It’s Never too Late: Ensuring Older Striving Readers Succeed

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Today's Presenters

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Objectives

- Recognize the impacts of poor reading skills on older students
- Understand the learning challenges of upper elementary and older students
- Receive web-based resources
- Learn the 3 profiles of reading difficulty experienced by older students
- Understand what is needed for upper elementary and older students to overcome reading difficulties: assessment, targeted instruction, effective materials, knowledgeable educators

What is the Science of Reading?

The science of reading is a vast, interdisciplinary body of *scientifically-based* research* about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

* **The science of reading** is derived from researchers from multiple fields: cognitive psychology, communication sciences, developmental psychology, education, special education, implementation science, linguistics, and neuroscience.

https://www.thereadingleague.org/what-is-the-science-of-reading/

*This IS **NOT** the science of reading*

And this IS **NOT** the science of reading either

The Simple View of Reading

*Gough and Tunmer in 1986, Updated 1990, 2019

Example:

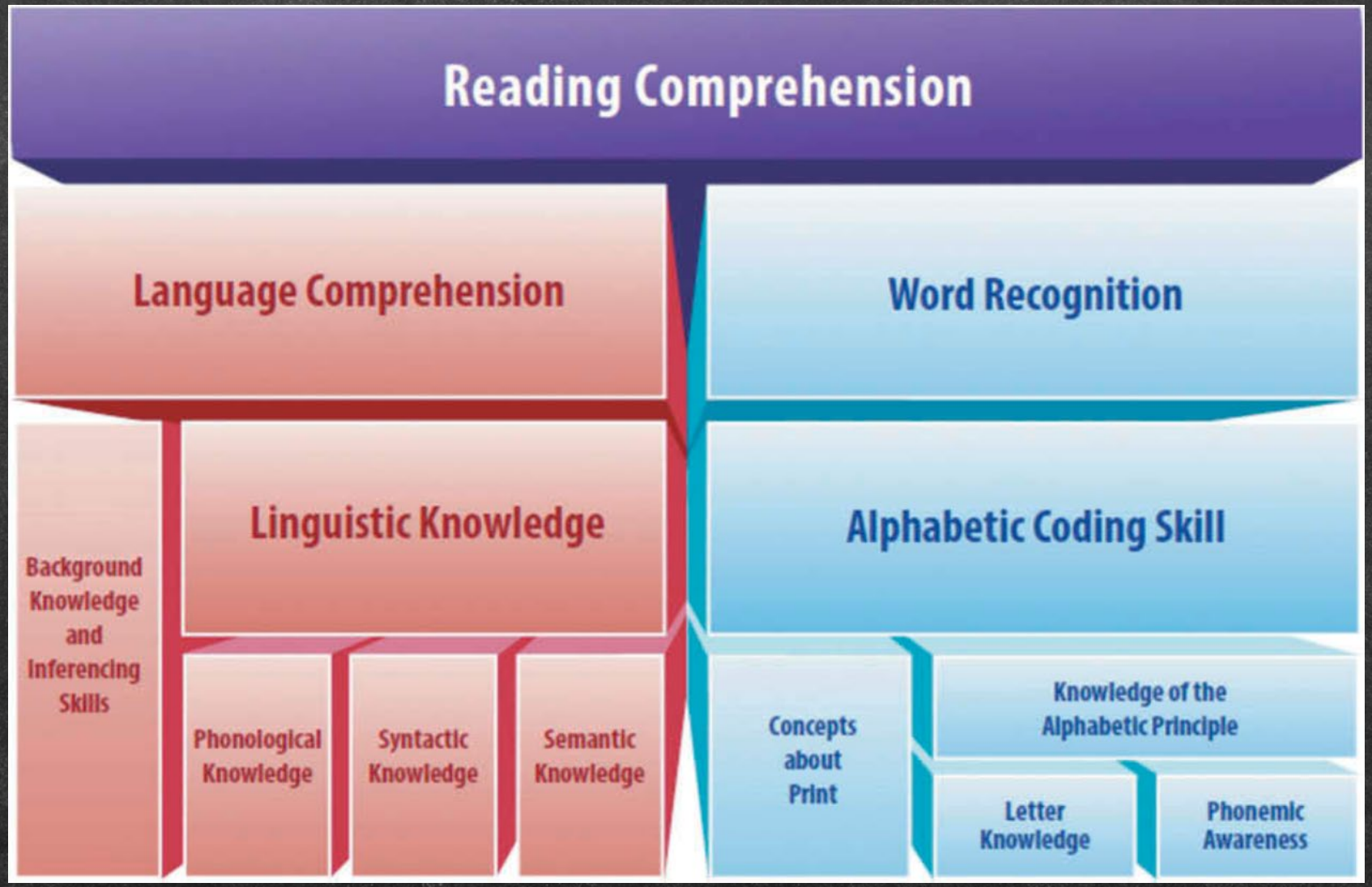
.50 X .50 = .25

1.0. X 1.0 = 1

.25 X 1.0 =.25

1.0 X .25 =.25

The Cognitive Component Model of the Simple View



Wes Hoover 2021

The Reading Rope

Scarborough's Rope is a theoretical framework to illustrate which foundational components (represented by each strand) are correlated with later skilled reading.

