four middle schools, and 3 high schools

25% of students are ethnic minorities, and 48% elementary school students qualify for free or reduced price lunch

## Lessons learned from the Kennewick, Washington school district:

In 1995, the school board in Kennewick challenged the elementary schools to have 90% of their students at grade level in reading by the end of third grade –within 3 years

The primary responsibility for accomplishing this was assigned to the school principals

# Lessons learned from the Kennewick, Washington school district:

From David Montague, a principal:

“We thought the board and the superintendent were crazy...I saw in the White Paper that elementary principals were responsible, and said ‘Why don’t they come down to our building and see the kids that come to our school?’ I mean, our kindergarten kids seem to enter school every year with lower skills...”

The District passed a bond that provided a district reading teacher for each school, and began to hold public meetings at a different elementary school every two weeks. They also began training principals in what strong instruction looked like...

“After that, the whining died down. The goal started to grow legs....

## At the schools...

“We began to have serious staff meetings...we began ....looking at the test data to see how far behind some of our kids were. It was the first time Washington had ever had such precise data. In the fall of 1995, 23% of our 3<sup>rd</sup> graders were reading at second grade level and 41% of our 3<sup>rd</sup> graders were reading at a kindergarten or 1<sup>st</sup> grade level.

# Washington Elementary School

## Growth in % of 3<sup>rd</sup> grade students meeting grade level standards

School Year

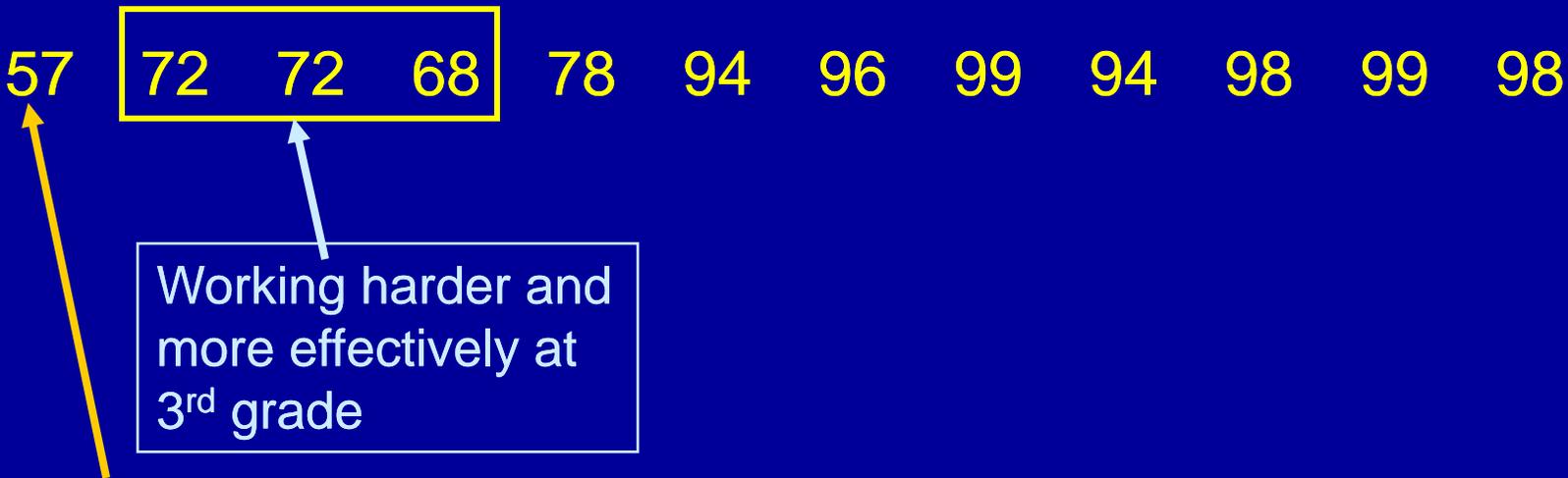
95 96 97 98 99 00 01 02 03 04 05 06

Percent at Grade level

57 72 72 68 78 94 96 99 94 98 99 98

Working harder and more effectively at 3<sup>rd</sup> grade

Baseline year



From the Principal:

"By the 3<sup>rd</sup> year, we had exhausted our work-harder-at-third-grade strategy...More of the catch-up gain had to be made at second and first grade. Our first-and second-grade teachers realized that they had to become more accountable for their students' learning. Even our kindergarten teachers, who had spent most of their class time on social activities, began the transition to teaching phonemic awareness along with letter and sound recognition."

