

DEVELOPING READING COMPREHENSION IN PREK-GRADE 2  
**SHARED READING AND LEVELED READING:  
PASSING THE BATON**

Katherine Stahl

[Kay.stahl@nyu.edu](mailto:Kay.stahl@nyu.edu)

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RTI TAC Webinar Series: Strand #18, Part 2 of 3

# AGENDA

- Theoretical and Developmental Considerations
- Research-validated protocols with stretch texts
  - FORI
  - Wide FORI
- Small instructional level group essentials for maximizing comprehension

# GETTING ACQUAINTED: WHO ARE YOU?

## (DANE)

- Classroom Teacher
- Literacy Interventionist
- Literacy Coach
- Principal/Asst. Principal
- Special Educator
- School Psychologist
- ENL/ELL Teacher
- Speech/Language Therapist
- District Administrator
- Other

# GETTING ACQUAINTED: WHO ARE YOU?

## (DANE)

### Grade Level

- Prekindergarten
- Kindergarten
- Grade 1
- Grade 2
- ALL or Multiple

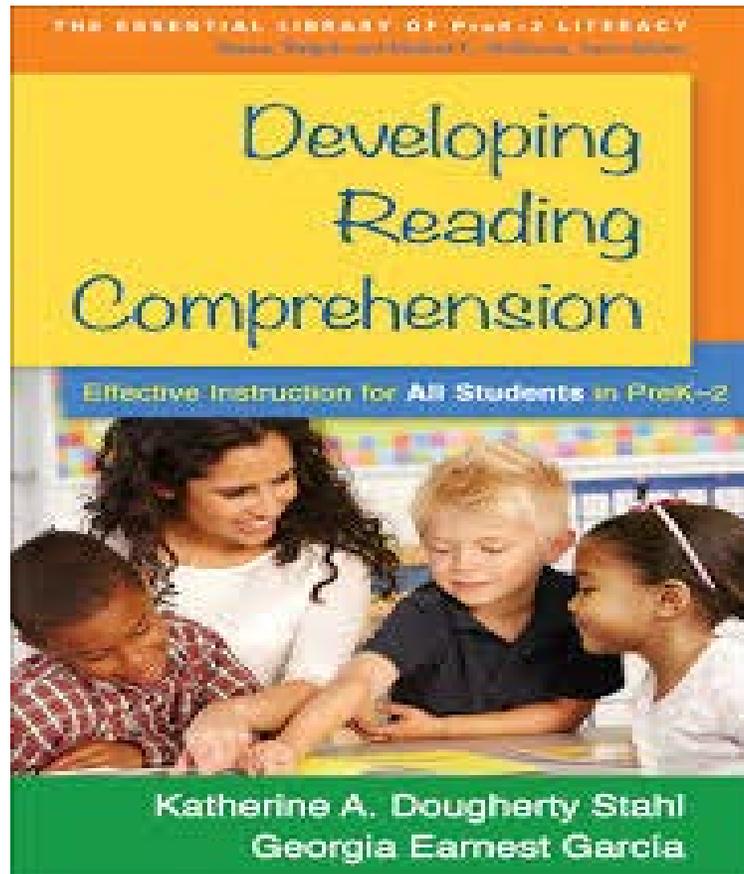
# ATTENDED WEBINAR 18.1: TEACHER READ-ALOUDS (DANE)

- YES

- NO

# TO LEARN MORE—SEE PACKAGE OF ARTICLES

**For detailed information:**



# A WORD ABOUT APPLICATION

- **Thank you for feedback on last week's webinar.**
- A 1-hour webinar can only provide an overview of the topic and point you in the direction of resources to learn more specific to your needs.
- Time allocation, level differences, and technology ambiguities prohibit video demonstrations during a 1-hour webinar.
- Differences in audience knowledge level also restrict digging too deeply at any particular level.
- What is exemplary? Use information from the webinar to analyze and evaluate videos that you find.
- Then video yourself. Share a 5-7 minute clip with a target for feedback from your PLC. **SEE PLC ARTICLE IN PACKAGE.**

