# RESEARCH EVIDENCE REPORT
El Sistema de la Intervención de Lectura (SIL)

Background

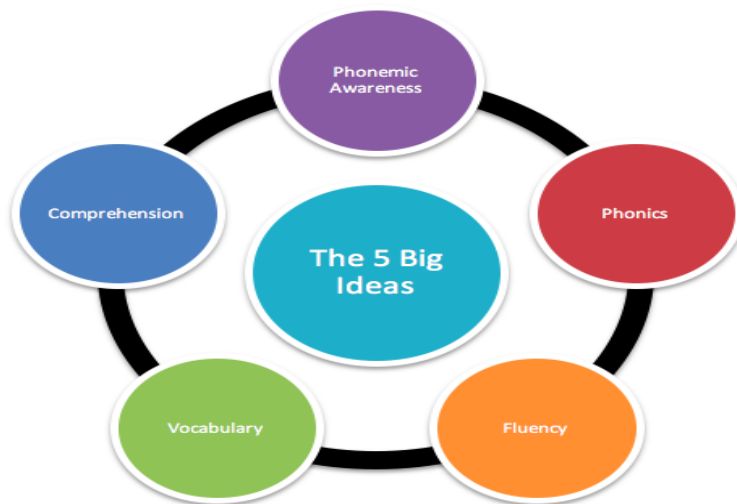El Sistema de la Intervención de Lectura (SIL) are intensive teaching and learning tools for students who have been identified as significantly below grade level. "Duke, Ward, and Pearson note that comprehension instruction should begin early" (Sedita 2021). If we look at the Simple View of Reading students, start developing word recognition and language comprehension in order to achieve reading comprehension. Early elementary students in the SIL program work on word recognition as well as oral language. They point out "The relationship between word-reading instruction and reading comprehension instruction is more synergistic than competitive."
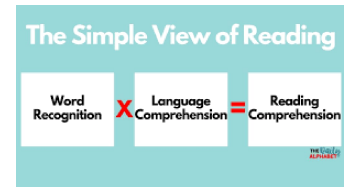
The system is designed to follow a daily lesson structure of 30 to 35 minutes. The intent is to help students strengthen independent strategies in reading, writing, and vocabulary in order to achieve the reading comprehension.

The primary goal is to focus teaching and learning efforts on developing the five reading components proposed by the research done by the National Reading Panel (2000).

National Reading Panel Components
https://ecseat.blogspot.com/2016/11/selecting-online-games-to-build.html

Additionally, there is a systematic focus on reading with writing fluency, which develops the language demands, language forms, and language functions required for the students to demonstrate in their standardized tests.

Intention

The program's intention is to equip the educator in asking deep questions while at the same time provide opportunities for student reflection. The materials included in SIL supports your literacy intervention initiatives and students' self-image by providing the following:

- Explicit and systematic instruction for small groups
- Support for identifying individual student strengths and needs
- Skilled based lessons
- Assessments for documentation and lesson implementation
- Progress monitoring daily and direct instructional plans accordingly
- Take-home support for parental involvement
- Opportunities to have accountable talk before, during, and after reading
- Foster awareness and appreciation of differences between groups of people
- Represent a positive image of multiple cultural groups by exposing readers to diverse world cultures, traditions, and multicultural authors.

Materials

The intervention system includes multicultural books, along with illustrations and eye-catching photographs that capture the attention and experiences of children that are in our dual language and bilingual classrooms. In addition, assessments and activities are provided to give teachers information on four of the five components of reading (phonics, fluency, vocabulary, and comprehension.) It also comes with reproducibles, a student writing notebook, comprehension prompt strips, and take-home books.

About the Authors:

The principal designer and author of the program is Maria Uribe, Ph.D. Dr. Uribe is a professor at the University of Colorado Denver. Her focus of research is reading and writing with an emphasis on students who learn to read English as an additional language. Her more than 40 years of classroom, coaching, administrative, and college-level experience are the underpinning of her passion for education. She understands what it takes for teachers to work with all children, including students who have reading difficulty and those students who speak different languages.

Lesson Design

SPANISH READING TAPESTRY
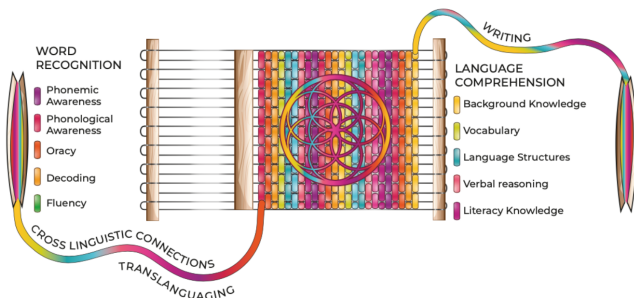
(Del Castillo-Perez & Stearns Cloat, 2022)

Structured Literacy is the effective reading instruction for all readers, which incorporates systematic, explicit instruction of phonics, phonemic awareness, vocabulary, morphology, semantics and syntax. It can help all learners improve their reading skills. (Cowen, 2006). The lessons for the SIL provide explicit and systematic instruction. Language comprehension and word recognition skills are like strands that are woven together to create a skilled reader just like in the Spanish Reading Tapestry.

