

Reading Intervention for Older Students



Joan Sedita, January 25 – May 10, 2021

Reading Intervention for Older Students

Part 1: Identifying Student Needs

Joan Sedita, Founder Keys to Literacy

Adolescent Language and Literacy

**Word
Recognition**

X

**Language
Comprehension**

=

**Reading
Comprehension**

Advanced Word Study

Background Knowledge

Fluency

Vocabulary

Language Structures

Verbal Reasoning

Literacy Knowledge

**Adolescent Literacy Components of Ohio's
Plan to Raise Literacy Achievement**

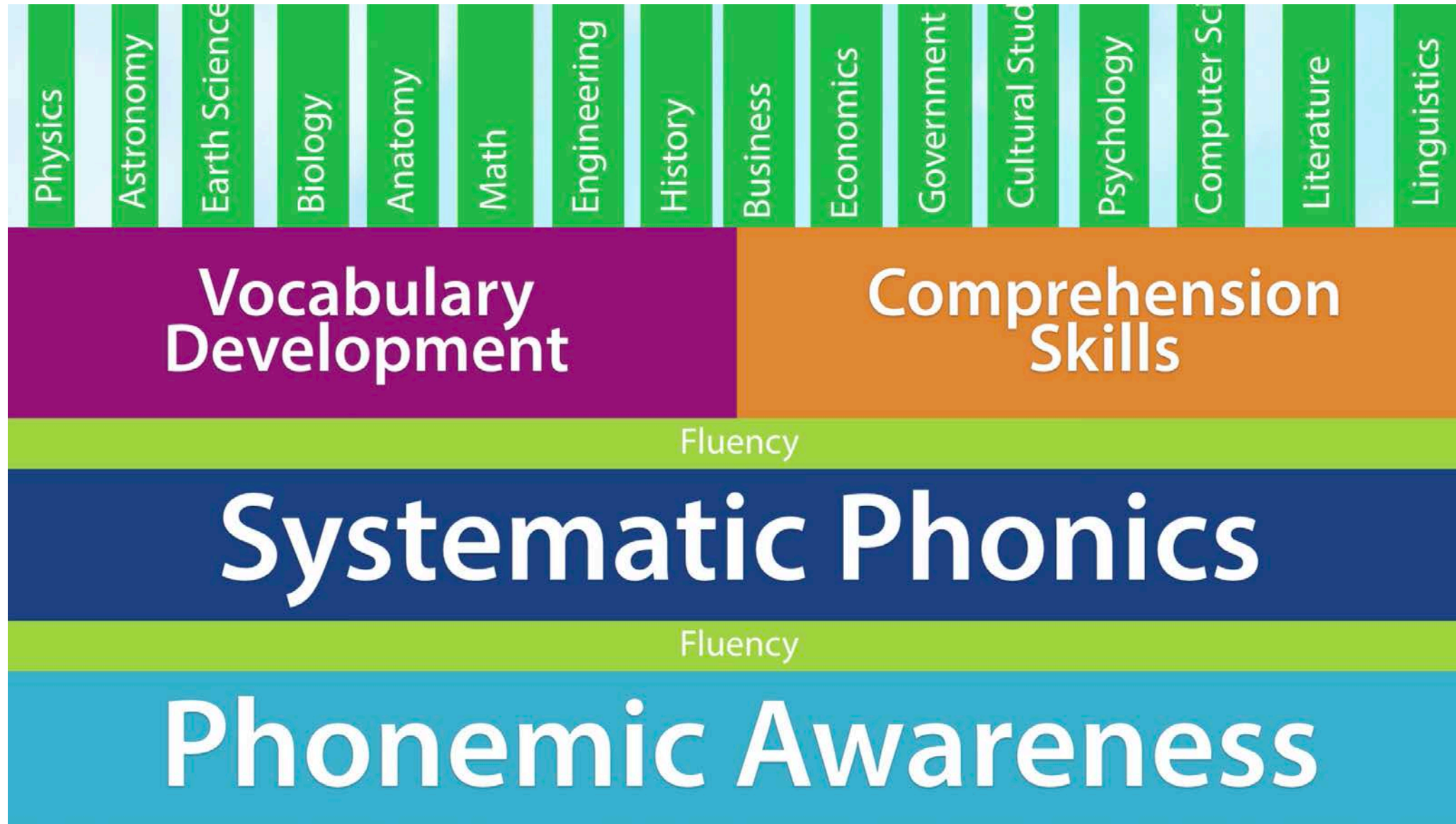
**Evidence-
Based
Literacy
Strategies
Across
Content
Areas**

**Disciplinary
Literacy**

**Individualized
& Intensive
Interventions
by Trained
Specialists**



Why should we focus on adolescent literacy?

