

Text Wars: An Unnecessary, Wasteful Polemic.



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www.uurc.org

With Heartfelt Thanks to:

- ✧ Jan Dole
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Before the Pendulum Swings

- ✎ Text written produced by basal program publishers
- ✎ Whole Word a.k.a. Look-Say method (1930 – 1985)
 - William S. Gray → Scott Foresman
 - Odille Ousley & David H Russell → Ginn



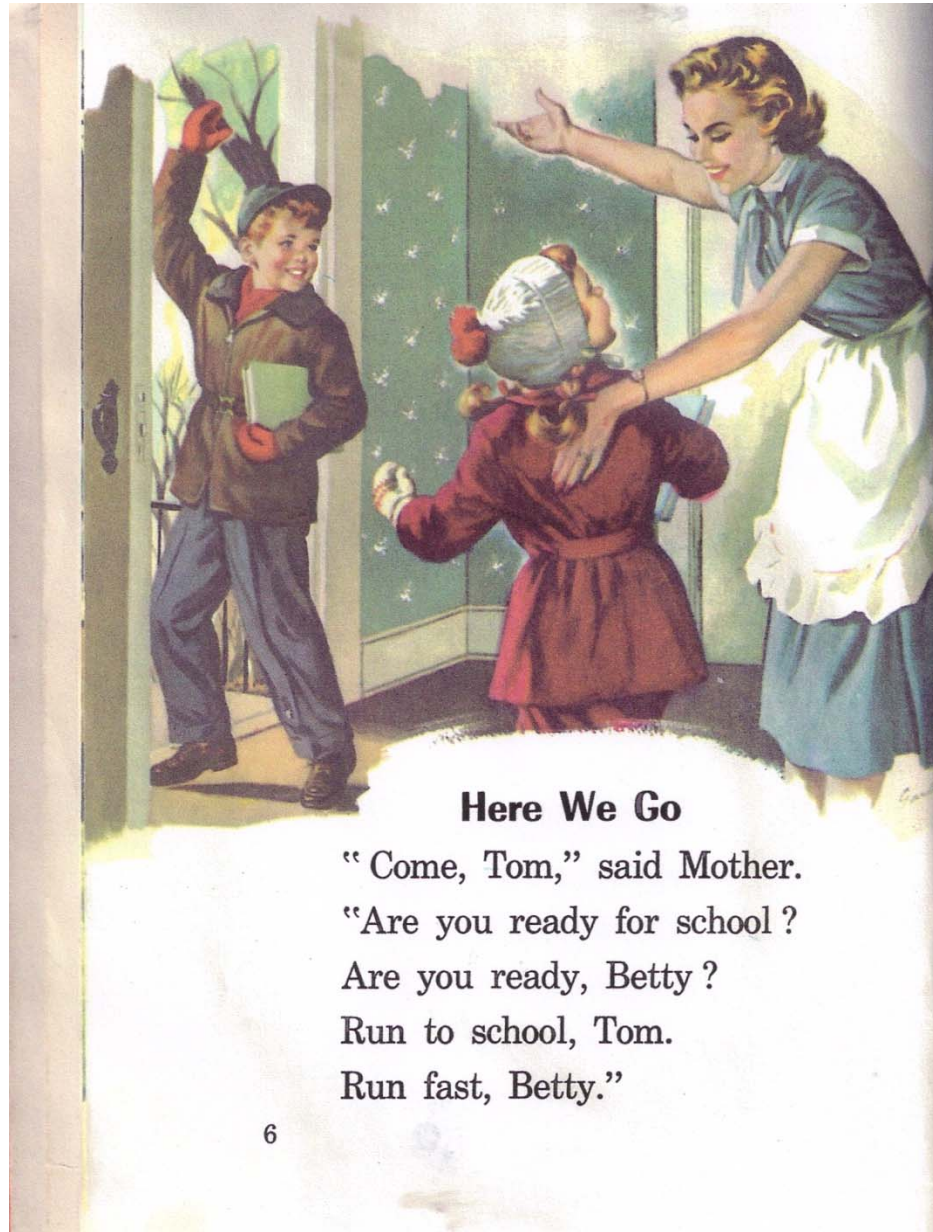
Who Is It?