# GOOGLE THE TOPIC. HIT VIDEO AT TOP OF SCREEN. “TEACHER READ-ALOUD”

- [https://www.youtube.com/watch?v=ZoaqX\\_-J-fs](https://www.youtube.com/watch?v=ZoaqX_-J-fs)
- <https://www.youtube.com/watch?v=N-hC1dsWVn8>
- <https://nysrti.org/professional-development/past-webinars/event:01-14-2016-3-30pm-strand-9-dialogic-reading-as-a-tier-one-intervention-in-a-pre-k-rti-model/>
- Text Talk Scripts from Utah DOE
- <http://digitallibrary.utah.gov/awweb/awarchive?type=file&item=28840>
- Frank Porter Graham University of North Carolina Module
- <http://community.fpg.unc.edu/connect-modules/learners/module-6>

# GOOGLE THE TOPIC. HIT VIDEO AT TOP OF SCREEN. “**SHARED READING**”

## **Kindergarten Series**

- <https://www.youtube.com/watch?v=5V1g1cp5PVk>
- <https://www.youtube.com/watch?v=ksT9F1pojKs>

## **Grade 3**

- <https://www.youtube.com/watch?v=s-2YcdB1OUI>

## **TREASURE TROVE OF INFO**

- <http://comprehensivereadingsolutions.com/category/grades-k-5/>

# INSTRUCTIONAL COMPONENTS FOR A HEALTHY TEXT COMPLEXITY DIET

	Text Type	Primary Purpose
Teacher Read-Aloud (WC)	Complex Text	Comprehension Vocabulary
Shared Reading (WC) {20 (K)-45 min)}	Grade level text/complex (supported)	Comprehension Vocabulary Fluency
guided reading (STLG) (60 min)	Instructional level text	Orchestration of the reading process, decoding, fluency
Independent (I/SSLG)	Easy or pre-taught	Fluency Engagement

**“Literacy in as much as it has anything to do with life, wasn’t  
meant to be easy.”**

**Holdaway, 1982, p. 293**

# SHARED BOOK EXPERIENCE

(HOLDAWAY, 1982)

- Based on Vygotsky's (1978) notion of Zone of Proximal Development or the range that stretches between what a child can do independently and what a child can do with the support of more knowledgeable other.
- Teachers engaged kindergartners with big books: jointly read predictable portions of text, identified high frequency vocabulary, developed print concepts.
- Followed by students reading the texts with partners or independently
- Effectiveness confirmed in grade 2 (Eldredge, Reutzel, & Hollingsworth, 1996) and later studies on the comprehension-infused Fluency-Oriented Reading Instruction (Schwanenflugel, Kuhn et al.)

# FEATURES OF SHARED READING

- **All eyes on text**
- Community (whole class) experience
- Heterogeneous group
- Often involves repeated reading
- “We do” in gradual release of responsibility
- Developmental considerations
- Goal is to nudge children beyond what they can do by themselves
- For novice readers (<Level L), shared reading is the centerpiece of **reading** comprehension instruction, not guided reading.

# DEVELOPMENTAL CONSIDERATIONS (STAHL, 2012)

Grade Level	Instructional Targets	Texts
K-1	Print concepts Phonemic awareness High frequency vocabulary Oral vocabulary	Big books Poetry charts Alphabet books
Late Grade 1- Early Grade 3	Fluency Comprehension Conceptual vocabulary	Complex picture books (narrative and informational) Poetry
Grade 3 and Above	Comprehension High-level thinking and critical literacy Content acquisition Conceptual vocabulary	Complex texts Disc. Content Materials Primary Sources Poetry Hypermedia

# HOW MUCH SHOULD IT “HURT?”

- Instructional levels are malleable.
- They depend on the amount of instruction.
  - Consider shift down to 90% accuracy early text levels used in Reading Recovery (Clay, 2006) and Guided Reading (Fountas & Pinnell, 2011) compared to traditional 95% accuracy (Betts, 1946).