# Washington Elementary School

## Growth in % of 3<sup>rd</sup> grade students meeting grade level standards

School Year

95 96 97 98 99 00 01 02 03 04 05 06

Percent at Grade level

57 72 72 68 78 94 96 99 94 98 99 98

Working harder and more effectively at 3<sup>rd</sup> grade

Began providing intensive interventions in the afternoon to many students

Result of improvement at both 2<sup>nd</sup> and 3<sup>rd</sup> Grade

Baseline year

Began testing in 2<sup>nd</sup> grade and focusing on earlier improvement

# Washington Elementary School

## School Characteristics

55% Free/reduced lunch

28% Minority

85% Stability

## Teaching Staff

2 half-day kindergarten teachers

3 classroom teachers each in 1-5

1 District Reading Specialist

3 Title I Teachers

1.5 Resource room/special ed teachers

1 PE teacher

1 librarian, 1 Librarian secretary

3 Specials teachers

9 paraprofessionals

# Washington Elementary School

## How they get additional instructional power in first grade

### During the Morning Reading Block

Small group reading during 1<sup>st</sup> hour of the day

It puts 13 adults with 75 students during the first hour in first grade

Struggling students get 1:3 with most skilled instructor

Advanced students get 1:7 ratios with paras and others

### In the afternoon

Many students get additional small group or 1:1 instruction time as interventions

# Washington Elementary School

## The reading block for 3 first grade classrooms

1<sup>st</sup> hour (8:45-9:45)

Small group instruction

3 classroom teachers

1 District Reading Teacher

2 Title I teachers

Specials teacher

PE teacher

6 paraprofessionals

The bell rings at 8:35 a.m. and a new school day begins in Stephanie Walton's first –grade classroom..

After the flag salute and lunch count, her 22 students swiftly break into six small groups for the first hour of the morning reading block.

Three students go to the district reading specialist, three to the Title 1 teacher, while four head next door to learn with other students of their ability level. The teacher in the neighboring classroom sends over three of her students, and they take their places with three of Stephanie's students.

In the back of the room, seven students gather for direct instruction with a para-educator who follows Stephanie's lesson plan as is within her listening range.

In the hall, two students join a small reading group with the P.E. teacher.

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Specials teacher

PE teacher

6 paraprofessionals

2<sup>nd</sup> hour (9:45-10:45)

Whole group instruction

Its 9:43. Glancing up, Stephanie smiles at the students who are returning from other classes. "Your options are cards or workbook." They know exactly what to do, and get right to work. She continues teaching until the rest of the students are back.

At 9:47 Stephanie asks the entire class to come to the carpet area in the front of the room. In less than two minutes they are settled in the story area gazing at the cover of *Things that Go*.

In 25 minutes, they use the same thematic material to do five different exercises to build vocabulary and comprehension

Then the students move to their seats and spend the next 10 minutes on two workbook exercises reinforcing the meaning of five position words they just learned. They spend the rest of whole group time spelling on white boards

# Washington Elementary School

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### 1<sup>st</sup> hour (8:45-9:45)

#### Small group instruction

3 classroom teachers

1 District Reading Teacher

2 Title I teachers

Specials teacher

PE teacher

6 paraprofessionals

### 2<sup>nd</sup> hour (9:45-10:45)

#### Whole group instruction

### 2<sup>nd</sup> hour (9:45-10:45)

Also, during the second hour, paras, Title 1, and others work in small groups with 2<sup>nd</sup>-5<sup>th</sup> grades

