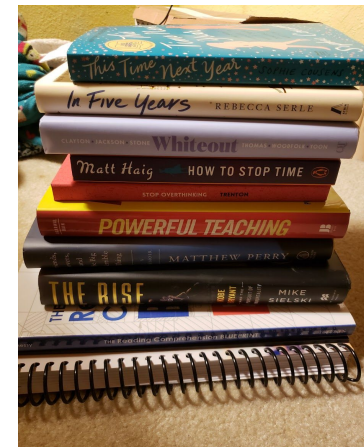
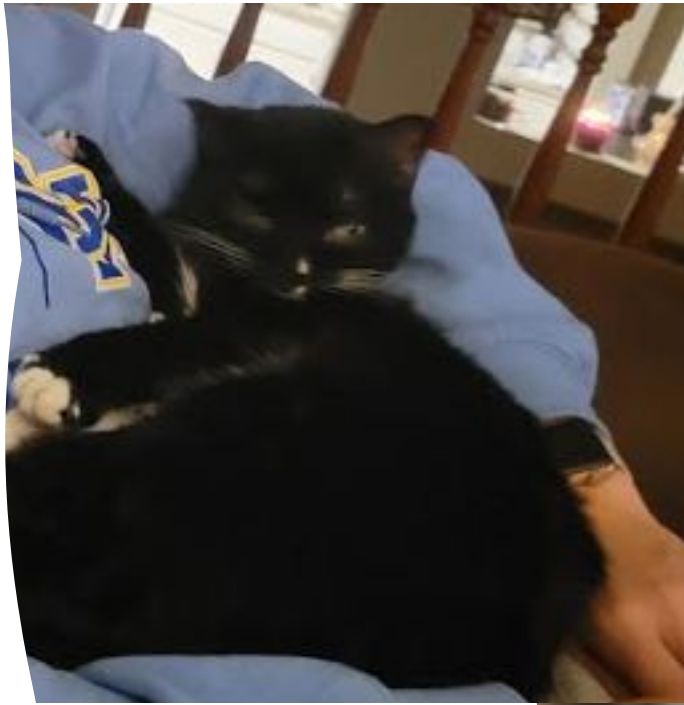


Using STARl to Support EMLSS in the Adolescent Classroom

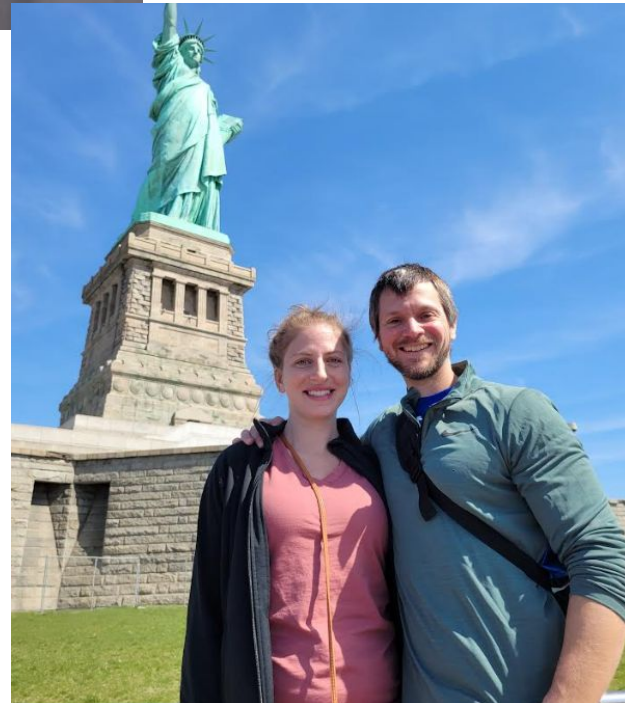


Amy Wabiszewski





CARROLL UNIVERSITY



Who else is in the room?



Session objectives



Explore the current state of adolescent reading intervention efficacy



Walk away with a basic understanding of the principles of the STARI intervention curriculum