LANGUAGE COMPREHENSION

Background Knowledge
(facts, concepts, etc.)

Vocabulary
(breadth, precision, links, etc.)

Language Structures
(syntax, semantics, etc.)

Verbal Reasoning
(inference, metaphor, etc.)

Literacy Knowledge
(print concepts, genres, etc.)

WORD RECOGNITION

Phonological Awareness
(syllables, phonemes, etc.)

Decoding
(alphabetic principle, spelling-sound correspondences)

Sight Recognition
(of familiar words)

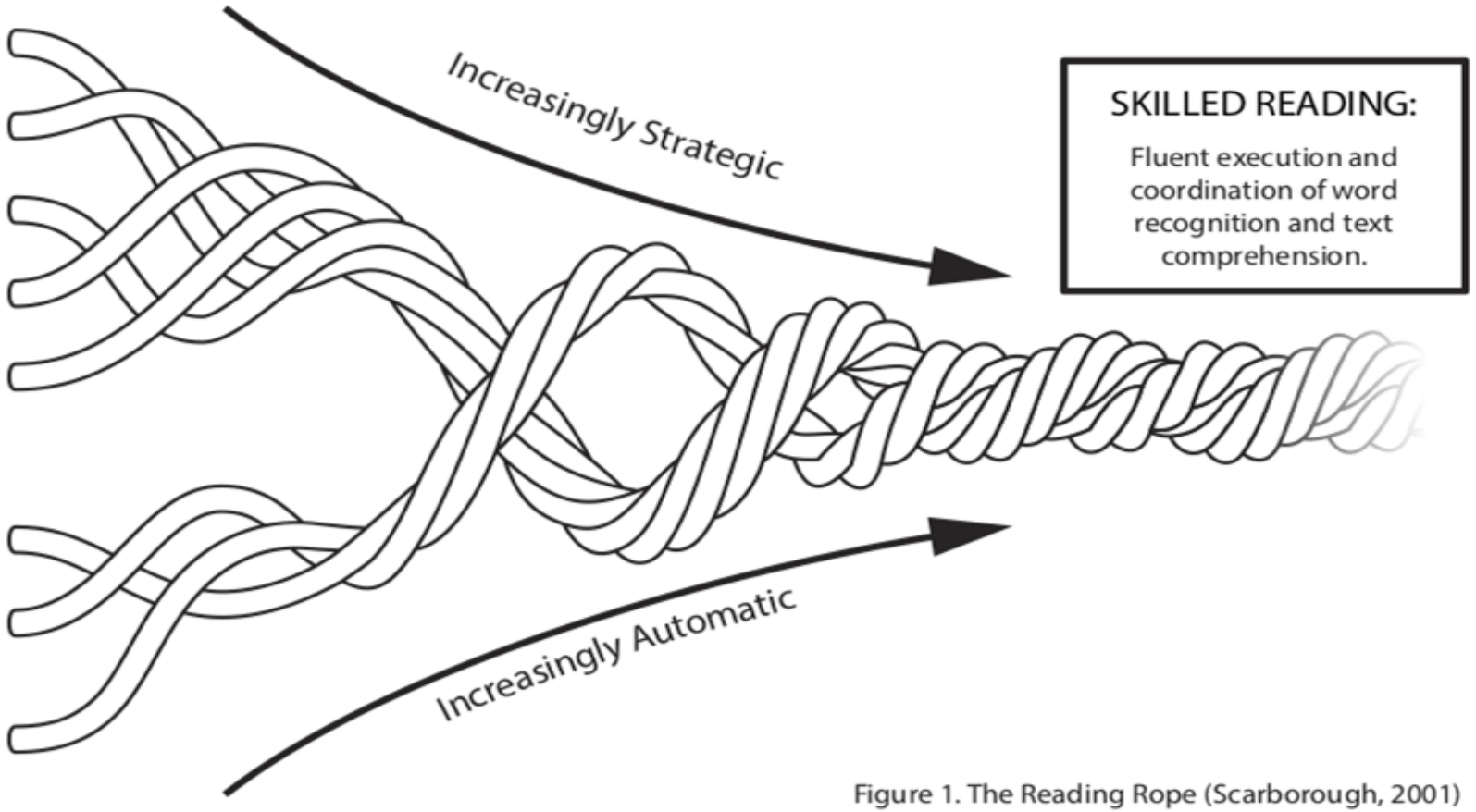


Figure 1. The Reading Rope (Scarborough, 2001)