Dick said, "Who is here?
Who is it, Mother?"

Mother said, "It is Dick."

"Oh, Mother," said Dick.
"You can see who it is."

Scott Foresman



Here We Go

"Come, Tom," said Mother.

"Are you ready for school?"

Are you ready, Betty?

Run to school, Tom.

Run fast, Betty."

Why Extreme Pendulum Swings?

- ✎ Struggling readers (US=20th in world; only 29% & 35% 4th graders proficient on 1992 & 2013 NAEP)
- ✎ Parents, policy-makers & elected officials look for answers
- ✎ Higher Ed community lacks consensus (progressives vs. psychologists) → weak teacher preparation
- ✎ Public Ed community lacks consensus → weak teacher training
- ✎ Policy-makers, elected officials, & publishers step into the vacuum & dictate C&I

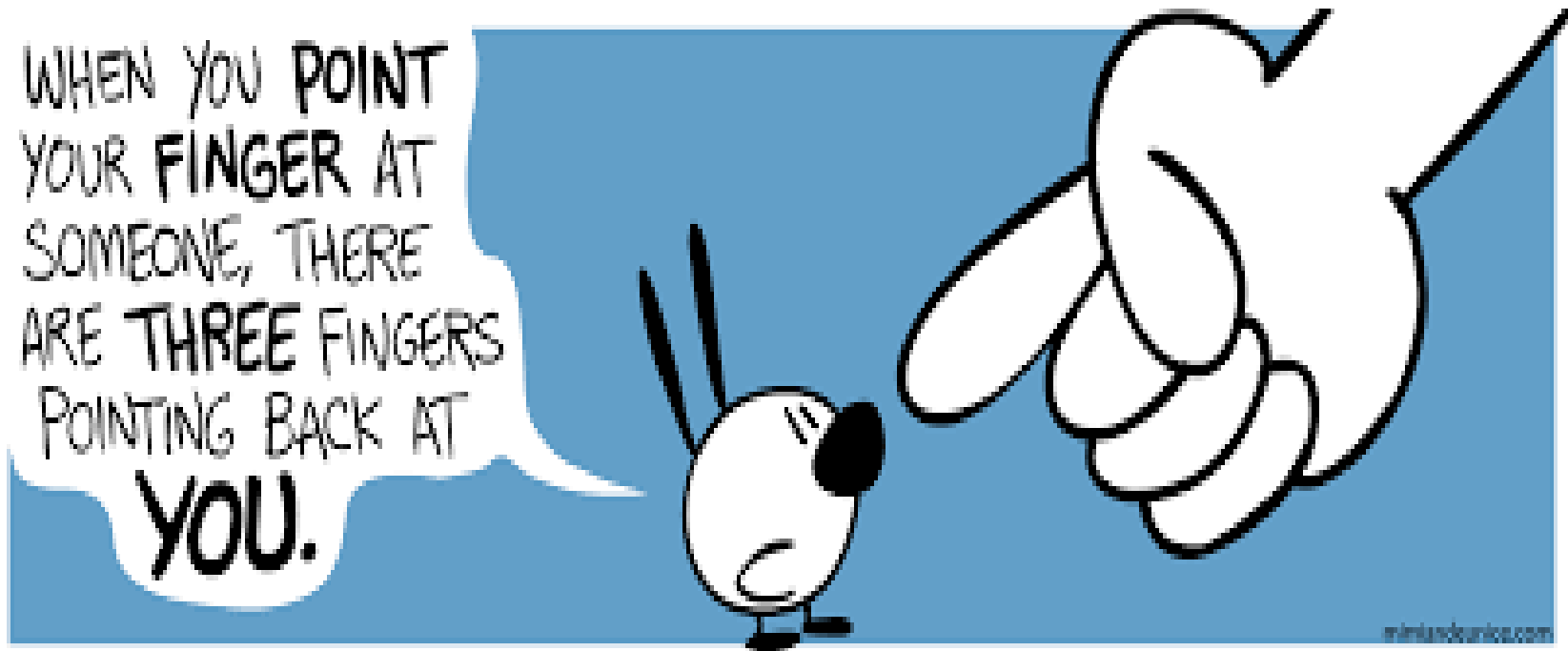
Result: Pendulum Swings in Policy

- ✎ Why Johnny Can't Read, by Flesch (1955)
- ✎ Learning to Read: The Great Debate, by Chall (1967) enter science!
- ✎ The 1st Grade Studies, by Bond & Dykstra (1967)
- ✎ A Nation at Risk (1983)
- ✎ Becoming a Nation of Readers, by Anderson et al. (1985)
- ✎ Whole Language Framework in California (1987)
- ✎ Beginning to Read: Thinking & Learning About Print by Adams (1990)
- ✎ California's scores on NAEP (1993, 1996)
- ✎ Re-enter Skills Curriculum in California (1995)
- ✎ Preventing Reading Difficulties in Young Children by Snow et al. (1998)
- ✎ Reading Excellence Act (1998)
- ✎ National Reading Panel (2000)
- ✎ NCLB & Reading First (2001)
- ✎ Utah SB 150 (2010)

Result: Pendulum Swings in Text

- ✎ Baseline = “Dick and Jane” Basals (Ginn & Scott Foresman)
- ✎ Sullivan, Lipincott, SRA Synthetic Phonics Programs
- ✎ Guided Reading w/tubs of predictable little books and/or Literature Anthologies
- ✎ Post-1997 Core Programs = literature & controlled text (SRA McGraw Hill, Houghton-Mifflin Harcourt, Pearson Scott Foresman)
- ✎ 2014 = More of the same being everything to everybody (ELL, Tier II intervention, G&T)

Who Is To Blame?



Truth within the Swings