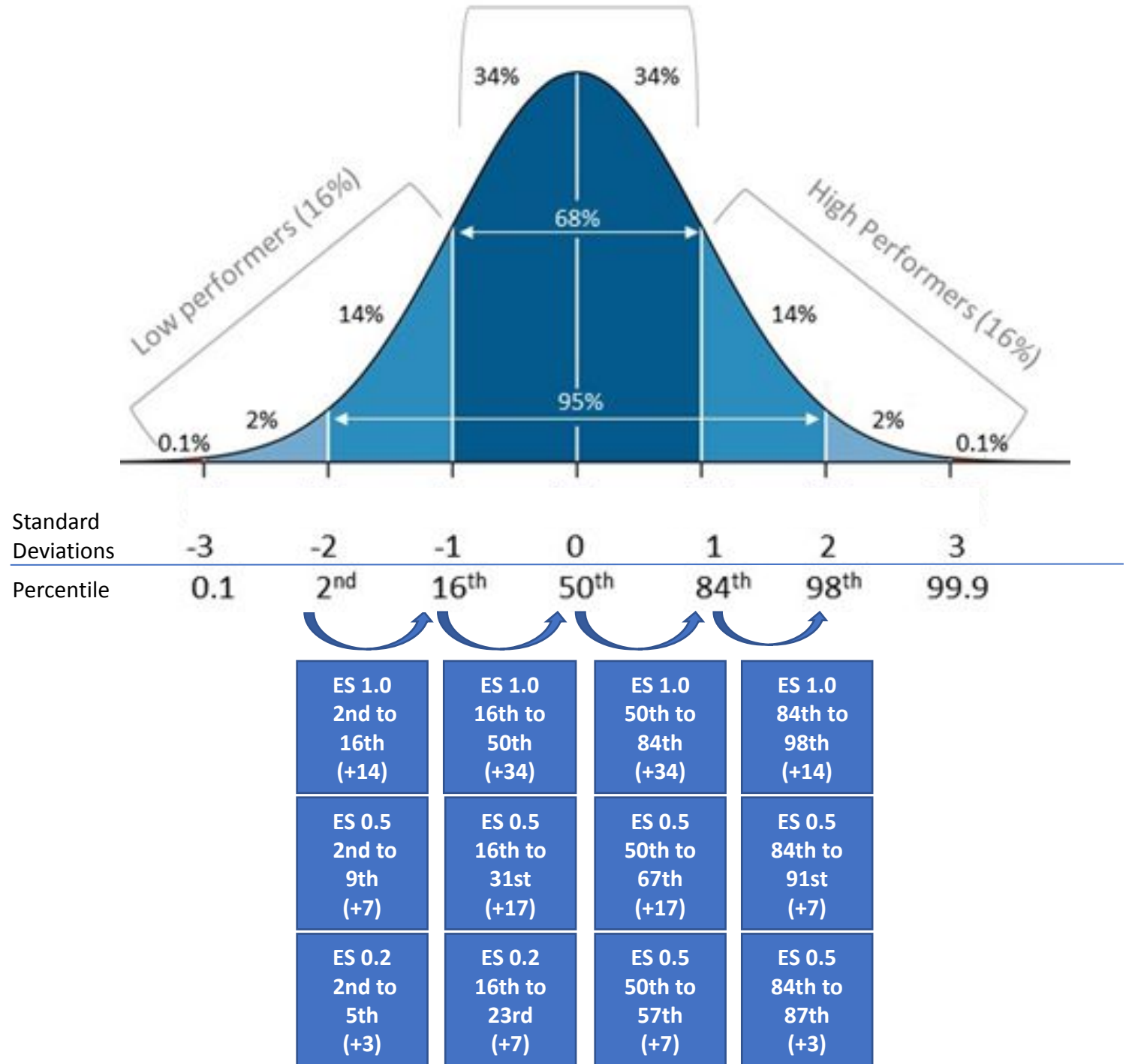
Implementation recommendations



Effectiveness of adolescent interventions

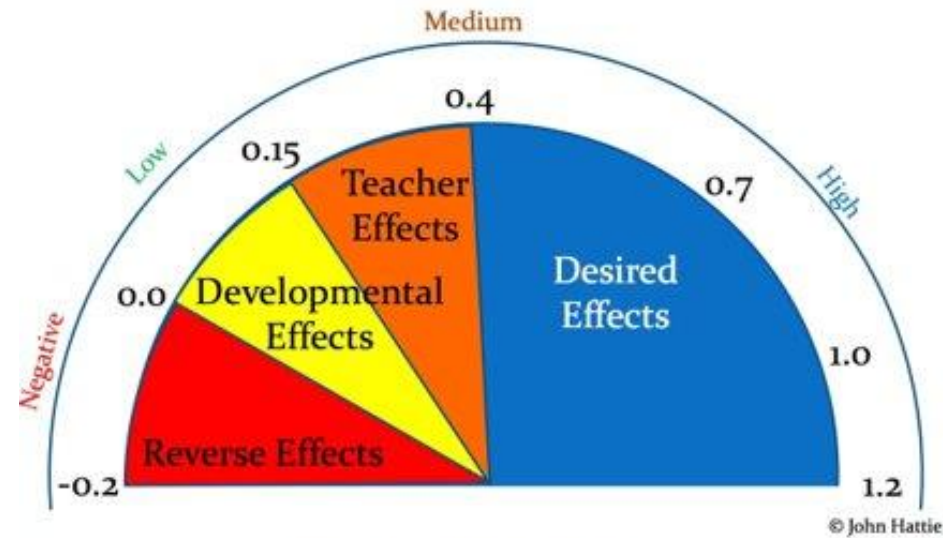
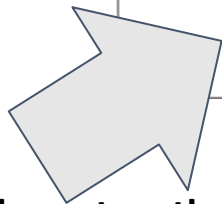
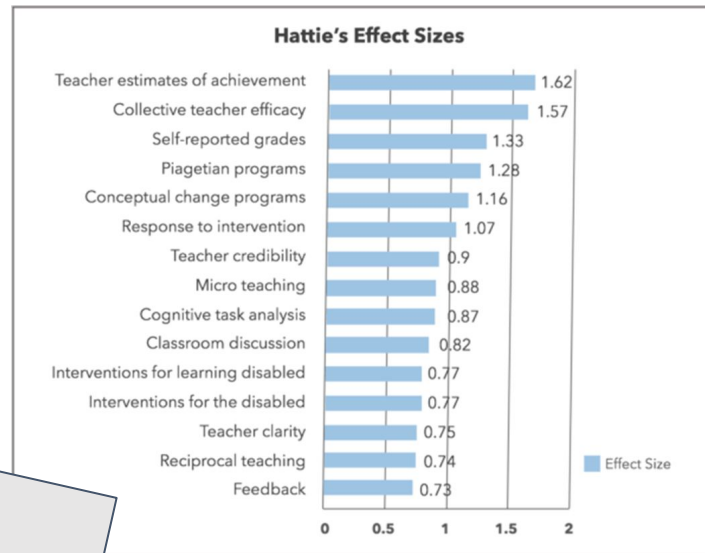
What is an Effect Size?