# TEXT DIFFICULTY RANGES FOR SCAFFOLDED INSTRUCTION

	Read-aloud	Shared Reading	Instructional Level Small Group Instruction
K	H-J	Variety	A-D/E
1	L-M Lexiles 400-500	G-K	D-J/K
2	O-P Lexiles 600-750 (Minimum, may range as high as 820L)	L-N Lexiles 400-600	J-M/N 300-500

F& P Levels for GR are based on 2015 Instructional Level Expectations for Reading by Fountas and Pinnell. Portsmouth, NH: Heinemann.

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# GAUGING COMPREHENSION THRESHOLDS

(PARIS & HAMILTON, 2009; PERFETTI & ADLOF, 2012)

- Comprehension is never all or nothing.
- Context, purpose, genre and content (*context and text factors*) **PLUS**
- Decoding, fluency, vocabulary, prior knowledge, metacognition, working memory, and self-regulation (*reader pressure points*) interact to yield comprehension **thresholds**.

# THE IMPORTANT ROLE OF TEXT VOLUME FOR NOVICE READERS

- Proficient readers tend to read more words/day than poor readers.
- The number of words that children read each day influences decoding consolidation processes, fluency, and vocabulary development.
- Volume alone has important implications for perpetuating the achievement gap.

# TEXT COMPLEXITY

- Source of sophisticated vocabulary
- Source of comprehensive narrative structures, themes, plot connections, high level ideas, informational structures, new concepts.
- Fodder for vocabulary and comprehension instruction.
- All kids, even Spec. Ed., must be exposed to and supported in reading complex texts.

# COMPLEX TEXTS REQUIRE INSTRUCTION!

Plan, craft, and record your deliberate moves:

- Dig deeply into rich issues
- Provide rich, sustained strategy instruction
- Provide a context for multiple viewpoints and varied experiences
- Integrate knowledge building and disciplinary Discourse to engage with texts
- Provide bridges between reading and writing for authentic purposes using the disciplinary Discourse and what counts as evidence in the Discourse

# THE BIGGIE: NO ROUND ROBIN READING

Unrehearsed sight  
reading, with turn-  
taking

(Rasinski, 2006)



# NO ROUND ROBIN READING

- No popcorn reading
  - No popsicle stick reading
  - No catch the ball reading
  - No guerrilla (combat) reading
- (That means in content area texts, too!)



# **HOLISTIC DIFFERENTIATION APPROACHES FOR MAKING DIFFICULT TEXT ACCESSIBLE**

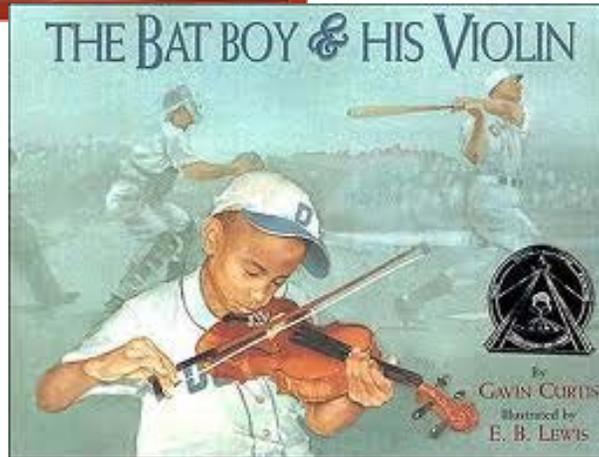
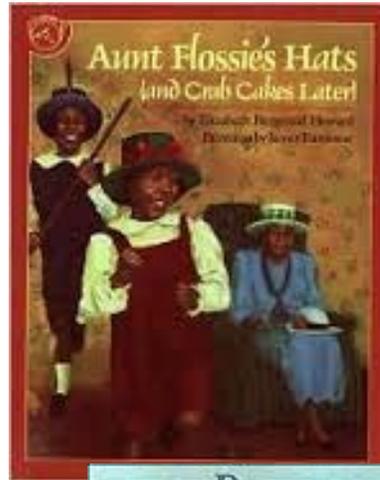
- Echo Reading
  - Paired Reading
  - Partner Reading
  - Choral Reading
  - Repeated Reading (Speeches, Poetry)
  - Other forms of assisted reading
  - Fluency-oriented Reading Instruction