- ∞ Reading is an interactive process of constructing a mental model of meaning from print & background knowledge.
- ∞ The reading educator's teaching skill matters---a great deal!
- ∞ Classrooms need lots of interesting text from multiple genres at easy, moderate & difficult levels.

Truth within the Swings

- ✎ Text in Primary Grade Reading Programs are much, much harder; not easier (Hiebert, 20xx)
- ✎ Independent, Instructional, & Frustration levels are *not* sacred, nor are Fountas & Pinnell levels, nor are Challenging Text levels or Lexile levels!
- ✎ Beginners & struggling readers need controlled, leveled text for independent practice. They CANNOT practice with literature!

Stop the Polemics!

☞ Let's Focus on:

☞ Who Needs What Kind of Text,

☞ When,

☞ For How Long, &

☞ Under What Circumstances!!!

Whole Class Instruction

- ✎ Challenge: Core Programs (e.g., *Reading Street*, *Imagine It!*) use grade-level text.
 - too difficult for struggling readers

- ✎ Response: We need to SCAFFOLD these texts for these students, but HOW?
 - Round Robin? Play the CD? Read it *to* them?
 - Small groups? Choral read it?
 - None of these routines will be effective!

Whole Class Instruction

∞ Encouraging research → robust models for Whole Class

- Fluency-Oriented Reading Instruction (FORI)
 - Stahl, Kuhn & Schwanenflugel
- Questioning the Author (QtA)
 - Beck & McKeown

FORI Basics for Whole Class, Challenging Text

- ✎ 40 minutes/day of ‘miles on the page’ M→F in Core Program & “Wide Reading” Text = **200 minutes of actual reading!!!!!!**
- ✎ Weekly schedule of oral reading routines: 1. Read-To/Silent 2. Echo-Read 3. Partner-Read.
- ✎ Use consistent prompts, cloze reading, prosody, students ALWAYS track.

QtA Basics for Whole Class, Challenging Text

- ✎ Teachers pose general, open-ended queries on Read-To Day. *What does the author want us to know?*
- ✎ Teachers pose academic/kid-friendly queries on Echo-Read Day. *How is Tim developing as a character? a.k.a. What's different about Tim?*
- ✎ Students pose either type of query on Partner-Read Day.