Impact of Reading Difficulty

85%

Students in the juvenile system

60%

In prison

75%

Black students in California

Reading Challenges for Upper Elementary & Older Students: *A Not So Simple View*

Word Recognition

- May demonstrate multisyllabic word reading difficulties
- May have holes in single syllable word decoding (e.g., variant vowels)
- Possible phonological difficulties
- Insufficient automaticity
- Disfluent

Language Comprehension

- Oral language limitations
- English language development needs
- Lacking general and domain-specific academic vocabulary
- Limited syntactic understanding
- Difficulty with inferential reasoning
- Limited background and world knowledge

Common Reading Difficulties

Specific Word Reading Difficulties	Specific Reading Comprehension Difficulties	Mixed Reading Difficulties
• Phonological weakness • Word recognition skills below average • Average or greater oral vocabularies and oral comprehension • Reading comprehension below average	• Average or better phonological and word recognition skills • Oral language comprehension and oral vocabulary varies, but often somewhat below average • Below average reading comprehension; lacks a strategic approach to comprehension	• Difficulties with word recognition; non-alphabetic, inaccurate, or non-automatic word reading • Fluency is usually below average • Oral language comprehension and oral vocabulary varies but often below average • Reading comprehension below average

**Adapted from Spear-Swerling 2016*

Key Intervention Needs

Specific Word Reading Difficulties	Specific Reading Comprehension Difficulties	Mixed Reading Difficulties
• Systematic phonemic awareness and phonics • Fluency instruction and practice • Support in structural analysis (morphology) and decoding multisyllabic words • Connect spelling, reading and writing	• Explicit instruction in evaluating and synthesizing information, inferencing • Explicit instruction in syntactic structures, language and vocabulary • Integration of writing/ reading • Instruction in text structures • Ample discussion/ accountable talk • Deep development of world knowledge through texts	• Explicit instruction in word-recognition skills coupled with explicit instruction in specific areas of comprehension • Deep development of world knowledge through texts

**Adapted from Spear-Swerling 2016*

Examples from SoR for Word Recognition

- Phonemic awareness and letter instruction: Instruction in the identification of phonemes in spoken words and how they link to letters for the most challenged readers
- Explicit and systematic instruction in how to decode (read) and encode (spell) words, including word part analysis (e.g., syllables, morphemes) with an emphasis on multisyllabic words
- Connected stretch text reading to build reading accuracy automaticity, fluency, and comprehension, with an emphasis on accuracy and prosody for older students (Prosody has a strong correlation to comprehension)

Examples of instructional practices NOT supported by scientific evidence in word recognition

- Emphasis on larger units of speech (syllables, rhyme, onset-rime) rather than individual phonemes
- Implicit and incidental instruction in word reading, visual memorization of whole words, guessing from context, and picture cues (cueing models)
- Emphasis on speed or words per minute over accuracy and prosody when reading texts

Examples of Language Comprehension Instruction Aligned to SoR

- Reading aloud from challenging texts and student reading from a variety of complex texts to build knowledge and vocabulary
- Robust conversations to develop students' academic language (e.g., narrative and inferential language)
- Explicit instruction in grammatical structures, syntax and academic vocabulary within the context of other reading activities
- Writing about texts
- Background and content knowledge through a topical approach to content from science and history
- English language development and oral language

Examples of Language Comprehension Instruction NOT Aligned to SoR

- Leveled texts
- No explicit instruction of morphology, memorization of isolated words and definitions out of context, lack of strategic and intentional instruction
- Implicit instruction of grammatical structures or no instruction in syntax

Improving Literacy in All Content Areas

1. Provide scaffolded instruction throughout the school day, including strategies to build inferencing, critical thinking, collaboration, and the knowledge and vocabulary specific to disciplines.