# PRINCIPLES OF FLUENCY-ORIENTED READING INSTRUCTION (FORI):

(STAHL & HEUBACH, 2005; SCHWANENFLUGEL ET AL., 2009)

- All lessons are comprehension-oriented.
- Children read material at their grade level (with varying levels of teacher scaffolding).
- Research was conducted in Gr. 2—appropriate late grade 1-grade 3 with sophisticated picture books.
- Students read the text repeatedly to increase fluency.
- Children are taught a variety of ways to read text (partner reading; echo reading; choral reading).
- Teachers maximize the amount of time that children spend reading connected text at home and at school.
- Expected Results: 1.77-1.8 years of growth for children reading above preprimer (Lv. D)

# TEXT SELECTION

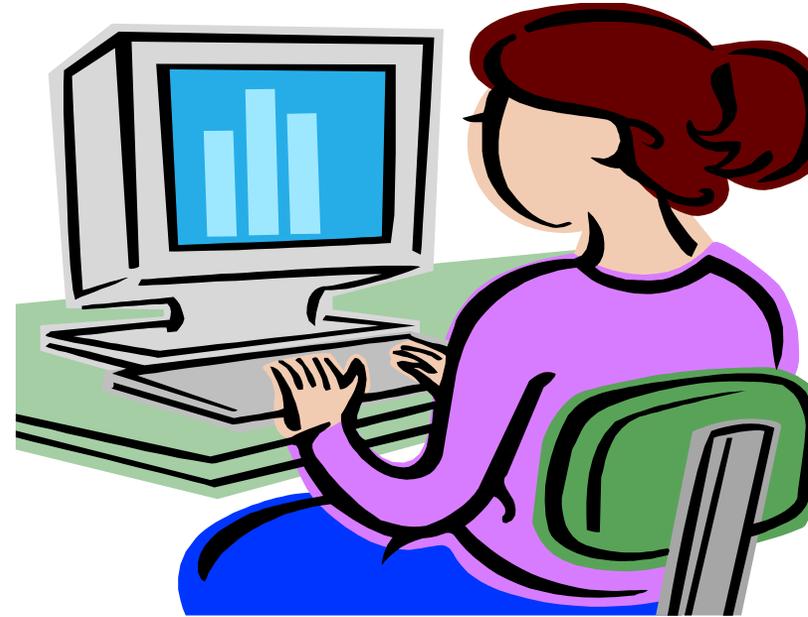


- Readability: High end of ZPD for most students
- 400-650 words
- Content Driven
- Serves as anchor text, community experience
- Award winning books, classics, rich themes
- Conceptually dense, sophisticated vocabulary

# PLANNING THE FORI LESSON

- Big ideas  
Comprehension issues
- Meaning Vocabulary
- Word recognition

**YOU MUST STUDY STORY IN  
ADVANCE!!!!!!!!!!**



# FLUENCY-ORIENTED READING INSTRUCTION

(S. STAHL & HEUBACH, 2005; SCHWANENFLUGEL ET AL., 2009)

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>FORI</b>	T. Read Aloud Discussion of Gist	Echo Reading Microlevel Comp. & Word Rec. Coaching	Choral/Partner reading	Partner Reading	Extension Activities
<b>Wide FORI</b>	T. Read Aloud Discussion of Gist	Echo Reading Microlevel Comp. & Word Rec. Coaching	Extension Activities	Echo Reading Text 2 & Comp.	Echo Reading Text 3 & Comp.

