

Richmond Rtl Inservice

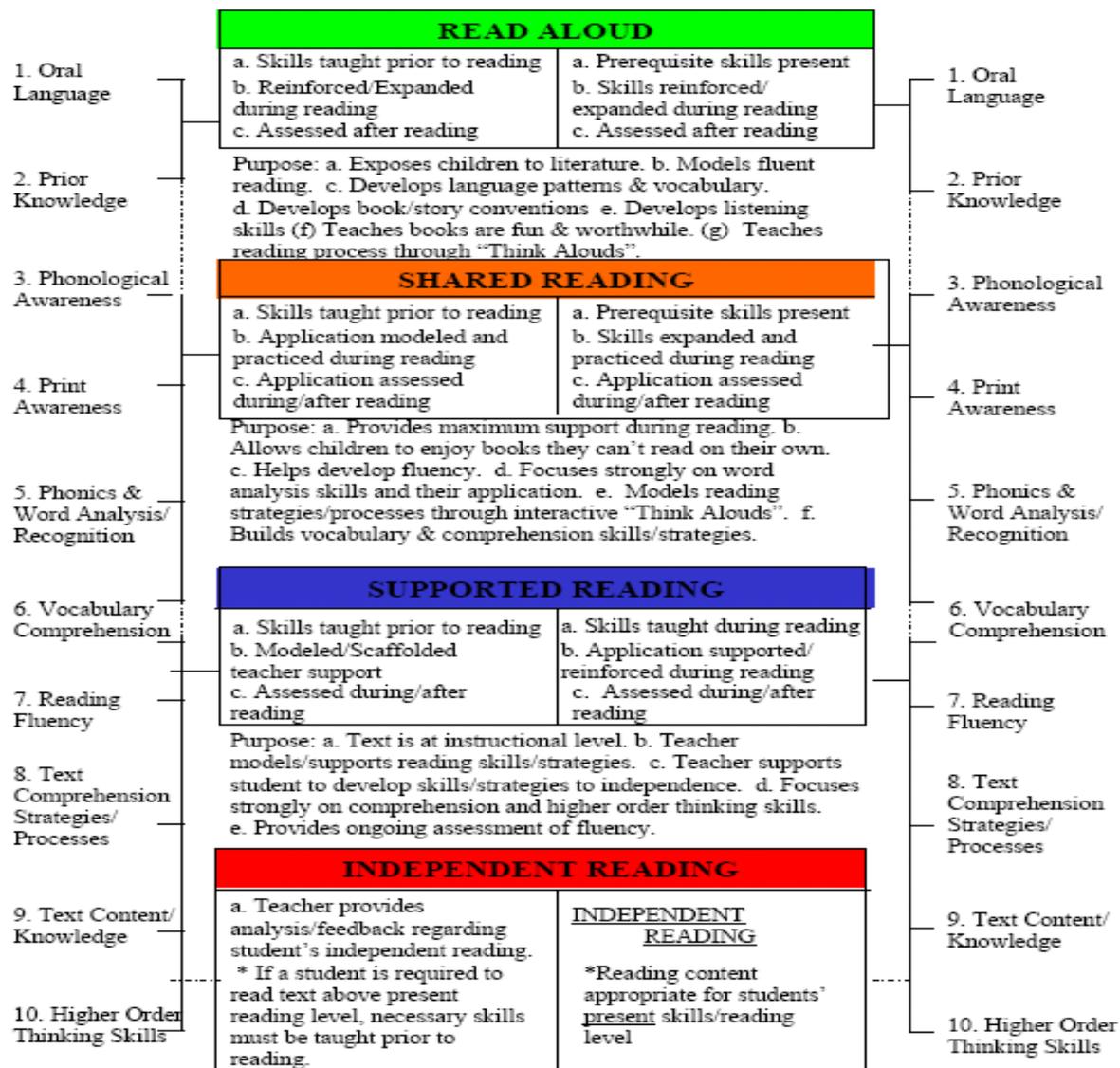
Florida Reading Model

Implications for:

- (1) Curriculum
- (2) Instruction
- (3) Assessment

FLORIDA READING MODEL: BASED ON EDUCATIONAL NEED
Prescriptive Integrated Cumulative Learning System

Explicit Systematic Instructional Process ← **STUDENT/ TEXT CONSIDERATIONS** → **Implicit Learning Instructional Process**



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 six 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 Process

- 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 **INSTRUCTIONAL SUPPORT/FEEDBACK**

Explicit, Systematic Instruction

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

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
- Development of these Reading skills is a cyclical and continuous process

Fourth Systemic Scaffolding Process

– Pre-requisite Skill Considerations

- Comprehension → Fluency → Word Automaticity → Phonics → Phonological Awareness
- Comprehension → Vocabulary → Prior Knowledge → Oral Language

– Alignment of Strategies Across Grade Levels

Fifth Systemic Scaffolding Process

- Instruction in Student **Application of Reading skills** to Reading activities
- Examples:
 - Phonics skills → Shared Reading
 - Story Mapping → Read Aloud
 - Higher Level Thinking Skills → Read Aloud, Supported Reading, Independent 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 Analysis System (Both Narrative and Informational Text)