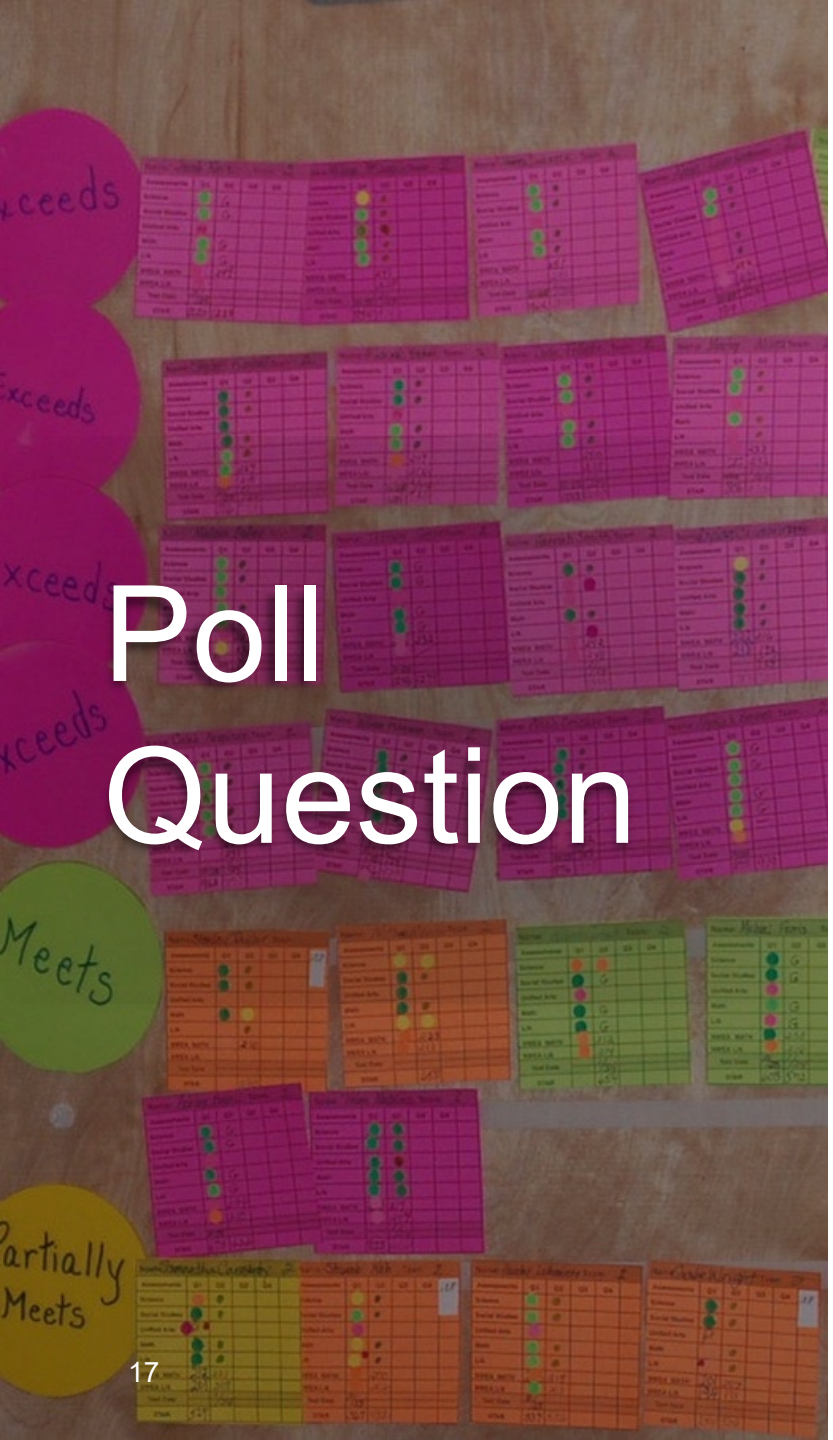
2. Include open, sustained discussion of content.