In the afternoon, many students are provided an additional 40-90 minutes of intervention

# Targeted Accelerated Growth

## The TAG Loop

1. Diagnostic Testing
2. Proportional increases in direct instructional time
3. Teaching to the deficient sub-skill
4. Retesting to be sure the skill has been learned

From David Motague

”By the fifth year, I was convinced high performance reading was about more time and better use of that time. Students who were behind needed more direct instruction. Some of them started getting 60 to 90 minutes extra each day for a total of 180 to 210 minutes a day. We spent that time on the sub-skills they hadn’t mastered.”

Principals and many teachers at these schools saw the direct connection between increasing instructional time and increasing reading growth. Students who were a little behind needed a little more instructional time. Students who were a lot behind needed a lot more time.” P. 38.

“Growth is directly proportionate to the quality and quantity of instructional time. When we looked at our data student by student, we saw a painful fact with painful clarity. Most students who start behind stay behind. Time-starved reading programs that rely on sudden growth bursts from extraordinary instruction rarely move students from the 5th-30th percentiles up to grade level.” P. 48

“Catch-up growth is driven primarily by proportional increases in direct instructional time. Catch-up growth is so difficult to achieve that it can be the product only of quality instruction in great quantity.”

## Teacher quality x time = growth

“Quantity of instructional time can be doubled or tripled in a semester. Quality of instructional time cannot. Improving quality occurs over extended periods of time, at different rates for different teachers in the same school, as a constant process of arduous, intelligent labor.

Teacher quality (1) x time (1) = growth (1)

Teacher quality (1) x time (2) = growth (2)

Teacher quality (1) x time (3) = growth (3)

## Teacher quality x time = growth

“This is why the primary and immediate strategy for catch-up growth is proportional increase in direct instructional time.

Catch-up growth rarely occurs unless principals and teachers have good data, know each student’s learning needs, and schedule proportional increases in direct instructional time.”

School	% FR Lunch	% at Grade Level, 2003	1 <sup>st</sup> Grade Reading Block	1 <sup>st</sup> Grade Interventions	2 <sup>nd</sup> Grade Reading Block	2 <sup>nd</sup> Grade Interventions	3 <sup>rd</sup> Grade Reading Block	3 <sup>rd</sup> Grade Interventions
Canyon V.	38	90	195	25	135	24	150	32
Westgate	80	76	120	79	120	55	120	67
Cascade	35	96	120	51	120	55	120	55
Hawthorne	60	92	120	56	120	33	120	51
Amistad	76	65	120	25	140	27	125	33
Ridge View	23	90	120	51	120	34	90	42
Southgate	20	93	120	34	120	29	120	33
Washington	54	94	120	24	120	28	120	43
Vista	50	95	120	10	120	25	120	40
Lincoln	41	99	120	17	120	27	120	30
Sunset View	9	95	74	45	105	27	73	23

ANNUAL  
GROWTH

FOR ALL STUDENTS,

CATCH-UP  
GROWTH

FOR THOSE WHO  
ARE BEHIND

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Lynn  
Fielding

Nancy  
Kerr

Paul  
Rosier

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FAX: 509-783-5237

Annual Growth for All  
Students, Catch-up  
growth for those who  
are behind

Fielding, Kerr, Rosier

# Some important questions for reflection

If large numbers of your students continue to struggle to make expected yearly growth, have you considered increasing the length of the reading block?

Do students who struggle receive time for intervention instruction that is proportional to their difficulties?

Do some students receive as much as 60-90 minutes of intervention every day?

# The prevention of reading difficulties: **three areas we must become stronger each year**

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1. Increase the quality, consistency, and reach of instruction in every K-3 classroom
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# Points of Maximum Impact and Leadership Focus in Successful High Challenge Schools

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1. Efforts to help increase the quality, consistency, and reach of instruction in every K-3 classroom
  - a. Insuring teachers have excellent professional development, including strong training in use of the core program to guide instruction —  
examination of core programs to supplement where weak – instructional routines? Vocabulary?
  - b. Monitoring and supporting classroom instruction through principal walkthroughs



Value of the principal's walkthrough

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Are teachers providing explicit, systematic, and motivating/engaging whole group instruction?