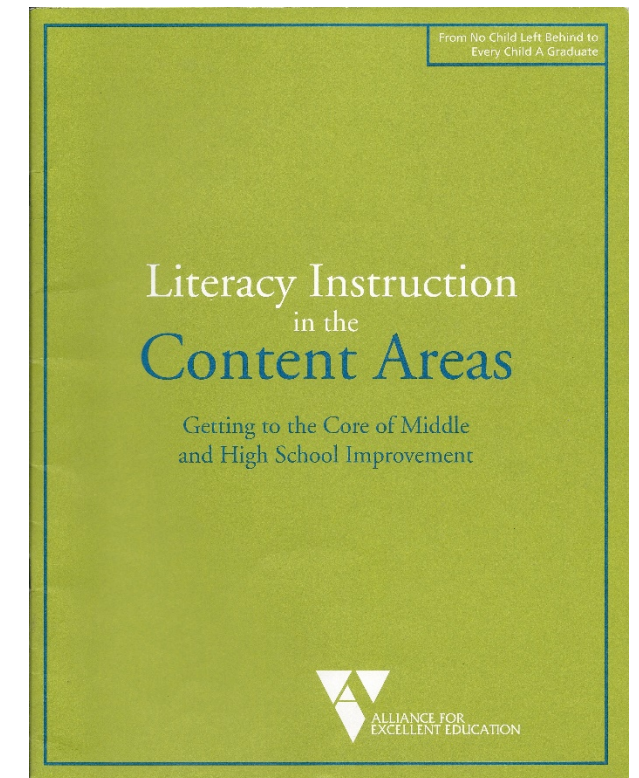
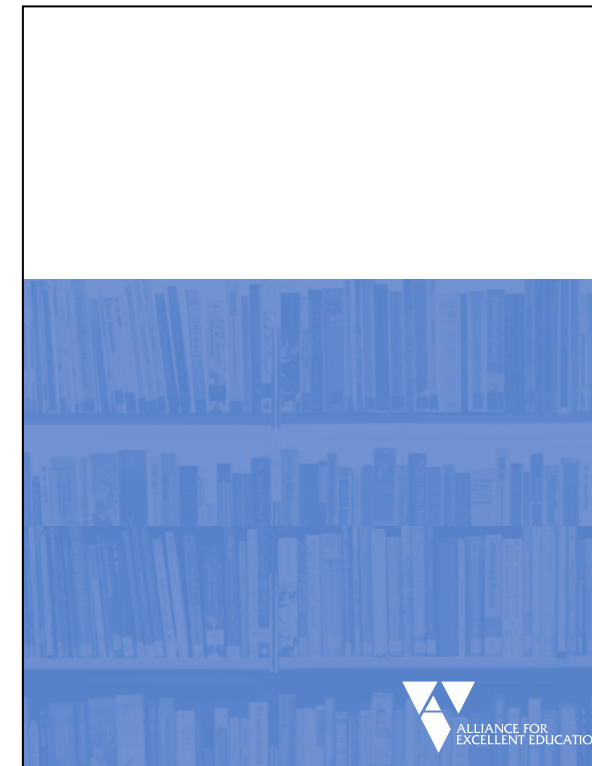
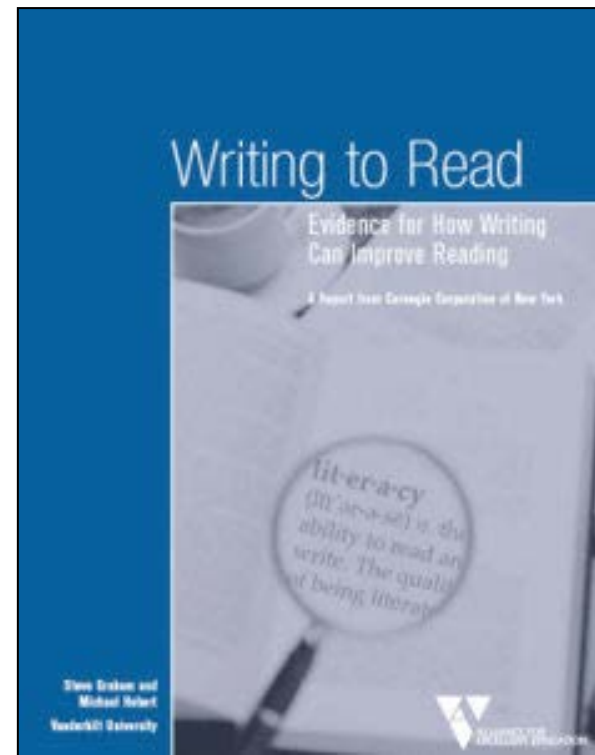
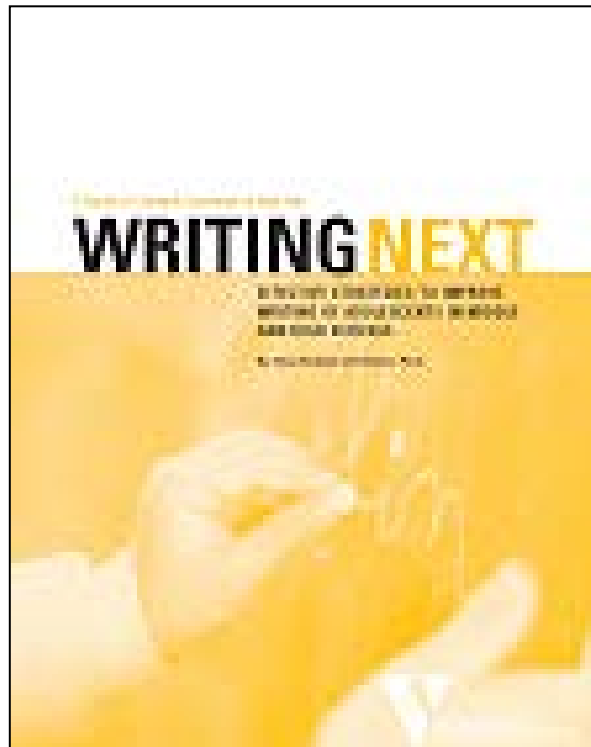