Standard FORI: Most of Class is Low-Performing

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Main Selection Read-To -Silent-Read	Main Selection Echo-Read	Main Selection Partner-Read	Wide or Related Text Read-to - Silent read Echo-read Partner-read	Wide or Related Text Read-to -Silent read Echo-read Partner-read
- <i>Basic comp</i>	- <i>Deep comp</i>	- <i>Kid comp</i>	- <i>Basic comp,</i> - <i>Deep comp,</i> - <i>Kid comp</i>	- <i>Basic comp,</i> - <i>Deep comp,</i> - <i>Kid comp</i>

Good Enough? Not for Those Below G2 Level!

- ✎ These students lack sufficient “sight vocabulary” a.k.a. automaticity on 100 or so high frequency words.
- ✎ These words are the “glue” or “islands of safety” in challenging text. Everything else is an unfamiliar word.
- ✎ A foundation of orthographic representation in memory is NECESSARY for accessing more difficult text.

Good Enough? Not for Those Below G2 Level!

- ✎ It is foolhardy, dangerous, and at best non-productive to just throw these students into a full diet of grade-level, challenging text!
- ✎ They need “beginning reader” text to develop that critical foundation of word representations in memory.

Stop the Polemics!

☞ Let's Focus on:

☞ Who Needs What Kind of Text,

☞ When,

☞ For How Long, &

☞ Under What Circumstances!!!

Students Below G2 Level Need...

- ✎ To Develop voice-to-print match (concept of word) while not struggling to decode.
- ✎ Repeated opportunities (sometimes thousands) with high frequency words.
- ✎ Repeated opportunities to practice blending across phonetically regular words.
- ✎ To understand & enjoy the texts they are reading.

Text for Students Below G2 Level

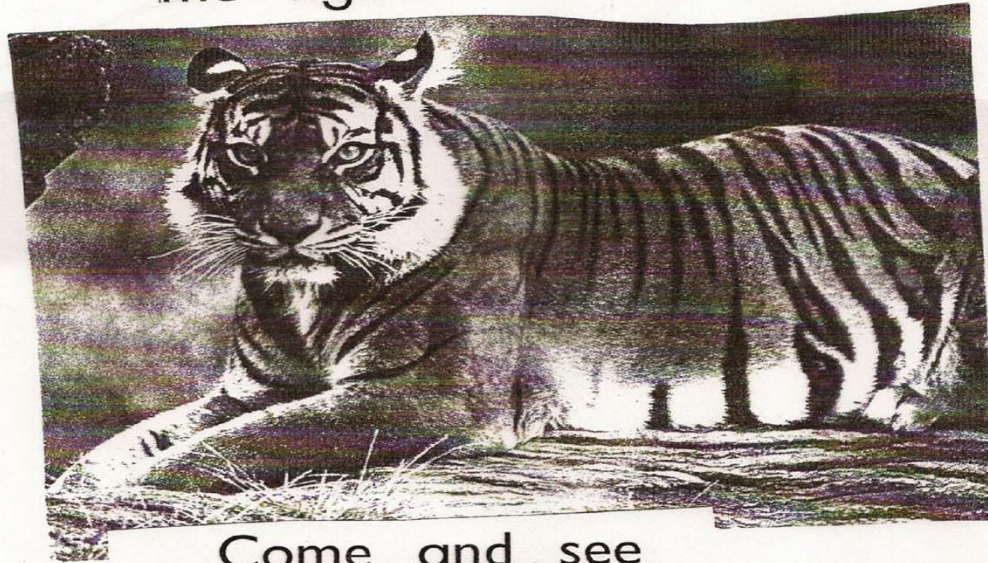
Text Control within Instructional Level

- ∞ 1. Text with Predictable & High Frequency control, THEN...
- ∞ 2. Text with Decodable & High Frequency control, THEN...
- ∞ 3. Easy Readers (less control), THEN...
- ∞ 4. Literature (minimal OR no control)

At the zoo

Come and see
the zebra.

Come and see
the tiger.



Come and see
the kangaroos.

Come and see
the hippopotamus.

Rigby Platinum

Look at me.

I am counting.



Look at me.

I am singing.