Is small group instruction differentiated appropriately by student need?



Guidance Document for Florida Reading First Schools

## Differentiated Reading Instruction: Small Group Alternative Lesson Structures for *All* Students



Marcia Kosanovich, Karen Ladinsky, Luanne Nelson, Joseph Torgesen

Go to the FCRR  
website ([www.fcrr.org](http://www.fcrr.org))

Go to the section for  
administrators, and  
look in the Curriculum  
and Instruction section

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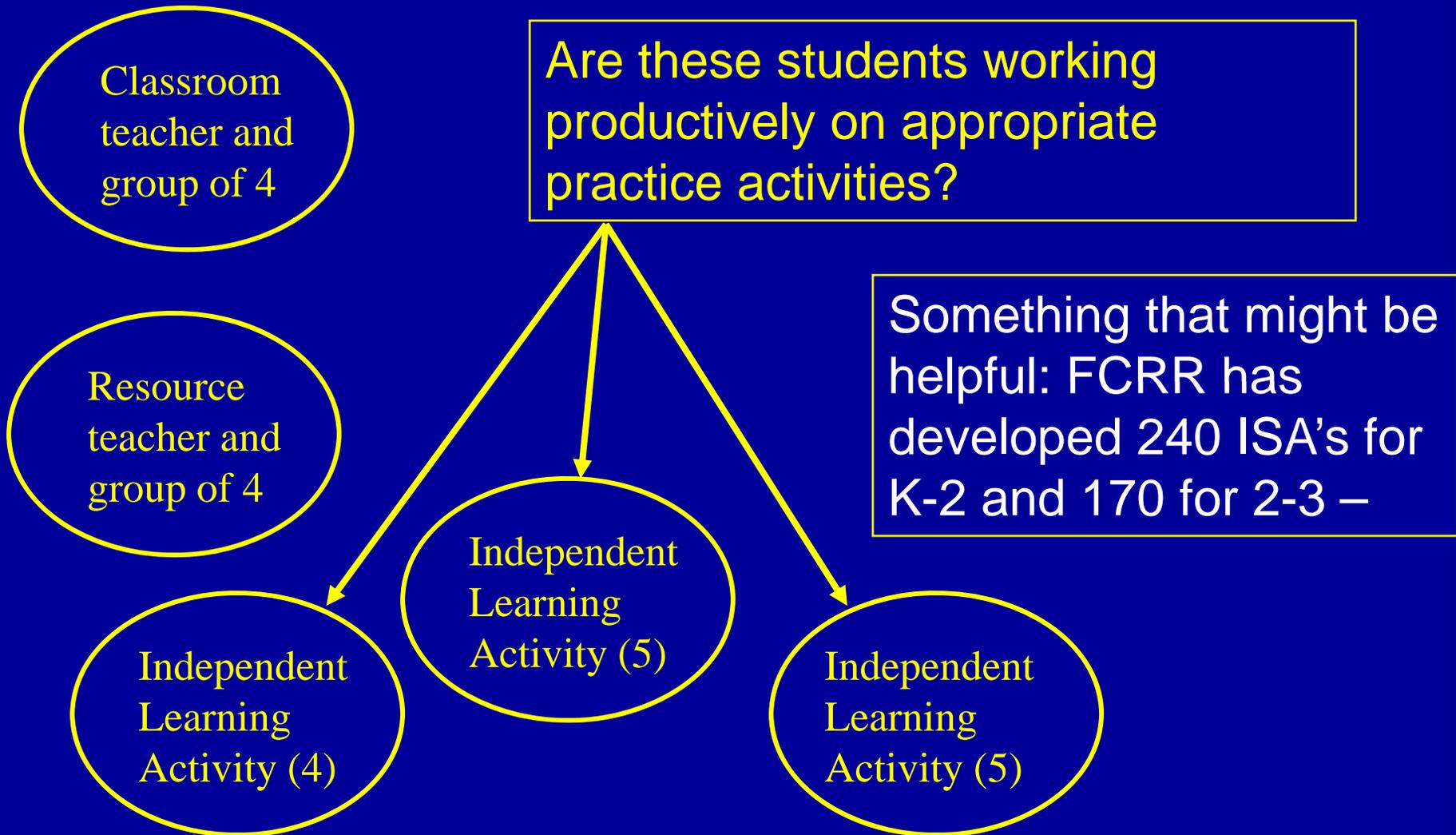
Are teachers providing explicit, systematic, and motivating whole group instruction?