3. Have high standards for text, conversation, questions, and vocabulary.

4. Build motivation for and engagement with reading.

5. Teach essential content knowledge.

6. Integrate reading, writing, and discussion.



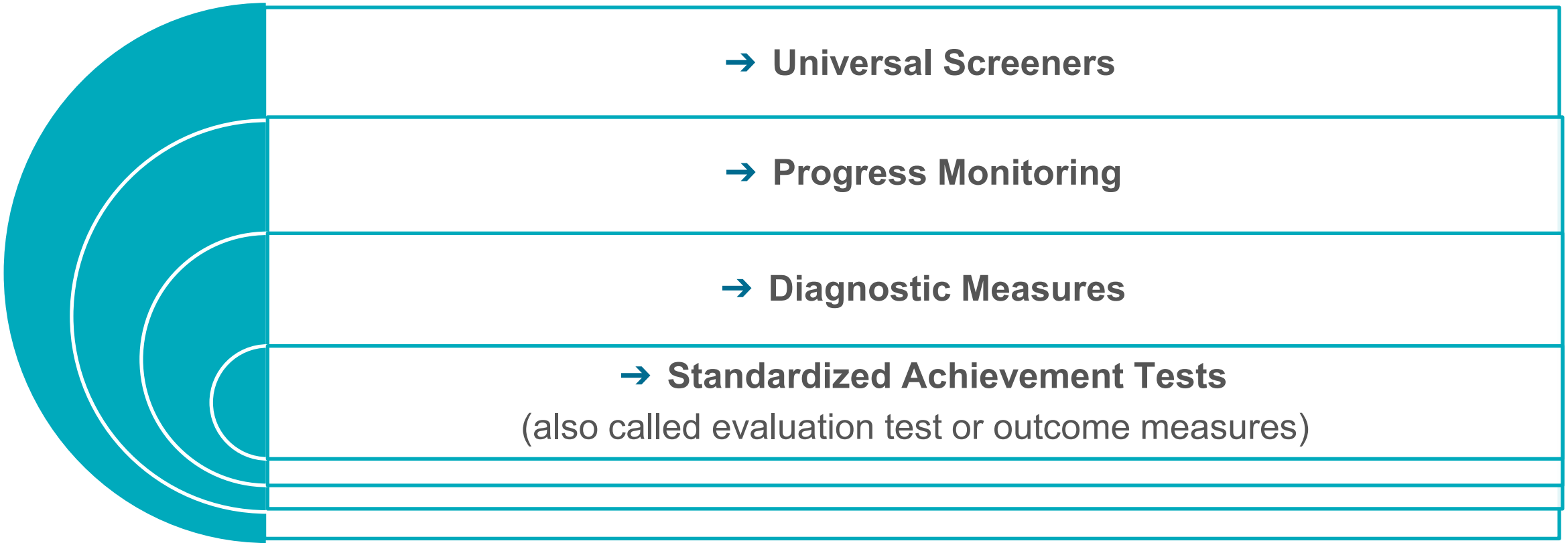
Poll Question

All teachers are reading teachers

A. True
B. False
C. It's complicated

BUSTING THE MYTHS

Assessment: The Vital Link



What Should Tier 1 Look Like?

Strong evidence-based and content-rich curricula and practices implemented with fidelity

Differentiation and scaffolds with grade level content

Effective Early Warning System including data

What Should Tier 1 Look Like?

- Data from end of prior year for universal screening
- Ample opportunities to write and talk about texts
- Culturally and linguistically responsive practices
- Skillful teachers who know how to adjust, motivate and when to worry

Tier 2 Support and/or Tier 3

Usually extra support period or class, ideally a WIN period

Interventionist or support staff may teach this added period

Additional time during week, 3 or more times

Targeted materials

Instruction based on identified need

Progress monitoring within the intervention

Assessments to Inform Instruction

Effective Assessment Toolkit for Older Students

Screening

- Conducted 1–3 times per year
- Shows broad and narrow skills
- Standardized and norm-referenced
- Identifies risks

Diagnostic

- Identifies specific reading gaps
- Points to type of intervention, and
- Best progress measure

Monitoring

- Weekly brief assessmentof target reading skill
- Shows student progres stoward reading goal

Why Screen Older Students?

- Provides up to date data to plan instruction
- Identifies students who might not already be participating in intervention
- It’s NEVER too late to learn to read

How Often Should I Screen Older Students?

It depends….

- Grades 4-5: 3 times a year
- Grades 6-8: 2 times a year
- Grades 9-12: Once in grade 9 and for all new students

Remember:

- Older students have learning histories and prior records
- Consult these when possible
- Compare prior data with screening score

What if the Screening Data Do Not Identify the Learning Need?

- Screening data can show if there is a problem but will not always indicate ***why***
- Diagnostic assessment is designed to identify the ***reason*** for the reading problem
- Examples:

Example 1

- Student shows poor accuracy on reading screener but not **why**
- Diagnostic identifies a need to learn vowel teams

Example 2

- Student shows poor comprehension on screener
- Diagnostic identifies that the student needs to learn key content area vocabulary

What Does Progress Monitoring Add?

