Eyes on the Page: A Large-scale Intervention to Increase Time Spent Reading Accessible Texts

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Opportunity to Read Matters

As established by this morning's speakers, time spent reading impacts:

- Fluency
- Comprehension
- Vocabulary

Some Benchmarks:

- 90 minutes a day with eyes on text (Allington, 2001)

- 2/3 of reading instruction spent in engaged reading and writing (Fisher and Ivey, 2006)

How much time do students spend reading in Reading First third grade classrooms?

- Observed and tallied the time students spent reading (with eyes on text) in
  - 3rd grade classrooms
  - Reading First Schools
  - Mississippi

Reading First

- Low achieving, high poverty schools
- State and federal regulations
- Curriculum (core program, research-based)
- Assessment
- Professional development

Reading First In Mississippi

- 65 schools in 32 districts, 33 schools in year 4, 32 schools in year 2 of implementation
- Literacy coaches and coordinators
- Weekly Peer coaching Study Teams
- Core programs
- Professional development not on time spent reading, but on implementing the core program with fidelity and the National Reading Panel's 5 components of reading

Observing Eyes on Text

- Provides one way of looking at the curriculum

- Allows us to analyze the impact of Reading First

- Allows us to better understand instruction when a core program is regularly utilized

Reading First in Mississippi

- 65 schools from 32 districts (22% of all districts in the state)
  - 33 schools form "Cohort 1"
  - 32 schools form "Cohort 2"
  - 84% African-American students
  - 87% receive free or reduced lunch

Methodology

- Thirty-two schools, one randomly selected from each district
- Time reading examined in two third-grade classrooms in each school
- Sample representative of the population of Reading First schools in terms of:
  - core program implemented
  - length of participation in Reading First
  - geographic location
  - length of instructional time period

Observation Procedures

- Observers
  - Members of the research team
  - Literacy coordinators
- Each classroom was observed on two occasions
- Different days of the week
- Half of each instructional period
- Alternated visits first/second half of instruction

Observational Measure

- Adapted from prior studies (Adler & Fisher, 2001; Fisher & Hiebert, 1990)
- Observed six students in each classroom, a boy and a girl each scoring at risk, at some risk, and at low risk of reading difficulty on the DIBELS Oral Reading Fluency
- Time sampling: Observed each child for 30 seconds every 3 minutes

OBSERVATION FORM

Start time: __8:30__   End time: __10:00__   Year: __1__   (M) Tu W Th Fr

The DIBELS code (red, yellow, green) should be completed by the literacy coach AFTER the observation is conducted by the researcher. The entire packet should then be submitted to Robin Miles at MDE.

DIBELS code	G	G	Y	Y	R	R
Round # (20 sec.)	M 1	F 1	M 2	F 2	M 3	F 3
1	X	X	(IN)	(IN)	X	(IN)
2	X	X	X	(IN)(IN)	X	X
3	X	X	X	X	X	(IN)
4	X	X	X	X	X	X
5	X	X	X	X	X	(IN)
6	X	X	3E	(IN)	3E	IN
7	(IN)	X	3E	X	3E	IN
8	(IN)	X	X	IN IN	X	(IN)
9	(IN)	X	X	IN IN	X	IN
10	IN	X	X	(IN)	X	IN
11	(IN)	X	X	X	X	X
12	X	X	X	X	X	X
13	X	X	X	X	X	X
14	X	X	X	X	X	X
15	X	X	X	X	X	X
Title of Most-used text						

If student is reading, code with a number and letter
Circle the code if the child is engaging in "assisted" reading, e.g. choral, repeated, etc.

Source of Text	Genre of Text
1. Basal Series text and/or passages from a reading program	N-Narrative
2. Content Textbook	E-Expository
3. Trade Book (including AR book	P-Poem
4. Other	O-Other

Coded for:

- Eyes on text
- Assisted or unassisted reading
- Assisted reading
  - repeated reading
  - any time a child was following along as another (e.g., teacher, peer, CD) was reading aloud
- Unassisted reading
  - reading done without the extended assistance of another
  - reading aloud in pairs, small groups, or whole classroom as well as silent, independent reading

Qualitative Measure

- Qualitative field notes on the teaching practices and student activities were used to verify patterns in the quantitative data