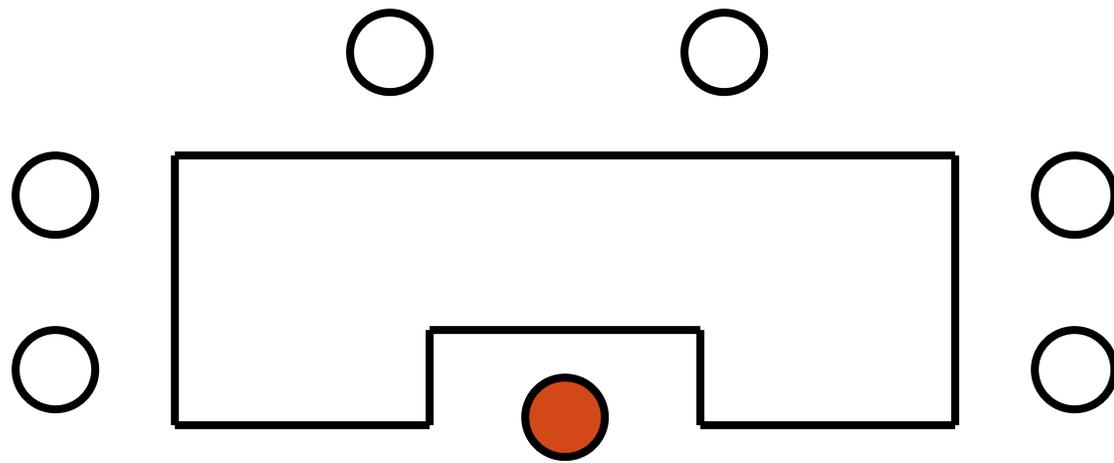
# MONDAY

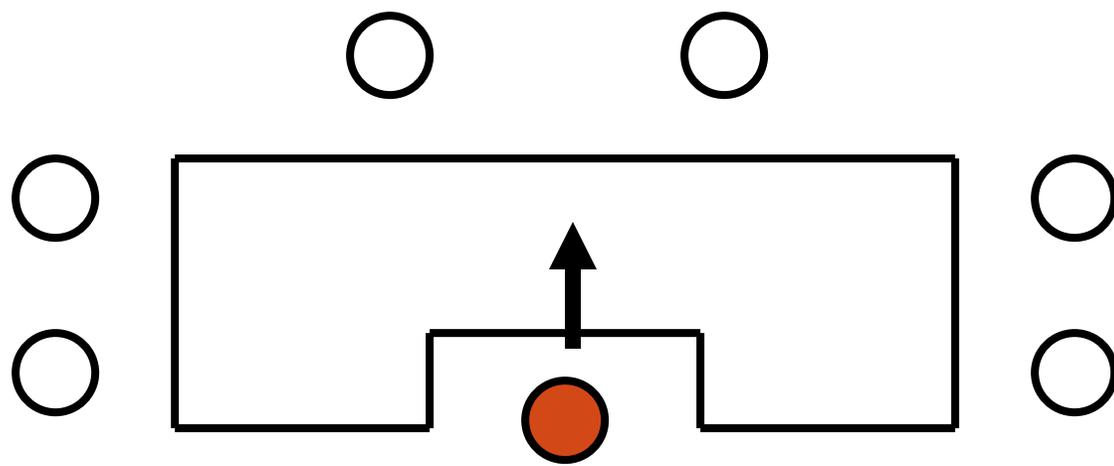
- Before reading-essential vocabulary, activate prior knowledge, macrocomprehension (story maps, webs), relevant strategy instruction
- Teacher read-aloud
- Macrocomprehension (CCSS 1-3)