Relative size	Effect size
	0.0
Small	0.2
Medium	0.5
Large	0.8
	1.4



According to Hattie....

BUT....

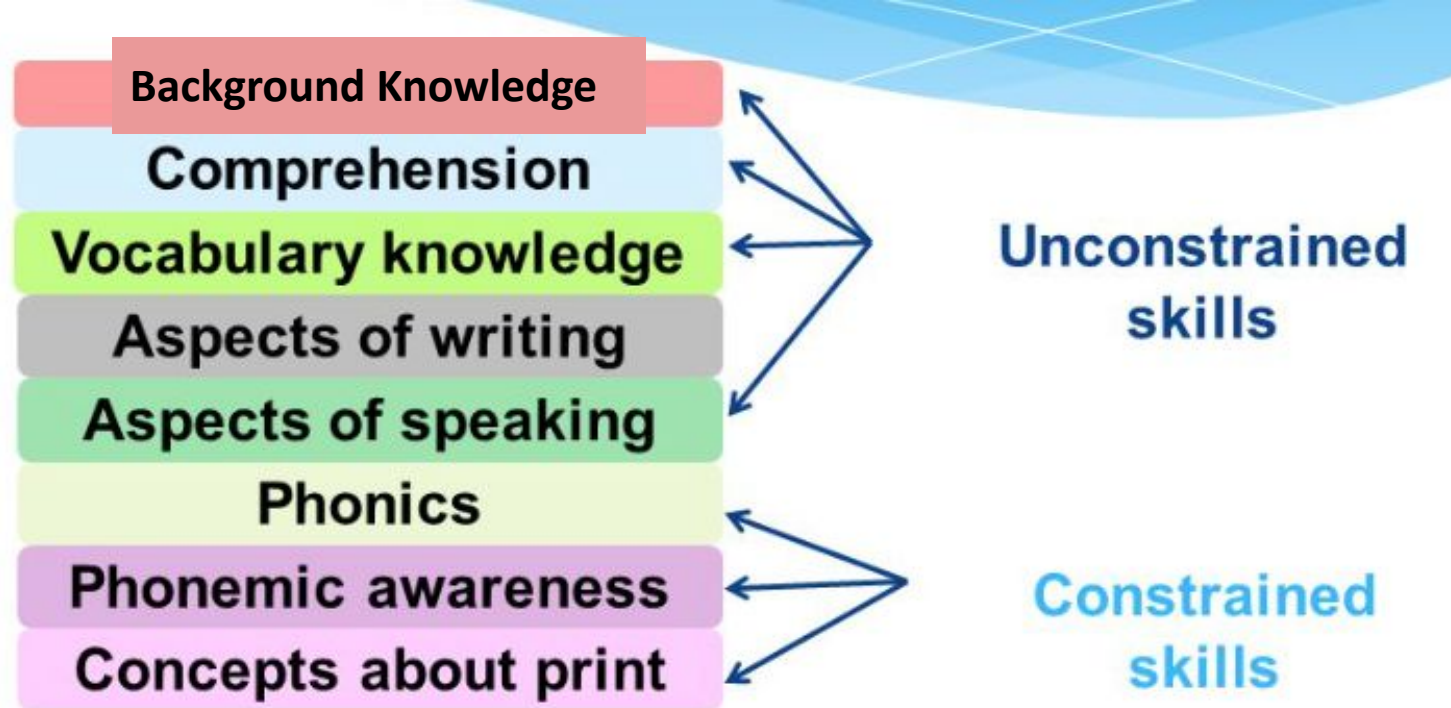


These lump together

- all student ages (harder to make gains the older students are and larger the gap is...)
- all types of constructs being measured (motivation, student achievement... decoding VS comprehension)
- all types of measures (standardized vs. Researcher created)

Effective interventions ... so why the difference?

Early Reading Interventions			Adolescent Reading Interventions		
Study	ES Decoding	ES COMP	Study	ES Comp.	ES Fluency
Blachman et al., 2004	0.86	0.51	Lang et al., 2009 (read 180)	0.05	NA
Lovett et al., 2017 (Empower)	0.96	0.88	Lang et al., 2009	0.24	NA
Torgesen et al., 2010 (Lindamood)	0.80	0.53	Somers et al., 2010	0.12	
			Spencer & Manis 2010	0.09	0.45
Hall et al.,	0.50	0.30	Wanzek et al., 2013	0.9	0.15



Secondary readers often present a mix profile- that is, difficulties present in with both constrained skills and unconstrained skills.

*Constrained skills are much more difficult to remediate in short order
The gap between basic and proficient is much larger*

This doesn't mean intervention efforts are less valuable!