Is small group instruction differentiated appropriately by student need?

Are other students engaged in independent learning activities that are appropriate and engaging

# Organization of a classroom during small group instruction

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Effective independent student learning activities...

# Resources (free) that may help....

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To download up to 240 independent student learning activities for K-1 classrooms, and up to 170 activities for students in grades grades 2-3, as well as activities for 4-5, go to

**FCRR website ([www.fcrr.org](http://www.fcrr.org)). Select “For teachers” look for listed center activities**

There is also a teacher resource manual providing directions for classroom management during small group instruction, and approximately 70 minutes of video training. It is listed under “professional development” in the teacher section.

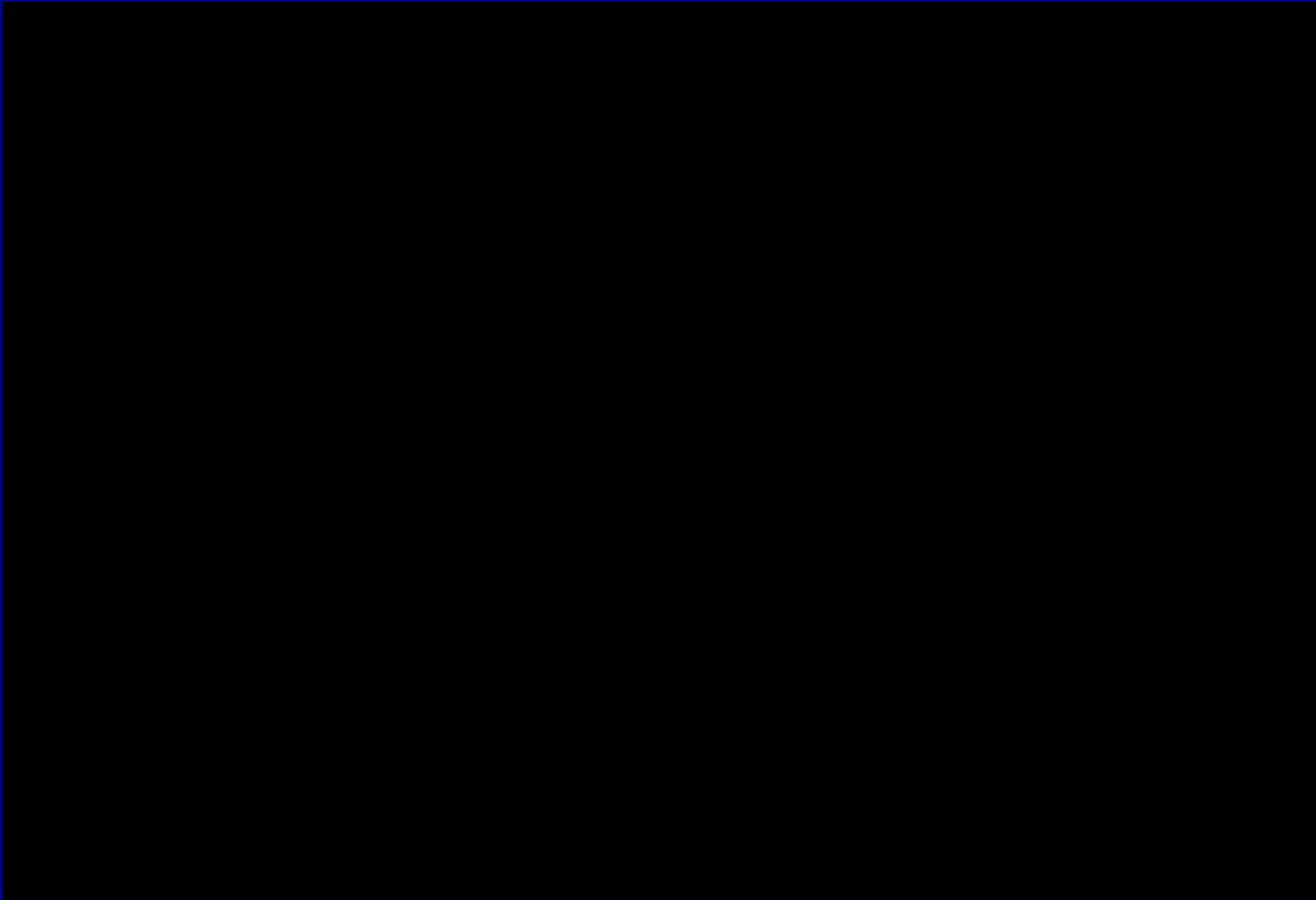
# Providing Differentiated Instruction: The Challenges