"As the threads of a tapestry are woven together some colors and threads are more prominent than others, but if each thread is given the attention it needs at the appropriate time, beautiful, culturally-authentic patterns will emerge" (del Castillo & Cloat, 2022)

1. <u>Systematic, easy-to-follow, step-by-step lesson plans.</u>

> "One way to create effective literacy instruction for emergent bilinguals in the elementary grades is to provide intensive small group-reading interventions."

"Provide focused, intensive small-group interventions for English learners determined to be at risk for reading problems. Although the amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators, the interventions should include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit, direct instruction should be the primary means of instructional delivery." *Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practiceguides/20074011.pdf.*

2. Lesson introductions that build background knowledge.

"This research builds on a large body of work that has shown the effects of background knowledge and comprehension (Anderson & Nagy,1992; Anderson & Pearson, 1984). For example, studies have shown that individual differences in prior knowledge affect the ability to extract explicit and implicit information from text and integrate this text-based information in reading comprehension (Kintsch, 1988). Other studies (e.g., Cain, Oakhill, Barnes, & Bryant, 2001) have examined multiple factors, including the relative contributions of inferential processing, domain knowledge, metacognition, and working memory to learning from text.

3. Opportunities to read known text.

"Research over the past two decades has identified repeated reading as the key strategy for improving students' fluency skills (NICHD, 2000). Repeated reading has two essential elements: 1) Giving students the opportunity to read and then re-read the same text and 2) having students practice their reading orally with an opportunity to receive corrections and guidance (if necessary)."

Hasbrouck, J. (2006). "For Students Who Are Not Yet Fluent, Silent Reading Is Not the Best Use of Classroom Time." *American Educator, Summer 2006, 30(2).*

4. Students start by reading text individually and are assisted when necessary.

- *"Reading in small groups provides the opportunity to have effective instruction because the teaching is focused on the needs of the students, with the goal of growing their academic skills. Small-group instruction provides opportunities for flexible and differentiated learning" Felarzano (2021).*

- *When we work with students, it is important to remember to work in the Zone of Proximal Development. "Learning is a thought to occur when an individual interacts with an interlocutor within his or her zone of proximal development (ZPD) – that is, in a situation in which the learner is capable of performing at a higher level because there is support from an interlocutor. (Vygotsky, 1978)*

5. Comprehension is applied using Depth of Knowledge tiers and Bloom's taxonomy levels.

"Essentially, depth of knowledge designates how deeply students must know, understand, and be aware of what they are learning in order to attain and explain answers, outcomes, results, and solutions. It also designates how extensively students are expected to transfer and use what they have learned in different academic and real-world contexts."

"In 2002 Webb published his paper "Depth of Knowledge in the Four Content Areas" in which he not only describes how depth of knowledge can be addressed in all the content areas but also established the following levels within his model:

- *DOK-1: Recall and reproduce data, definitions, details, facts, information, and procedures. (knowledge acquisition)*
- *DOK-2: Use academic concepts and cognitive skills to answer questions, address problems, accomplish tasks, and analyze texts and topics. (knowledge application)*
- *DOK-3: Think strategically and reasonably about how and why concepts, ideas, operations, and procedures can be used to attain and explain answers, conclusions, decisions, outcomes, reasons, and results. (knowledge analysis)*
- *DOK-4: Think extensively about what else can be done, how else can learning be used, and how could the student personally use what they have learned in different academic and real-world contexts. (knowledge augmentation)" (Francis, 2017)*

The questions to comprehend the stories in the lessons are written using ~~Bloom's~~ Taxonomy.

"Bloom's taxonomy is a classification system used to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding." https://www.edglossary.org/blooms-taxonomy/

6. Vocabulary development.

"Students' vocabulary knowledge is directly linked to their success in school. Not only is vocabulary an important part of reading comprehension, but knowing what words mean also allows students to make connections between previously learned information (background knowledge) and new information." Marzano, (2010).

7. Development of oral language during the two-day lesson.

The lessons have activities to develop reading, speaking, listening, and writing to develop language, comprehension and vocabulary.

"The language demands are specific language students need to understand, participate, and demonstrate their learning tasks. The language demands vary by discipline.

Language demands could be identified in three groups: Language Domains, Language Functions, and Language Forms." Uribe, 2015

The oral language development includes accountable talk, a key element to discuss readings.

"Student accountability is important because it encourages students to take responsibility for their learning and actions. Students, in turn, learn to value their work and likely increase their levels of confidence. This prepares students for life beyond high school, whether it be furthering their education, going into the workforce, or a combination of both. When students are taught the value of accountability from a young age, it carries over into all aspects of their lives, creating a more well-rounded person." Shaffer J. (2021)

The oral language also includes oracy with the sentence stems as a resource.

"The benefits of oracy skills go far beyond academic achievement and employability, however, they boost a whole range of social, emotional and interpersonal skills, including self-confidence, self-awareness, resilience and empathy. Having the skills and confidence to speak up and believe in yourself has also been shown to enhance our sense of happiness and well-being, preventing the isolation that comes from feeling side-lined" English (Speaking Union 2023)

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