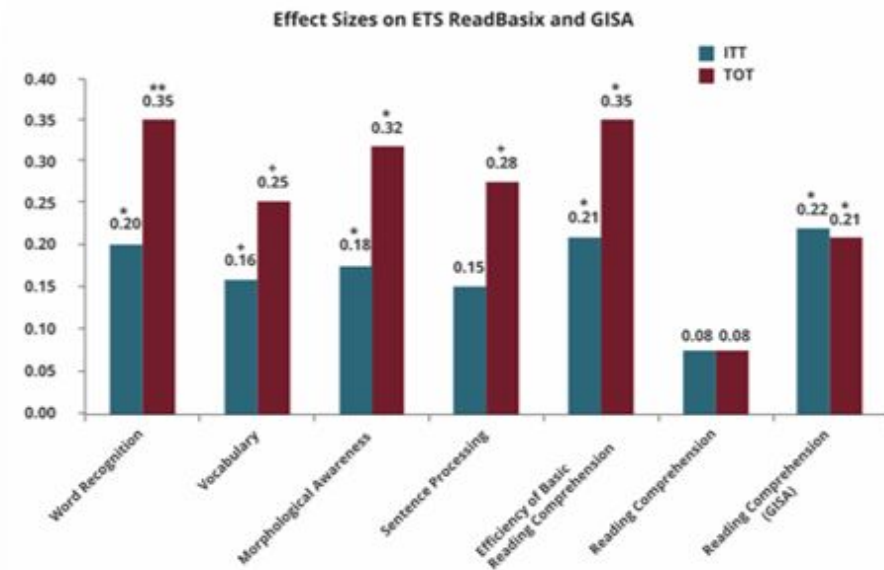


Figure 2. STARl Effect Sizes on Caplt Assess and the GISA in 2013-2014. *p < .10, **p < .05, ***p < .01

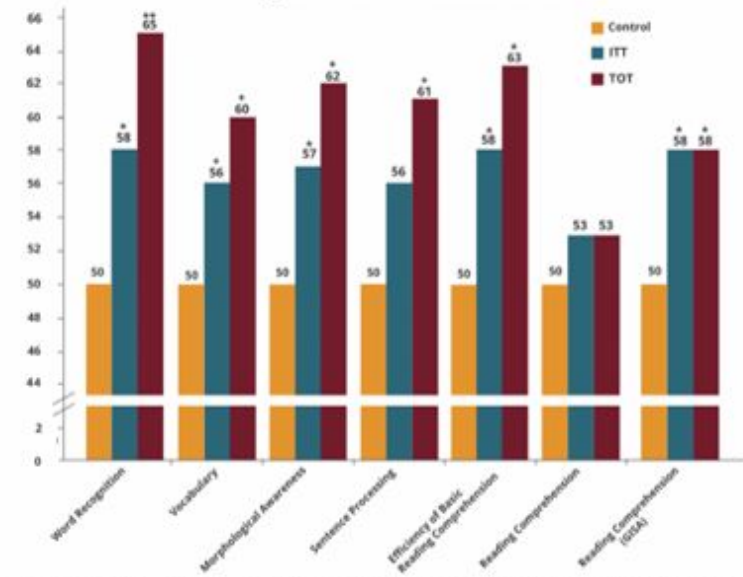


Figure 1. Impact of STARl on the Caplt Assess components and the GISA in 2013-2014. To make comparisons across subtests simpler, comparison group performances have been standardized at the 50th percentile. *p < .10, **p < .05, ***p < .01

Evidence STARl Works

- Experimental groups significantly outperformed control groups in all categories
- Converted to percentile point gains of 8 points on both basic and reading comprehension processes



Digging into STARI

What are characteristics of adolescent readers who struggle?



The adolescent struggling reader...

Is often demotivated from years of reading difficulty

Present a multifaceted profile with gaps many potential areas due to years of reading avoidance and lack of remediation