Documents student's response to the intervention in relation to:

- Goal or benchmark
- Rate of improvement
- Evidence of disability

Example

- Maria
- Grade 6
- Screening-to-Intervention report shows
  - Needs to finish mastering advanced phonics
  - Then move on to fluency
- Systematic and explicit instruction
- Progress monitor with oral reading fluency

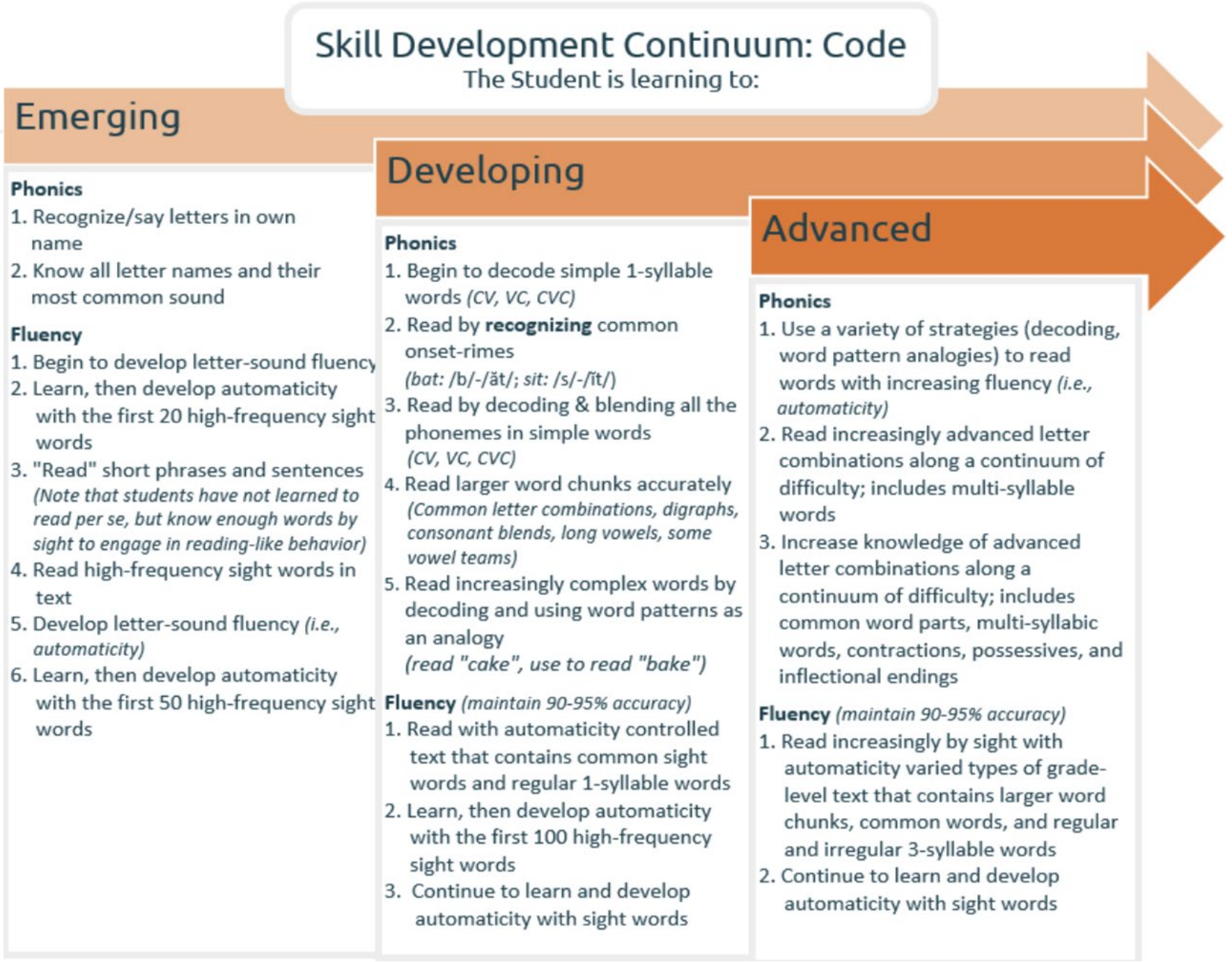
Screening-to-Intervention (s2i) Report

Phonemic Awareness *	Phonics & Fluency	General Reading	Read. Program LEXILE ®	Plan	Intervention	Progress Monitoring Recom. Assessment	Performance
>=32	539	528	990L	On Track			
>=32	539	! 501	570L	6.3: Vocabulary & Comprehension	Vocabulary in Texts and Beyond	CBMreading + CBMcomp	?
>=32	520	! 510	710L	6.3: Vocabulary & Comprehension	Vocabulary in Texts and Beyond	CBMreading + CBMcomp	?
>=32	! 505	! 507	665L	3.2: Phonics & Fluency	Repeated Reading with Partner	CBMreading	▽
>=32	! 506	! 511	725L	3.2: Phonics & Fluency	Repeated Reading with Partner	CBMreading	△