Rigby Platinum



Previous pages with pictures:

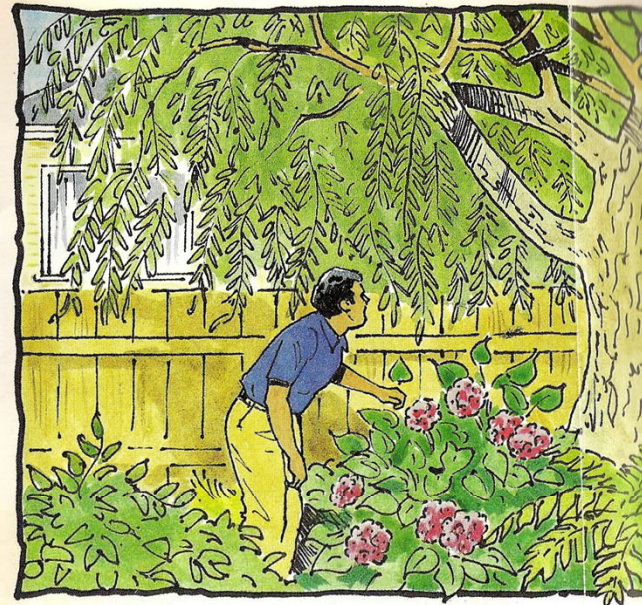
Tom and Dad looked for the ball.

Tom and Dad looked and looked.

Tom and Dad looked and looked
and **looked**.

Tom looked up.

“I can see the ball,
up in the **tree**,”
said Tom.



Predictable & High Frequency control

Rigby Platinum



One line
of text
per
page,
with
related
picture.

My pet dog is sick.

Get the vet.

My pet hen is sick.

Get the vet!

All my pets are sick.
GET THE VET!

The vet is here

Thanks, Mom.



Easy Readers

Toad ran back to Frog.

"This kite is junk," he said.

"I think we should
throw it away and go home."

"Toad," said Frog,

"we need one more try.

Wave the kite over your head.

Jump up and down

and shout UP KITE UP."

Toad ran across the meadow.

He waved the kite over his head.

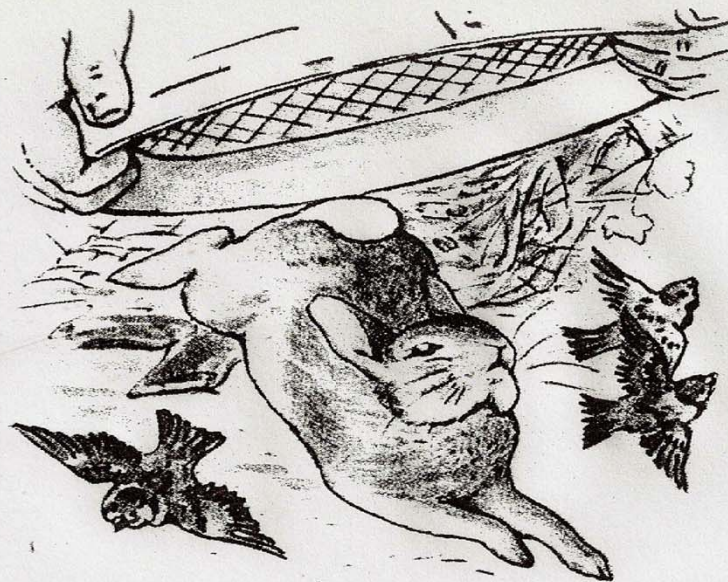
He jumped up and down.

He shouted, "UP KITE UP!"



The kite flew into the air.

It climbed higher and higher.



Literature

PETER gave himself up for lost, and shed big tears; but his sobs were overheard by some friendly sparrows, who flew to him in great excitement, and implored him to exert himself.

Mr. McGregor came up with a sieve, which he intended to pop upon the top of Peter; but Peter wiggled out just in time, leaving his jacket behind him.

Finding Instructional Level

- ✎ Instructional level = the highest level where student meets or exceeds accuracy **AND** rate criteria: **KNOW THE CRITERIA!**
- ✎ Leave comprehension out of placement & pacing decision-making. Put it in classroom text decision-making where it belongs.
- ✎ Only Tier 3 students need a full diagnostic battery, a.k.a. stop weighing the pig so often!
- ✎ See www.uurc.org for a valid, reliable, quick, e-z to use, free instructional level instrument (ERI for K and early G1; RLA for G1-G8).