Means (Standard Deviations)Time Spent Reading

Length of Instructional Block	Classes (%)	Time with eyes on text	1st half instructional block	2nd half of instructional block
90-minute	81	8.78 (8.22)	8.46 (7.90)	9.11 (8.55)
100-minute	3	8.12 (4.72)	7.50 (3.50)	8.75 (5.79)
105-minute	10	9.23 (9.97)	9.43 (8.19)	9.06 (11.55)
120-minute	6	9.62 (6.78)	9.13 (7.16)	10.12 (6.49)
All Schools			8.77 (7.79)	9.56 (9.07)

Eyes on Text

- ~18 minutes during instructional block
- ~9 minutes assisted
- ~9 minutes unassisted
- Range from 0-42 minutes
- Nearly 1/4 of cases no reading at all during the portion of instruction we observed

9 minutes assisted, 9 unassisted reading is . . .

- More than the 8-12 minutes documented by Donahue et. al. (2001)
- Less than the 2/3 of instruction recommended by Fisher & Ivey (2006)
- Probably not sufficient to achieve 90 minutes a day recommended by Allington (2001)
- May not be sufficient to lead to fluency or to greatly impact achievement
- Since Reading First schools must implement a core program, this raised questions about the impact of core program instruction

Core Programs

- Schools required to purchase and teach using a core program

- Because of small sample sizes with some programs, conclusions are only tentative

Observed Eyes on Text

Core Program	# of schools	Minutes Reading	Minutes Asstd	Minutes Unasstd
1	12	17	9	8
2	2	18	10	8
3	8	14	8	6
4	1	16	8	8
5	1	13	11	2
6	2	32	8	24

Raised Questions about Teacher's Manuals

- Were teachers implementing the core program with fidelity?

- What can we learn from analyzing the teacher's manuals for assignments that require eyes on text?

- What instructional practices do the manuals recommend?

Previous Research

- McGill-Franzen (2006) compared 2 programs
  - 1 more comprehension
  - 1 more vocabulary
  - Both a whole-class format
- Located no studies that analyze core programs based on the opportunity to read they provide

Core Programs

- Many similarities:
  - Students read one text a week
  - Include both narrative and expository texts
  - Recommend a consistent weekly pattern described at the beginning of the teacher's manual
  - Provide a weekly outline for each text
  - Provide several pages of guidelines for instruction to accompany each text

Counted all the Reading

- Analyzed teachers' editions for one of the passages students were assigned during our observations in October

- Tallied time suggested to be spent on all activities as well as activities that require student reading

- If no suggested time, reading a text was estimated to last 20 minutes (based on observations in classrooms and length of passages)

- Independent reading estimated as 15 minutes

- Any instance of reading counted as student reading, even though teachers may choose round-robin or teacher read-aloud

- An overestimate of reading

Time Allocated to Reading

Core Program	# of non-reading activities	Estimated minutes of reading/week	Average estimated minutes of reading/day
1	9	135	27
2	10	100	20
3	10	90	18
4	9	80 (125)	16 (25)
5	7	65	15
6	9	160	32

Core Program 1 (Most Common) Lesson Plan Format

Monday	Tuesday	Wednesday	Thursday	Friday
----5-15 min----	----5-15 min---	----5-15 min----	----5-15 min----	----5-15 min----
Oral Language:	Oral Language:	Oral Language:	Oral Language:	Oral Language:
-Question of the Day	-Question of the Day	-Question of the Day	-Question of the Day	-Question of the Day
-Read Aloud	-Think & Respond	-Oral Grammar		-Presentation
----15-30 min----			----15-30 min----	
Skills & Strategies:	----15-30 min----	----15-30 min---	Skill/Strategy:	----15-30 min----
-Vocab. Review, Model, Practice in Workbook	Skill/Strategy -Decoding/ Phonics	Skill/Strategy: -Word Study	Synonym & Antonyms -Comp Skill &	Skill/Strategy: -Word Study -Comp Skill &
-Comp Skill & Strategy	-Comp Skill & Strategy	-Comp Skill & Strategy	Strategy	Strategy
----30-45 min----				
Reading:	----30-45 min-	----30-45 min----		
*Read Vocab. Pages	Reading:	Reading:	----30-45 min----	----30-45 min----
*Indep. Reading	*Read Story	*Re-read Story	Reading:	Reading:
-Cross-Curriculum Connection:	*Independent Reading	*Independent Reading	*Self-Selected Reading	*Self-Selected Reading
Social Studies	-Social Studies	-Math	*Independent Reading	*Independent Reading
----45-90 min----			-Science	-Social Studies
Language Arts:		----45-90 min----		
-Writing Prompt	----45-90 min----	Language Arts:	----45-90 min----	----45-90 min----
-Grammar Skill, Teach & Model through Daily Language Practice	Language Arts: -Writing Prompt -Extend Grammar	-Writing Prompt -Review/ Practice Grammar	Language Arts: -Writing Prompt -Apply Grammar	Language Arts: -Writing Prompt -Review Grammar
-Spelling Pre-test	-Teach/Model Spelling	-Spelling Strategies	-Spelling Activities	-Spelling Post-Test