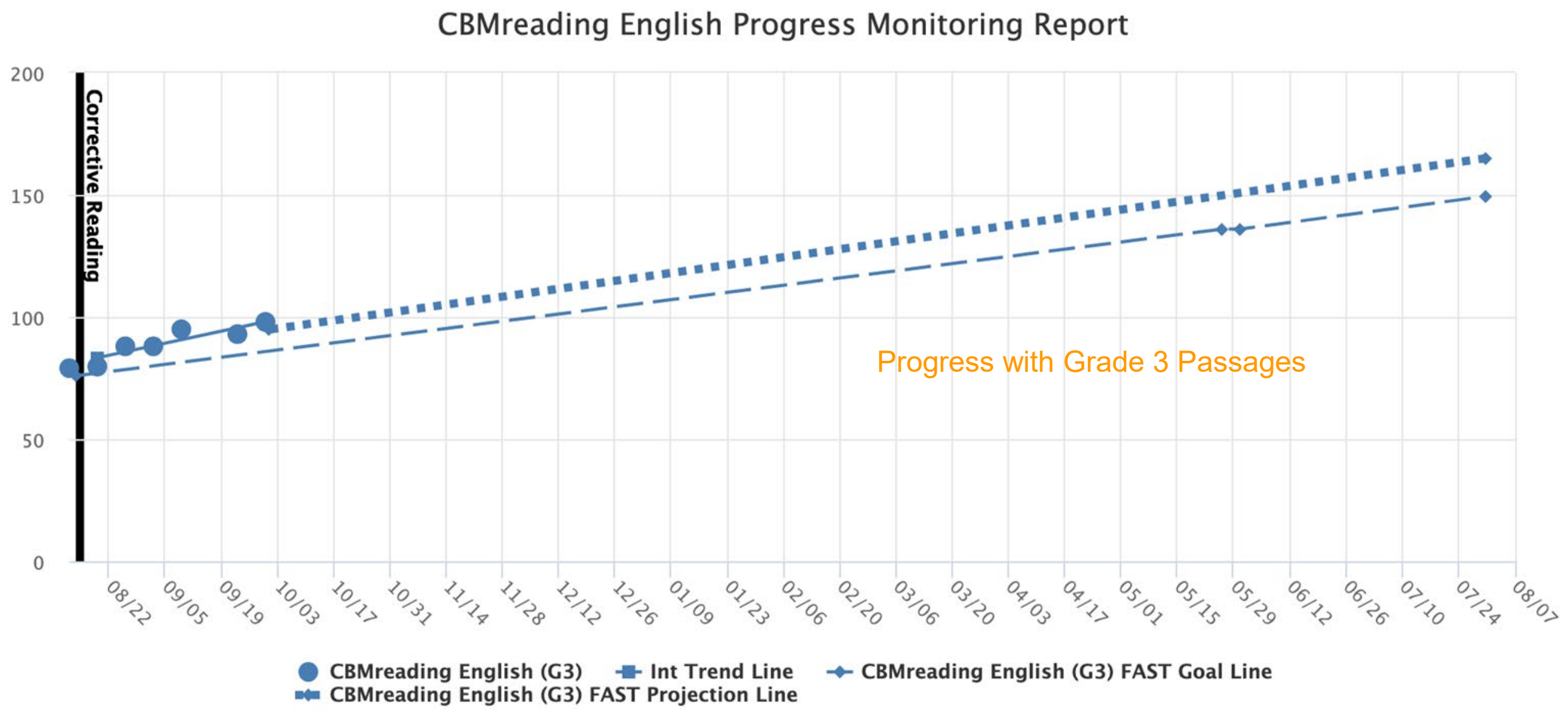
Intervention

Lesson 5: Specific Plan – Phonics and Fluency (CODE)

Some students may benefit from more targeted support in **Phonics** and **Fluency**. This graphic provides details about the development of this skill. Download, review, and use the information in this plan to support targeted instruction for your students.



Progress Monitoring



Next Steps

- Continue core instruction with intervention to support student to reach grade-level goals
- Maria:
  - After mastering phonics, move on to fluency
  - Also incorporate vocabulary and comprehension
  - Monitor at next grade level and up to reach grade 6 benchmark

What Can Administrators Do?

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- Set up teacher study groups to read and discuss research
- Set up a pilot with effective SoR aligned materials and lots of support.
- Purchase a well-designed Intensive Intervention for the most challenged older students: The Third Quest (Ancora Publishing), Language! Live (Voyager/Sopris)
- Use HQIM to reduce the load for new teachers and to ensure strong content aligned to the research
- Encourage teachers to teach first starting from where they left off during shutdowns, as review, then assess. **Don't assess first.**
- Share videos from powerful models from within and outside the school
- Arrange to have teachers take a science of reading online course: https://www.corelearn.com/online-elementary-reading-academy/

What Can Administrators Do?