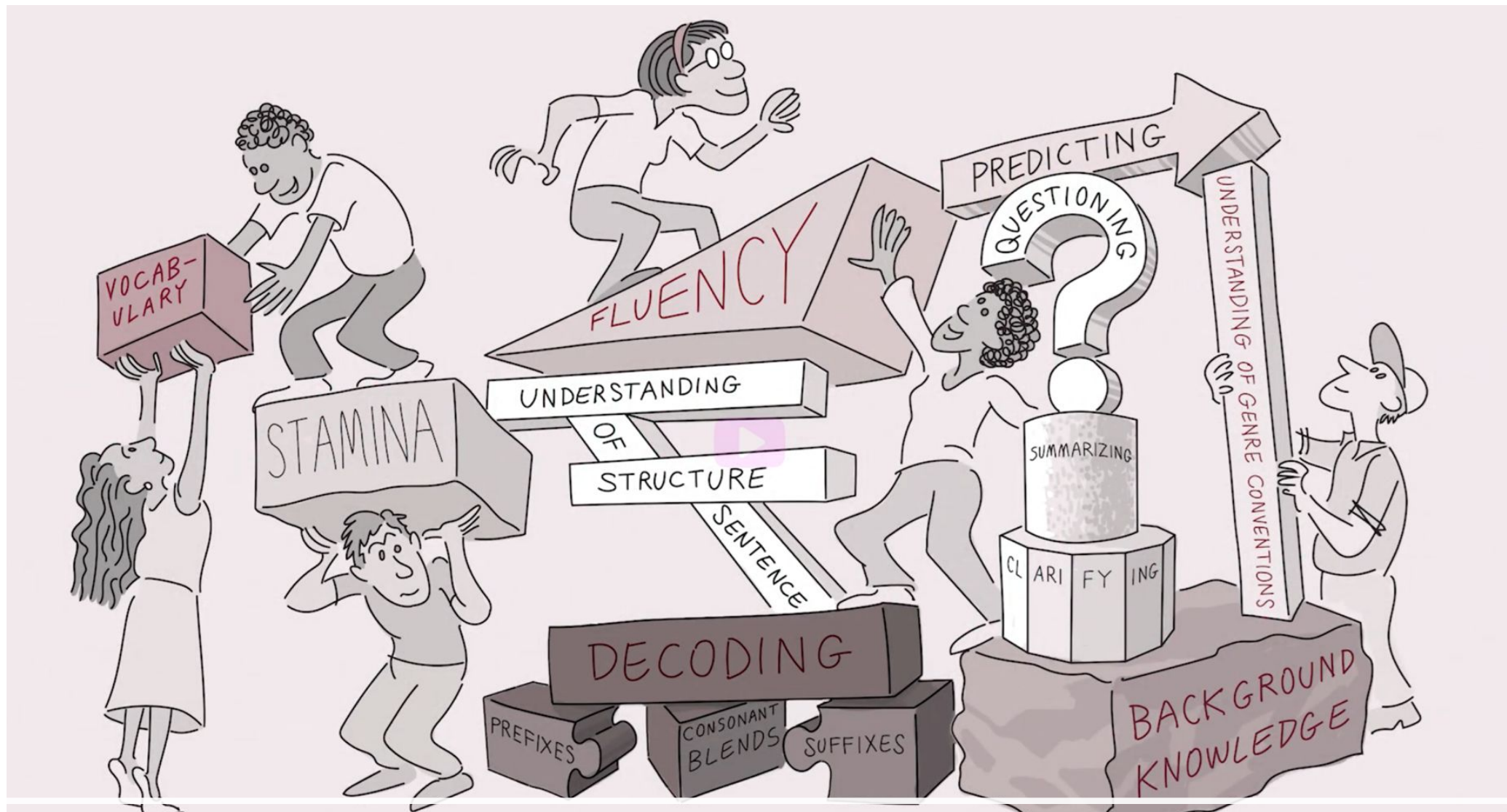
What is
STARI?

STARl and EMLSS

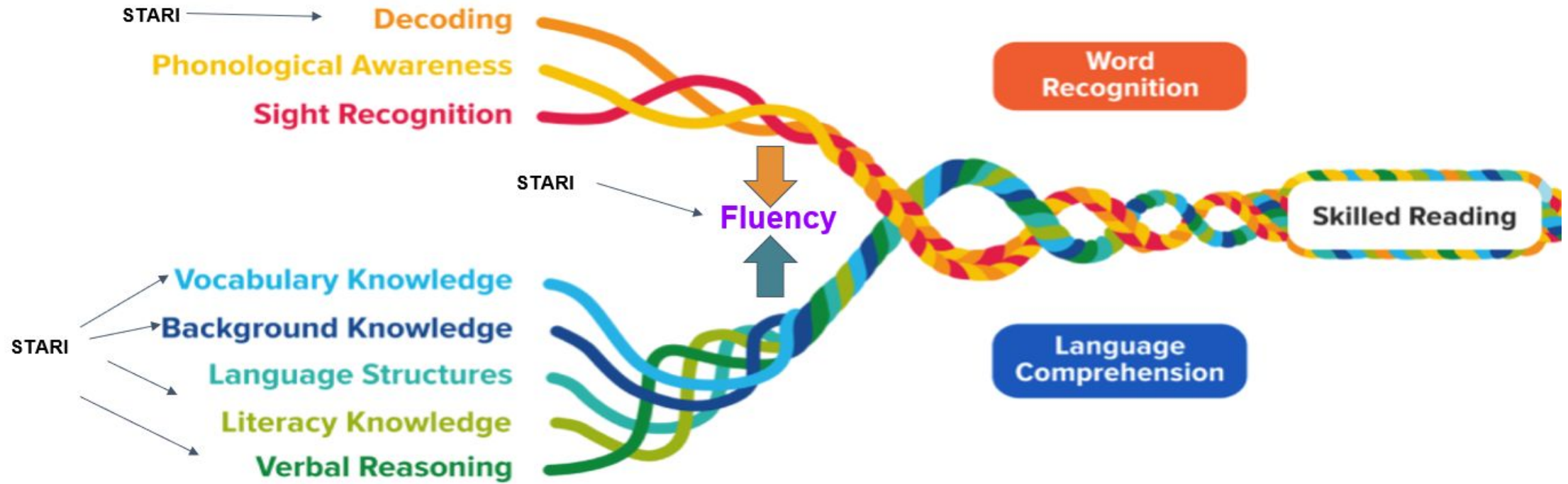
Tier two intervention

Groups of 6-14 students (even number required)

Facilitated by classroom teacher, interventionist, specialist, or special education teacher