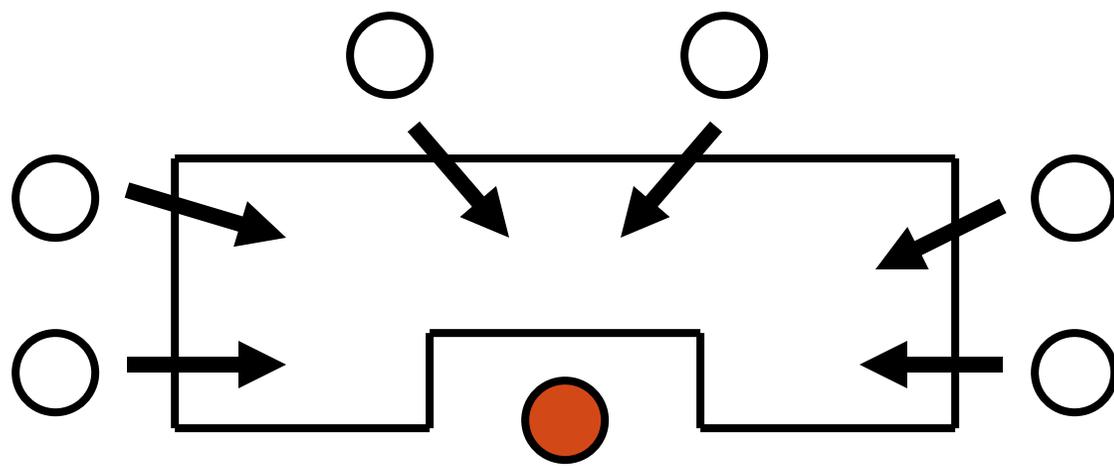
# TUESDAY-ECHO READING



- Read a section of text, students echo
- Point-of-contact vocabulary
- Questioning, microlevel comprehension (CCSS 4-6)
- Word recognition support







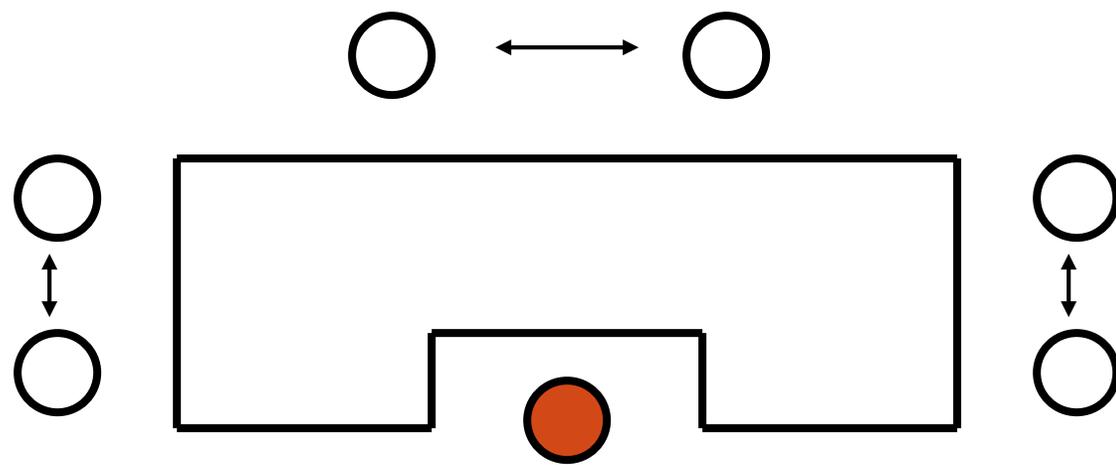
# FORI SCHEDULE

**Wednesday: Choral reading  
and partner reading**

**Thursday: Partner reading,  
possibly elaborated  
vocabulary or comprehension  
strategy practice**

# PARTNER READING

- More eyes on text time
- Self-selected partners or more skilled reader paired with less skilled reader using a ranking system
- Provided guidelines- not rigid, numerous rules
- Loose supervision