- Another course is LETRS or courses through Glean Education https://www.gleaneducation.com/
- Select instructional materials consistent with the science of reading: https://www.thereadingleague.org/curriculum-evaluation-guidelines/ or https://www.edreports.org/resources/adoption-steps
- Structure professional learning to focus on the science of reading
- Provide time for observation, feedback, and coaching support—**ESSENTIAL WITH A NEW CURRICULUM**
- Develop internal expertise
- Review data using effective and appropriate measures (NOT RUNNING RECORDS AND MISCUE ANALYSIS; use CBMs)
- Convene districtwide principal study, reflection, and data summits
- **KEEP LEARNING**

4 Actions to Accelerate Learning

Build Reading Fluency

https://achievethecore.org/category/411/ela-literacy-lessons?filter_cat=1153. and https://achievethecore.org/page/3254/increasing-reading-fluency-for-middle-and-high-school-students

Provide Extra Phonics Practice

https://achievethecore.org/page/3290/early-reading-acceleration-practice-phonics-activities

Scaffold Grade-level Text

https://achievethecore.org/page/3324/quarter-turns-supports-to-access-complex-text-across-disciplines

Leverage the Quad Text Set Model

https://achievethecore.org/category/411/ela-literacy-lessons?filter_cat=1228&sort=name

Acceleration Resources

- Use **quick assessments** such as a **CBM**
- Use a quick diagnostic to zero in on missing phonics skills: https://www.renaissance.com/products/star-phonics/. (formerly keyphonics)
- If your own materials are weak in word recognition, consider the following for foundational skills replacement—SIPPS: https://www.collaborativeclassroom.org/programs/sipps/. (K-3)
- For older students consider: *SIPPS PLUS* or *The Third Quest*. (grade 4 up) *https://www.collaborativeclassroom.org/products/sipps-plus-3rd-ed-2/*. https://ancorapublishing.com/product/the-third-quest-reading-intervention/
- https://achievethecore.org/category/411/ela-literacy-lessons?filter_cat=1153
- https://achievethecore.org/collection/6/foundational-skills-k-2#foundational-skills-k-2
- https://achievethecore.org/page/3290/early-reading-acceleration-practice-phonics-activities
- https://achievethecore.org/collection/9/early-reading-accelerators-k-2
- https://achievethecore.org/collection/7/knowledge-vocabulary-k-2
- https://achievethecore.org/collection/6/foundational-skills-k-2
- Check out “The Third Quest’s Parallel Universe.” https://ancorapublishing.com/product/third-quest-parallel-universe-season-1-school-edition-po/

Resources

- https://eab.com/research/district-leadership/toolkit/the-science-of-reading-implementation-guide/
- https://ies.ed.gov/ncee/wwc/PracticeGuide/29. (grade 4–9 intervention)
- https://www.youtube.com/watch?v=83tfzOFpBak&t=810s
- https://www.youtube.com/watch?v=U9J295pPslc&t=1s
- https://therighttoreadfilm.org/
- https://features.apmreports.org/reading/
- http://bit.ly/SpearSwerlingStructuredLiteracyandTypicalLiteracyPractices
- http://bit.ly/HowSoRInforms21stCenturyEd
- https://www.aft.org/sites/default/files/moats.pdf
- https://www.thereadingleague.org/what-is-the-science-of-reading/
- https://www.serpinstitute.org/accelerate-progress-in-reading-with-stari

Additional Resources

- Visit Center on Multi-Tiered System of Supports, https://mtss4success.org/
- Visit National Center on Intensive Intervention, https://intensiveintervention.org/
- Read Triage for Struggling Adolescent Readers: A Systems Approach, https://www.corelearn.com/triage-for-struggling-adolescent-readers/
- Read “Adolescent Literacy: Addressing the Needs of Students in Grades 4-12, Joan Sedita. https://keystoliteracy.com/wp-content/uploads/2014/02/Keys-to-Literacy-Adolescent-Literacy.pdf
- A new Center focused on older MLLs: https://www.cselcenter.org/

The Right to Read

Sydney Poitier: https://youtu.be/gnzm9SiFFS0


Questions?

The Illuminate Solution

FastBridge

Screening and Progress Monitoring

Research-based universal screening and progress monitoring for academics and social-emotional behavior (SEB) with intervention recommendations

DnA and Content

Assessment Creation and Administration

Highest-quality, standards-based assessments with instant scoring, formative feedback, interactive reporting, and targeted activities

eduCLIMBER

MTSS Collaboration and Management

Interactive district-level to whole-child data management that strengthens MTSS implementations, including student need identification and intervention effectiveness