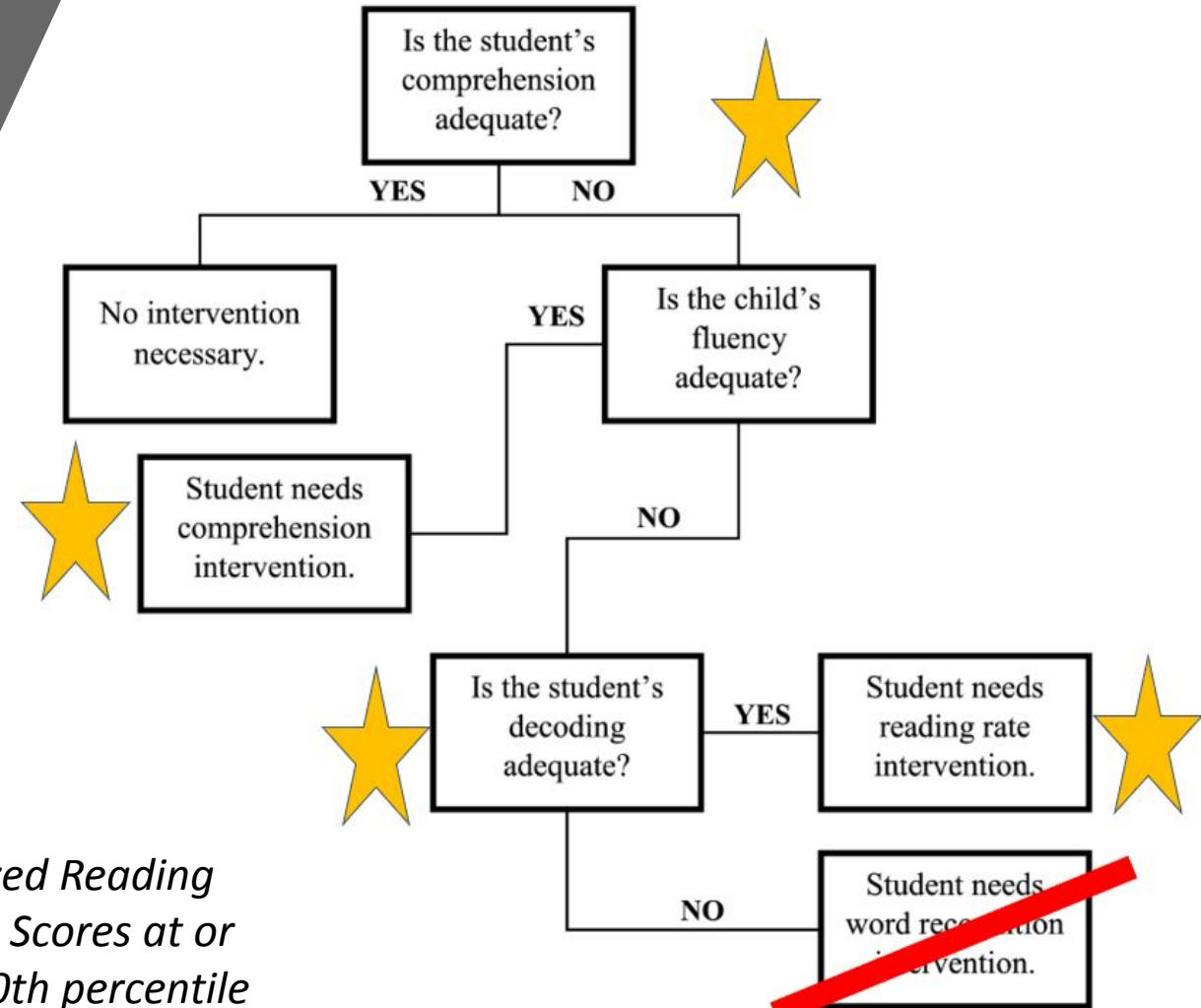


Multi Component Intervention: The building blocks of proficient reading



Portrait of a STARI Student

Decision making tree (Jones, Conradi, & Amendum, 2018)



*Standardized Reading
assessment Scores at or
below the 30th percentile
and/or poor
classroom reading
performance in some of the
above*