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Small group instruction is not really differentiated (time, frequency, focus) by student need

Students waste time at independent learning centers because they are not engaged and centers are not focused and leveled properly

Behavior management issues interfere with teacher-led small group instruction



It might be as hard as leading a heard of cats where you want them to go...

# Points of Maximum Impact and Leadership Focus in Successful High Challenge Schools

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2. Be sure school-level assessment plan is working, and provide leadership in use of data to plan instruction at the school and classroom level

## Two important uses of student data

1. School level planning involves identifying needs for materials, personnel, time – takes place in spring or early summer-has budget implications



## Budgeting for Success

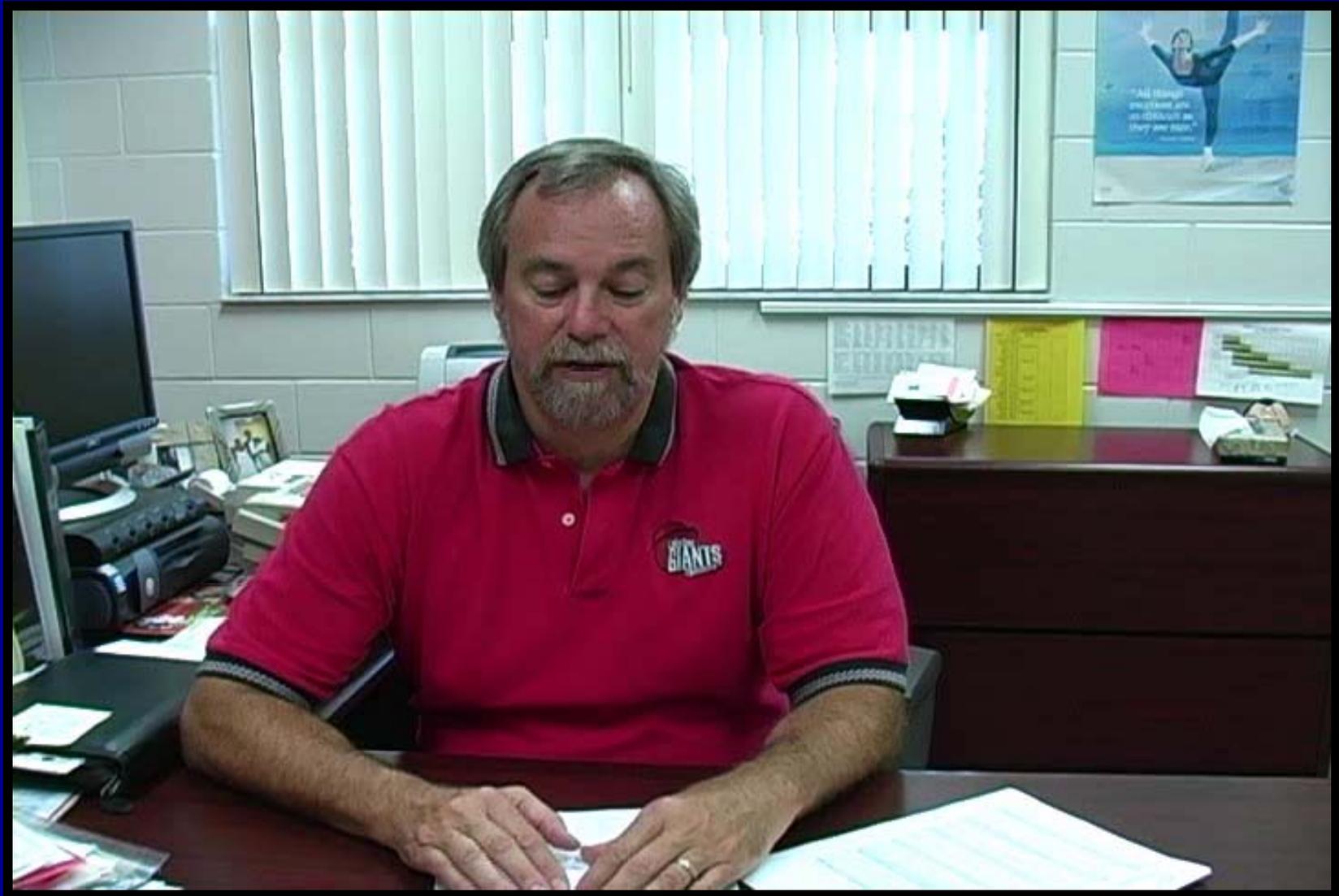
# Points of Maximum Impact and Leadership Focus in Successful High Challenge Schools