G1 Text Accuracy & Rate Criteria

	<u>Accuracy</u>	<u>Rate</u>
☞ K End - G1 Oct	$\geq 85\%$	N/A
☞ G1 Nov – G1 Dec	$\geq 93\%$	N/A
☞ G1 Jan – G1 March	$\geq 93\%$	$\geq 30\text{wpm}$
☞ G1 End	$\geq 93\%$	$\geq 40\text{wpm}$

Pace Text Type & Difficulty

- ✎ Collect accuracy & rate data *regularly*.
- ✎ Success on 2 of 3 trials in that level's difficult books? Bump up to next level!
- ✎ Predictable & Decodable Text outlive their usefulness RAPIDLY! Get rid of these by G1-Nov. Don't ever use them again!!!! It's like putting training wheels back on a 2-wheeler!

What About Strugglers ABOVE G2 Level?

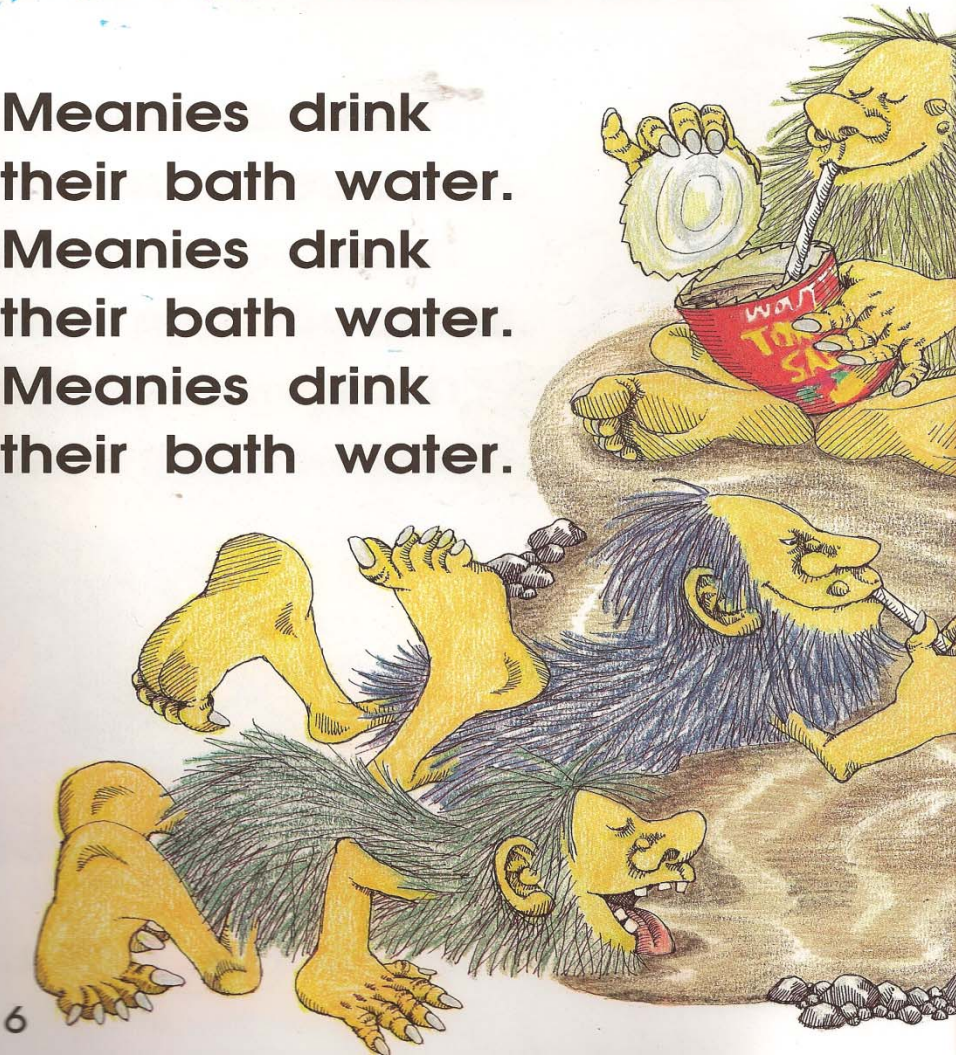
- ∞ **IF** you can provide FORI/QtA routines for 30-40 minutes in small group over at least 3 consecutive days---go ahead and use Challenging Text for Tier II Intervention!
- ∞ That's a BIG if...