Curriculum Components

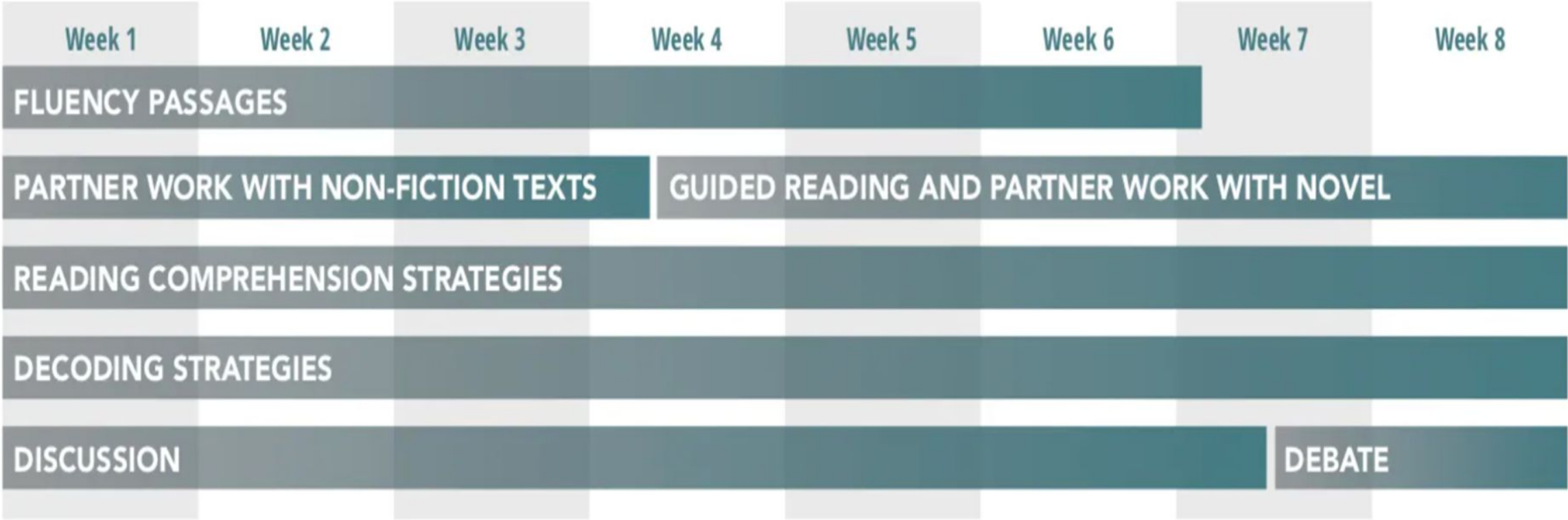
Series and Unit Overview

- Series are made up of three units that can be done in one calendar year
- Units take approximately 40-50 days
- Series 1–6th grade
- Series 2–7th grade
- Series 3–8th/9th grade

STARI Literature List

Series 1		
Unit 1.1 - Stand Up for Yourself	Unit 1.2 - What makes a family?	Unit 1.3 - Disaster Strikes!
<i>The Skin I'm In</i> (Sharon Flake) <i>Middle School Confidential: Be Confident in Who You Are</i> (Annie Fox) <i>Local News</i> (Gary Soto)	<i>Locomotion</i> (Jacqueline Woodson) <i>How to Eat a Poem</i> (The American Poetry & Literacy Project and The Academy of American Poets, eds.) (1 book/pair) <i>Foster Families</i> (H.W. Poole) <i>Local News</i> (Gary Soto)	<i>Hurricane Katrina</i> (Peter Benoit) <i>Ninth Ward</i> (Jewell Parker Rhodes) <i>When the Levees Broke: A Requiem in Four Acts</i> DVD (optional, 1 per class)
Series 2		
Unit 2.1 - Bearing Witness	Unit 2.2 - In War Time	Unit 2.3 - Telling Our Stories
<i>Ghost Boys</i> (Jewell Parker Rhodes) <i>The Murder of Emmett Till</i> (Henrietta Toth) <i>A Wreath for Emmett Till</i> (Marilyn Nelson) (optional, 1 per class)	<i>The Big Nothing</i> (Adrian Fogelin) <i>War in Afghanistan and Iraq</i> (Gerry Souter & Janet Souter) <i>The Man Who Walked Between the Towers</i> (Mordicai Gerstein) <i>Man on Wire</i> DVD (optional, 1 per class)	<i>When I Was Your Age: Volumes I and II: Original Stories about Growing Up</i> (Amy Ehrlich, ed.) <i>What the World Eats</i> (Faith D'Aluisio) (1 book/pair) <i>The Story of Muhammad Ali</i> (Leslie Garrett) <i>Champion: The Story of Muhammad Ali</i> (Jim Haskins) (1 book/pair) <i>Facing Ali</i> DVD (optional, 1 per class) Various Muhammad Ali biographies
Series 3		
Unit 3.1 - They Got Game	Unit 3.2 - Immigration Debate	Unit 3.3 - Harlem Renaissance
<i>Game</i> (Walter Dean Myers) <i>Roberto Clemente</i> (Jonah Winter) <i>Real Kids, Real Stories, Real Change</i> (Garth Sundem)	<i>Hot Topics: Immigration</i> (Nick Hunter) <i>Ask Me No Questions</i> (Marina Budhos)	<i>Bronx Masquerade</i> (Nikki Grimes) <i>Harlem Stomp!</i> (Laban Carrick Hill) (1 book/pair) <i>Poetry for Young People: Langston Hughes</i> (David Roessel and Arnold Rampersad, eds.) <i>The Great Migration</i> (Jacob Lawrence)

Timeline of a Typical STARI Unit



sample of lesson-by-lesson overview of one unit

Sequence of a Typical STARI Lesson



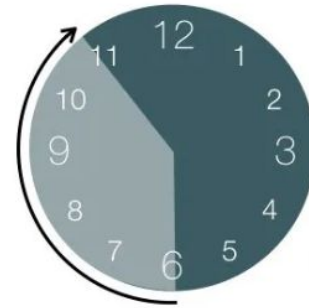
:00 to :05

REVIEW HOMEWORK



:05 to :30

PARTNER FLUENCY WORK OR
MINILESSON



:30 to :55

STUDENTS MEET IN GUIDED
READING GROUPS OR READ
NOVEL OR NONFICTION IN
PARTNERS



:55 to :60

DAILY WRAP-UP/ASSIGN
HOMEWORK

The role of
reading
fluency in
STARI

Unit 1.1

Fluency Passages

Level A



1. Where Are You From?	p. 6
2. Children Raising Children	p. 10
3. Get Out of Your Own Way	p. 16
4. Just Joking . . . Not!	p. 20
5. You've Got the Power	p. 26
6. Strong Girls	p. 30
7. Working Hard and Not Getting Ahead	p. 36
8. Colorism	p. 40
9. Girl Wars	p. 46
10. Who Are the Vandals?	p. 50



Why fluency?