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## Two important uses of student data

1. School level planning involves identifying needs for materials, personnel, time – takes place in spring or early summer-has budget implications
2. Provide leadership for the use of data to make adjustments and increase power of instruction for those who need it –attend important data meetings



Making decisions and following up



A COMPREHENSIVE K-3 READING  
ASSESSMENT PLAN

*Guidance for School Leaders*



Guidance on how to  
establish a  
comprehensive  
assessment plan for  
grades K-3

Go [www.fcrr.org](http://www.fcrr.org) and  
then go to the section  
for administrators then  
look under  
assessment programs

# Points of Maximum Impact and Leadership Focus in Successful High Challenge Schools

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3. Provide powerful interventions to students who need them for as long as they need them
  - A. Developing a school schedule that allows sufficient time for interventions



Scheduling for success

# Example of Staggered Reading Blocks with "Walk and Read"

Team	Reading	Writing	Math	Science /SS	Special Area	Lunch
K	8:45-10:30	10:30-11:30	1:35-2:35	12:15-12:50	12:50-1:35	11:30-12:15
1	8:45-10:30	12-1	1-2	2-2:30	11:15-12	10:30-11:15
2	10:30-12:15	9:45-10:30	8:45-9:45	1:15-1:40	1:40-2:25	12:30-1:15
3	10:30-12:15	9:30-10:30	1-2	2-2:30	8:45-9:30	12:15-1
4	12:45-2:30	8:45-9:35	10:20-11:20	11:20-11:55	9:35-10:20	11:55-12:40
5	12:45-2:30	9:45-10:25	8:45-9:45	11:50-12:35	10:25-11:10	11:10-11:50

## Points of Maximum Impact and Leadership Focus in Successful High Challenge Schools

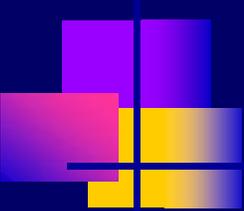
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3. Provide powerful interventions to students who need them for as long as they need them
  - A. Developing a school schedule that allows sufficient time for interventions
  - B. Identifying or providing sufficient personnel to deliver the intervention instruction

# Three keys developing and sustaining a successful school-level intervention plan

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1. Scheduling for success
2. Budgeting for success
3. Teaching for success



Ways that instruction must be made more powerful for students “at-risk” for reading difficulties.