Use Challenging Text for Intervention?

- ✎ If you can't provide 30-40 minutes of FORI/QtA over 3 consecutive days the text will remain too difficult-->likely not as effective & certainly not motivating!
- ✎ For most Tier II Intervention Time Blocks (*i.e.*, 20-45 minutes twice weekly) working at **Instructional Level** is likely more effective & more motivating.

What do meanies drink?

Meanies drink
their bath water.
Meanies drink
their bath water.
Meanies drink
their bath water.



Worse Than Useless

Wright Group

Worse Than Useless

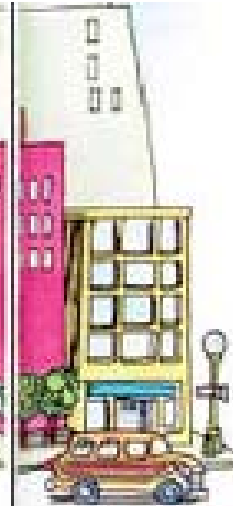


Wag at Hal's Cab

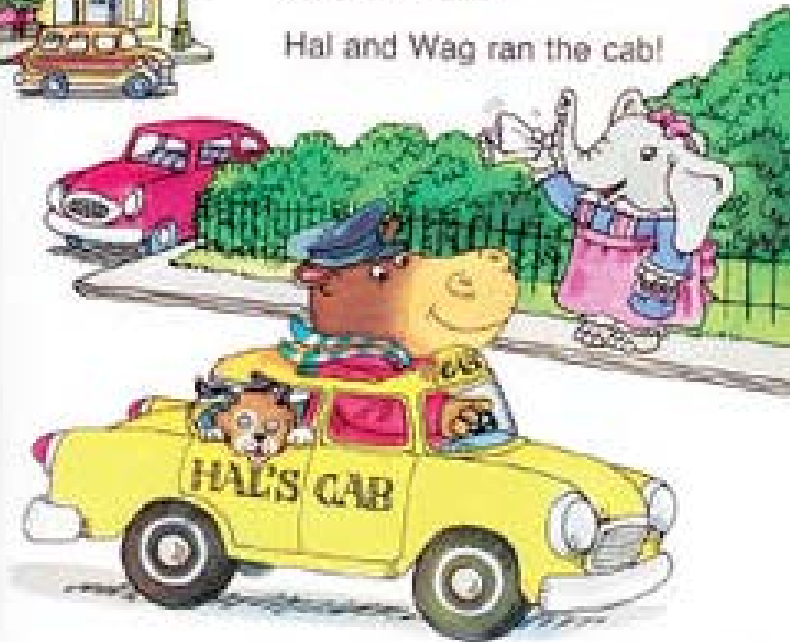
Hal has a cab.
Hal sat and sat.
Hal had a nap.
Wag ran to the cab.
Wag had to tap the cab.
Tap! Tap! Tap!



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Wag had to jab Hal,
Jab! Jab! Jab!
Wag sat in Hal's lap.
Hal had to pat Wag.
Wag had a pal.
Hal and Wag ran the cab!



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FORI: Empirical Research Cites

- Stahl S.A. & Heubach, K.M., (2005). Fluency-oriented reading instruction. *Journal of Literacy Research*, 37, 25-60.
- Kuhn, M.R., Schwanenflugel, P.J., Morris, R.D., Morrow, L.M., & Woo, D., et al. (2006). Teaching children to become fluent and automatic readers. *Journal of Literacy Research*, 38, 357-387.
- Schwanenflugel, P.J., Hamilton, A.M., Kuhn, M.R., Wisenbaker, J., & Stahl, S.A. (2004). Becoming a fluent reader: Reading skill and prosodic features in the oral reading of young readers. *Journal of Educational Psychology*, 119-129.
- Schwanenflugel, P.J., Meisinger, E., Wisenbaker, J.M., Kuhn, M.R., Strauss, G.P., & Morris, R.D. (2006). Becoming a fluent and automatic reader in the early elementary school years. *Reading Research Quarterly*, 41, 496-522.