What does this
routine look like
in STARI?



Text Discussion and
Fluency

What stood out
for you about the
fluency routine?


Questions thus
far?







Novel reading and written responses

Middle School Confidential | Chapter 8 "I Like Who I Am" continued


 Turn and talk to your partner.


If you could say something to Mateo about what happened, what would you say?



 and Jot 

Write down some of your ideas. It may help to look back at pages 83, 86, or 89.

I would tell Mateo that

 Read the top of page 84 with your partner.

 Talk about how this connects with Mateo's story.

 and Jot 

Write some of your ideas about the connections.

We see a connection here with Mateo. He

What STARl curriculum comes with

- Teacher Manual (FREE)
- Student workbook (FREE)
- Student fluency passages (FREE)
- Literature (NOT FREE)





Time to check out STARI

Website tutorial

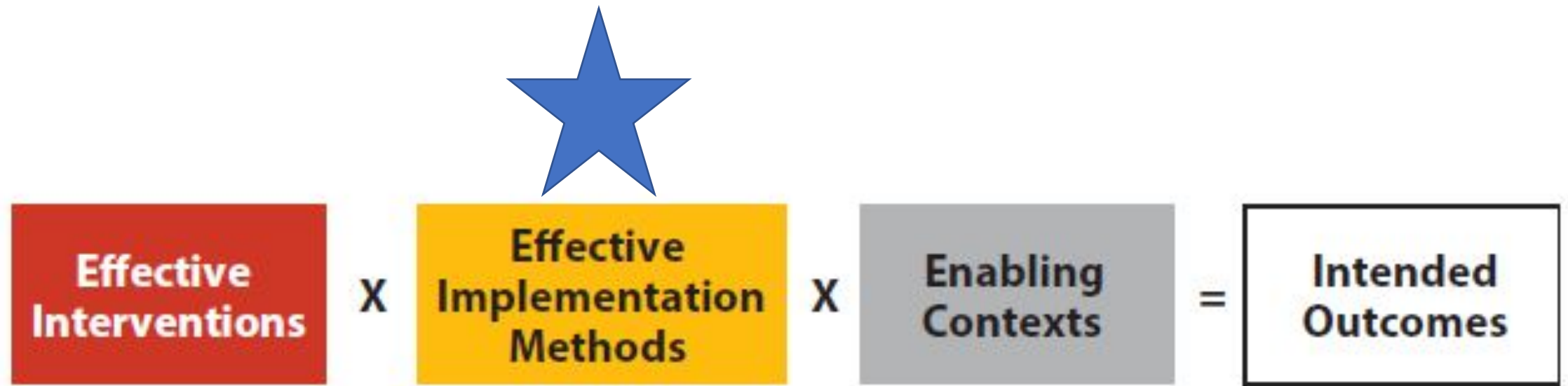
Questions?





Implementation

Three Components of Implementation Science



(Fixsen, Blase, Duda, Naoom, & Van Dyke, 2010)

Figure 1. Formula for Success

RECOMMENDED PACING GUIDE	
Summer	Session 0 • 30 minutes Icebreaker (in-person only)
	Session 1 • 2 hours Intro to STARI
	Session 2 • 1.5 hours Discussion
	Session 3 • 45 minutes Decoding
	Session 4 • 2.5 hours Fluency
	Session 5 • 1 hour Comprehension Strategies
	Session 6 • 15–75 minutes Prepping for Implementation
September	Session 7 • 30–60 minutes Beginning of the Year Check-in
	Session 8 • 1 hour Partner Reading
October	Session 9 • 1–1.5 hours Guided Reading
	Session 10 • 45 minutes Talk Goals 1 and 2
November	Session 11 • 1 hour Debate
	Session 12 • 45 minutes Talk Goals 3 and 4
December or January	Session 13 • 1 hour Getting Ready for Unit 2
February	Session 14 • 1 hour Going Deeper with Discussion
March	Session 15 • 1 hour Adaptations
April	Session 16 • 1 hour Getting Ready for Unit 3
May or June	Session 17 • 1 hour Debrief, Reflection, Planning for Next Year

PD Options

- Approximately 20 hours of training are needed prior to implementing.
- Option one: Individual training completed online via video modules (\$300 per teacher)
- Option two: group training facilitated by school/district (\$3,000 with group facilitator materials included)

Best approach depends on your scale of implementation

- Online- One or a very small group of teachers are implementing and have background in evidence-based reading interventions
- Group facilitation- Best for whole school effort

How we implemented

Decide on who will facilitate and how schedule will support this.

- 6th grade: ELA, Special education teacher, and reading specialist (8 students each)
- 7th grade: ELA and special education teacher-co-taught (14 students total)
- 8th grade: ELA and special education teacher-co-taught (14 students total)

Early Implementers:

- Select one or two staff as early implementers- roll out full implementation the following semester.

Materials

Decide on materials

Print or buy

Get Literature

What we did- Printed everything that was free online besides teacher manuals- only bought literature.

What we wish we did- Buy everything, it took FOREVER to print student binders and fluency passages and was a nightmare to the binder

Resources

[Slide deck](#) (Adaptations)

[Keys to Literacy Padlet](#)