Core Programs and Observations

Core Program	# of schools	Observed Reading	Teacher's Manual Suggests
1	12	17	27
2	2	18	20
3	8	14	18
4	1	16	16
5	1	13	15
6	2	32	41

Observational Data

- Examined field notes taken by literacy coordinators and research team during observations

- Tallied the instances of various types of activities (e.g. discussing vocabulary words, completing practice book pages, round-robin reading, etc.)

- Each activity was coded as 1 regardless of how many students were involved or how long the activity took. The intent was to note the types of activities that students were engaged in during reading, not the extent of those activities.

Small Group Instruction

- The most frequent activities reported were:
  - Reading leveled text
  - Vocabulary activities
  - Reading with a partner
  - Listening to a tape
  - Word study activities
  - Worksheets
  - Writing

Whole Class Instruction

- Most frequently engaged in vocabulary instruction than anything else. 35% of instances of whole group instruction included some vocabulary instruction.
- Test or quiz taking (22%)
- Comprehension activities (21%)

Instruction observed was consistent with MS Reading First

- Required core program implementation
- Required professional development focused on the NRP five components of reading-vocabulary, comprehension, phonics, phonemic awareness, fluency
- Twice weekly peer coaching study team meetings to reinforce the five components and core program implementation
- Extensive accountability (reporting to MDE, turn in lesson plans, frequent MDE visits, etc.)
- Assessment of students (assessments measure components of reading--PPVT, DIBELS, etc.)

Can we increase time spent reading in Reading First classrooms?

- We partnered with MDE to provide professional development aimed at increasing the amount of time students spend reading
- Met day-long with literacy coaches mid-Oct.
- Demonstrated and provided 7 modules to be conducted during peer coaching study team meetings in local schools
- Schools required to implement these 7 modules between October and December
- Observed again in February

First 7 Modules

1. Importance of fluency and opportunity to read
2. Reading Rich and Reading Poor activities
3. Selecting texts to build fluency
4. Reading with a purpose
5. Partner Reading
6. Repeated Reading
7. Putting it all together--analyzing lesson plans for time reading/adapting the core program

Teachers were asked to keep a log of time students spent reading during the 7 weeks of the modules and to reflect on that log and their plans each week.

Reading Rich/Reading Poor

- Reading Rich activities requires students to have extensive time with eyes on text (e.g. parnter reading, rereading to decide which dictionary definition fits the context of the story)

- Reading poor activities require little or no reading (e.g. discussing vocabulary words, round-robin reading)

In February, more minutes of reading . . .

	Reading	Assisted	Unasstd
1st obsv (October 2006)	18	9	9
2nd obsv (February 2007)	29	11	18

Observations confirmed by MDE staff

- Literacy coordinators confirm
- More time spent reading in third grade classrooms
- Reading longer texts (novels)
- More repeated reading and buddy reading, less round-robin reading
- Carry over into grades above and below third grade

Implementing Core Programs

- Many more reading poor than reading rich activities are suggested
- Little focus in the teacher's manual on time spent reading
- "Read" doesn't always mean students read
- More activities available than teachers have time to implement
- We should support teachers in becoming sophisticated users of core programs and curriculum--there are still many many decisions to be made

Reading First and Professional Development

- A focus on time with eyes on text led to increased eyes on text

- Accountability seemed to deter innovation--teachers were apprehensive about supplementing the core program, even with texts recommended in the core program

Further Questions

- Is there a correlation between time spent reading and achievement?

- Will the increase in time spent reading be sustained over time?

- Reading First schools get a great deal of support implementing the core program. How does time spent reading in non-Reading First classrooms compare?