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More powerful instruction involves:

More instructional time

Smaller instructional groups

} resources

More precisely targeted at right level

Clearer and more detailed explanations

More systematic instructional sequences

More extensive opportunities for guided practice

More opportunities for error correction and feedback

} skill

# Who, or what, can contribute to more differentiated instruction and stronger interventions?

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Regular classroom teacher

Special education teachers (IDEA 15% rule)

Reading resource teachers

Special area teachers (art, P.E., music), assistant principals, media specialists, if well trained and have a structured reading program

Paraprofessionals, if well trained and provided with explicitly structured (scripted) instructional materials

High quality, individualized instruction and practice delivered via computers

“A good rule of thumb is that, the less experienced the teacher, the more structured and “scripted” the intervention program should be”



## EXTENSIVE READING INTERVENTIONS IN GRADES K-3

*From Research to Practice*



Extensive Reading  
interventions for  
Grades K-3:

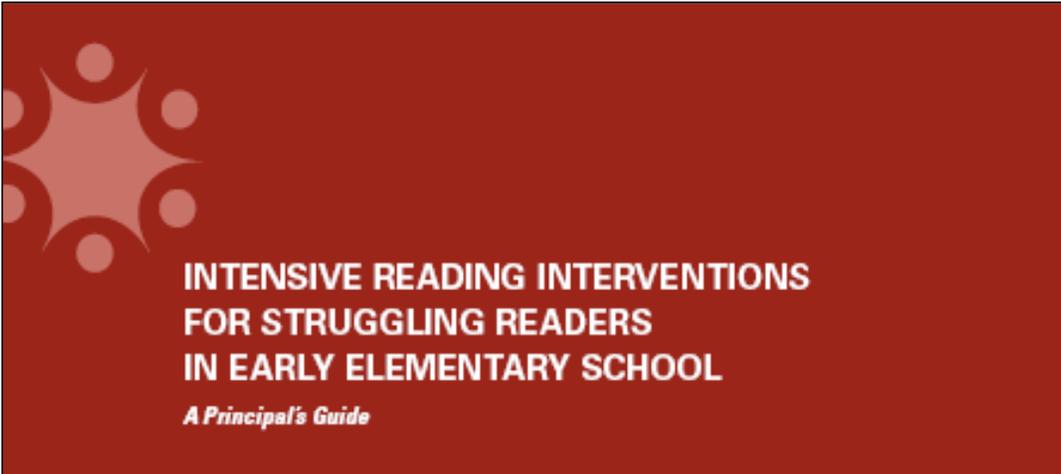
From Research to  
Practice

Go to Google

Type in: Center on  
Instruction

Click on Reading  
Section

Scroll through  
resources to find this  
document



**INTENSIVE READING INTERVENTIONS  
FOR STRUGGLING READERS  
IN EARLY ELEMENTARY SCHOOL**

*A Principal's Guide*



Guidance on essential procedures for implementing effective interventions with young children

Download at [www.fcrr.org](http://www.fcrr.org). go to the section for administrators, and then to the section on Interventions for struggling readers



## TEACHING ALL STUDENTS TO READ IN ELEMENTARY SCHOOL

*A Guide for Principals*



## Teaching Students to Read in Elementary School: A Guide for Principals

Download at  
[www.fcrr.org](http://www.fcrr.org). go to the  
section for  
administrators

It matters little what else they learn in elementary school if they do not learn to read at grade level.

Fielding, L., Kerr, N., & Rosier, P. (2007). *Annual growth for all students, catch-up growth for those who are behind*. Kennewick, WA: The New Foundation Press, Inc.



The best reason for working toward continuous improvement....

# Questions or Discussion