# COMPREHENSION EXTENSIONS

- Writing in response to text
- Small group discussions
- Thematic projects
- Extended vocabulary activities



# FORI AND WIDE READING FORI (BASED ON SCHWANENFLUGEL ET AL., 2009)

	Monday	Tuesday	Wednesday	Thursday	Friday
FORI	Prereading Activities Teacher reads class text as children	Echo read the text  Ongoing comprehension	Choral Reading	Partner Reading	Comprehension Extension
Wide Reading FORI	follow Discuss big ideas/themes	discussion & word rec coaching	Extension activities and written response	Echo Read Text 2 Compreh. Act.	Echo Read Text 2 Compreh. Act.

# ORIGINAL FORI WITH DIFFERENTIATION

1. Prereading, teacher read-aloud
2. 3-ring circus
3. Partner read
4. Extension
5. Extension

1. Prereading, teacher read-aloud
2. Partner reading
3. Extension
4. Extension
5. Extension

# THE 3-RING CIRCUS

1. Advanced readers read the text independently
2. Grade level readers read the text with a partner
3. Below level readers read the text with the teacher



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# **DIFFERENTIATED SMALL GROUP INSTRUCTION (I.E. GUIDED READING)**

- **Format demands at each level are different.**
- **To learn how to do GR, study and engage in a school PLC using the Fountas and Pinnell Guided Reading book.**
- **Record your own videos and use them in your PLC.**
  
- **Our focus today is a discussion of the developmental essentials for COMPREHENSION!!!**

# GUIDED READING IN KINDERGARTEN AND EARLY GRADE 1 (15 MINUTES/GROUP; TEXT LEVELS A-G)

- Use Guided Reading (Fountas & Pinnell, 1996) to develop appropriate book introductions and book selections
- Use weekly running records with an error analysis (Meaning, Structure and Visual/Phonics Cues) to inform instruction
- After each text reading, have kids retell the entire text to a partner
- Provide essential explicit instruction, scaffolding, and questioning to TEACH kids to:
  - Connect plot sequences
  - Organize their retelling using text structures
  - Generate inferences
  - Discriminate levels of importance



**DO NOT USE  
COMPREHENSION “RATINGS”  
TO HOLD CHILDREN BACK  
FROM MOVING UP IN LEVELS  
BETWEEN LEVELS A-G**

Stahl & Garcia, 2015, P. 49

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# GUIDED READING FROM MID-GRADE 1 TO MID-GRADE 2 (20 MINUTES / GROUP; TEXT LEVELS H-K)

- In assessment, reading accuracy still trumps unreliable “ratings” in determining instructional level
- Reading occurs at teacher table (T-Table)
- Brief written response to text at T-Table or at station
- **Shift** from Picture Walk-Read-Teaching Point format to the Directed Reading Thinking Activity (DR-TA; Stahl, 2008; Stahl & Garcia, 2015)

# DR-TA (STAUFFER, 1969; STAHL, 2008; AND MANY OTHERS)

- Teacher: Segment text during planning
- Overview predictions for book, but also by sections.
- Children make a prediction and **justify** it before reading silently.
- After reading, discuss that section of text including **verification** of prediction.
- Repeat cycle for each section of text, taking stock and clarifying as you go.

# **GUIDED READING FROM MID-GRADE 2 AND BEYOND (20-30 MINUTES / GROUP; >K)**

- Switch to Lexiles, abandon qualitative leveling systems
- Instructional levels are informed by assessments that do combine decoding & set comprehension questions OR a computer-based test that provides Lexile.
- T-table is site of discussion and writing feedback, not reading.
- T-Table is for kids with common developmental needs or working on common projects.
- T-Table still provides deeper levels of instruction than is possible in a 1-1 conference.

# QUESTIONS

See you on November 16<sup>th</sup>

**Providing the Leading Edge: Early  
Comprehension Intervention**