FORI: Research Findings

- ✎ 3 empirical studies
- ✎ Kids need to be at least end G1 level.
- ✎ Material should be challenging!
- ✎ Scaffolding of multiple texts in a week is better than just 1 text.
- ✎ Kids need 20-40 minutes of text per day to make gains.
- ✎ In Utah pilot, strong gains in CRT 14%-24%, DIBELS Daze (37%), DIBELS ORF (10% jumped Tier)

Additional Evidence for Challenging Text

- Bonfiglio, Daly, Persampieri, & Andersen, M. 2006
- Burns, M. K. 2007
- Burns, Dean, & Foley, 2004
- Daly & Martens, 1994
- Eckert, Ardoin, Daisey, & Scarola, 2000
- Gickling, & Armstrong, 1978
- McComas, Wacker, & Cooper, 1996
- Sanford, & Horner, R. H. (2013).

FORI: Application Cites

- ✎ Schwanenflugel, P.J., Kuhn, M.R. & Ash G.E. (2010). Setting the stage: Using oral and silent Wide Reading to develop proficiency. In E.H. Hiebert & D.R. Reutzel (Eds), *Revisiting Silent Reading: New Directions for Teachers and Researchers* (pp. 181-197). Newark, DE: International Reading Association.
- ✎ Kuhn, M.R. & Schwanenflugel, P.J. (2009). Time, engagement, and support: Lessons from a 4-year fluency intervention. In E.H. Hiebert (Ed), *Reading More, Reading Better* (pp. 141-162). New York: Guilford.
- ✎ Kuhn, M.R. & Woo D.G. (2008). Fluency-oriented reading instruction: Two whole-class approaches. In M.R. Kuhn & P.J. Schwanflugel (Eds), *Fluency in the Classroom* (pp. 17-35). New York: Guilford.

QtA: Empirical Research Cites

- ✎ McKeown, M.G., Beck, I.L., & Blake, R.G. (2009). Rethinking Reading Comprehension Instruction: A Comparison of Instruction for Strategies and Content Approaches, *Reading Research Quarterly*, 44, 218-253.
- ✎ Beck, I.L, McKeown, M.G., Sandora, C., Kucan, L., & Worthy, J. (1996). Questioning the Author: A year-long classroom implementation to engage students with text. *Elementary School Journal*, 96, 385-414.
- ✎ McKeown, M.G., & Beck, I.L. (2004). Transforming knowledge into professional development resources: Six teachers implement a model of teaching for understanding text. *Elementary School Journal*, 104, 391-408.

QtA: Research Findings

- ✎ 4 empirical studies
- ✎ More on-task student talk
- ✎ More talk about text itself and ideas in text vs. 'fill-in-the-teacher's-blank'
- ✎ Student began asking more questions & acknowledging/responding to peers' contributions
- ✎ Outperforms reading comprehension strategy instruction

QtA: Application Cites

- ⌘ Beck, I.L., McKeown, M.G., Hamilton, R.L., & Kucan, L. (1997). *Questioning the Author: An approach for enhancing student engagement with text*. Newark, DE: International Reading Association.
- ⌘ Beck, I.L., McKeown, M.G., Hamilton, R.L., & Kucan, L. (1999). *Questioning the Author Accessibles: Easy-access resources for classroom challenges*. Newark, DE: International Reading Association.
- ⌘ Beck, I.L., & McKeown M.G. (2006). *Improving Comprehension with Questioning the Author: A Fresh and Expanded View of a Powerful Approach*. New York: Scholastic.
- ⌘ Video of 5th Graders & Teacher doing QtA <http://www.youtube.com/watch?v=LZxb8v4uei0>
- ⌘ http://www.readingrockets.org/strategies/question_the_author/

G1 Text Equivalencies

✎ Kinder- G1 Sept	1-4	A-C
✎ G1 Oct	5-6	D
✎ G1 Nov-Dec	7-8	E
✎ G1 Jan-March	9-10	F-G
✎ G1 End	11-12	H-I