Literacy is the ultimate gatekeeper for students.



What do we know about adolescent literacy?

Literacy instruction in the content classroom by all teachers:



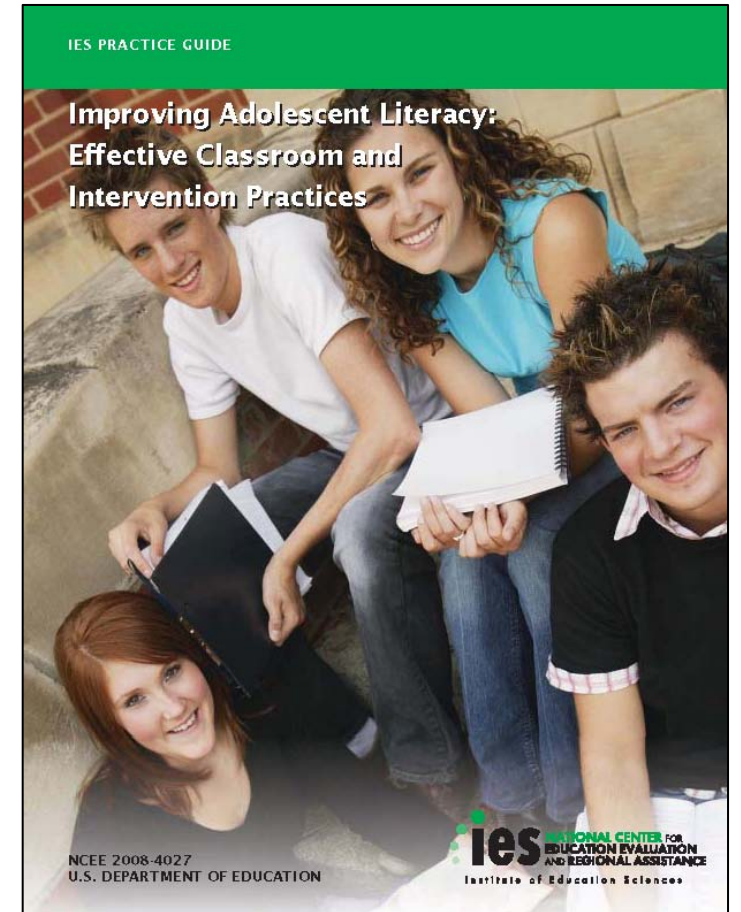
www.all4ed.org

http://www.all4ed.org/publication_material/adlit

5 evidence-based instructional recommendations:

Tier I

1. Provide explicit vocabulary instruction
2. Provide direct and explicit comprehension strategy instruction
3. Provide opportunities for extended discussion of text meaning and interpretation
4. Increase student motivation and engagement in literacy learning
5. **Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists**

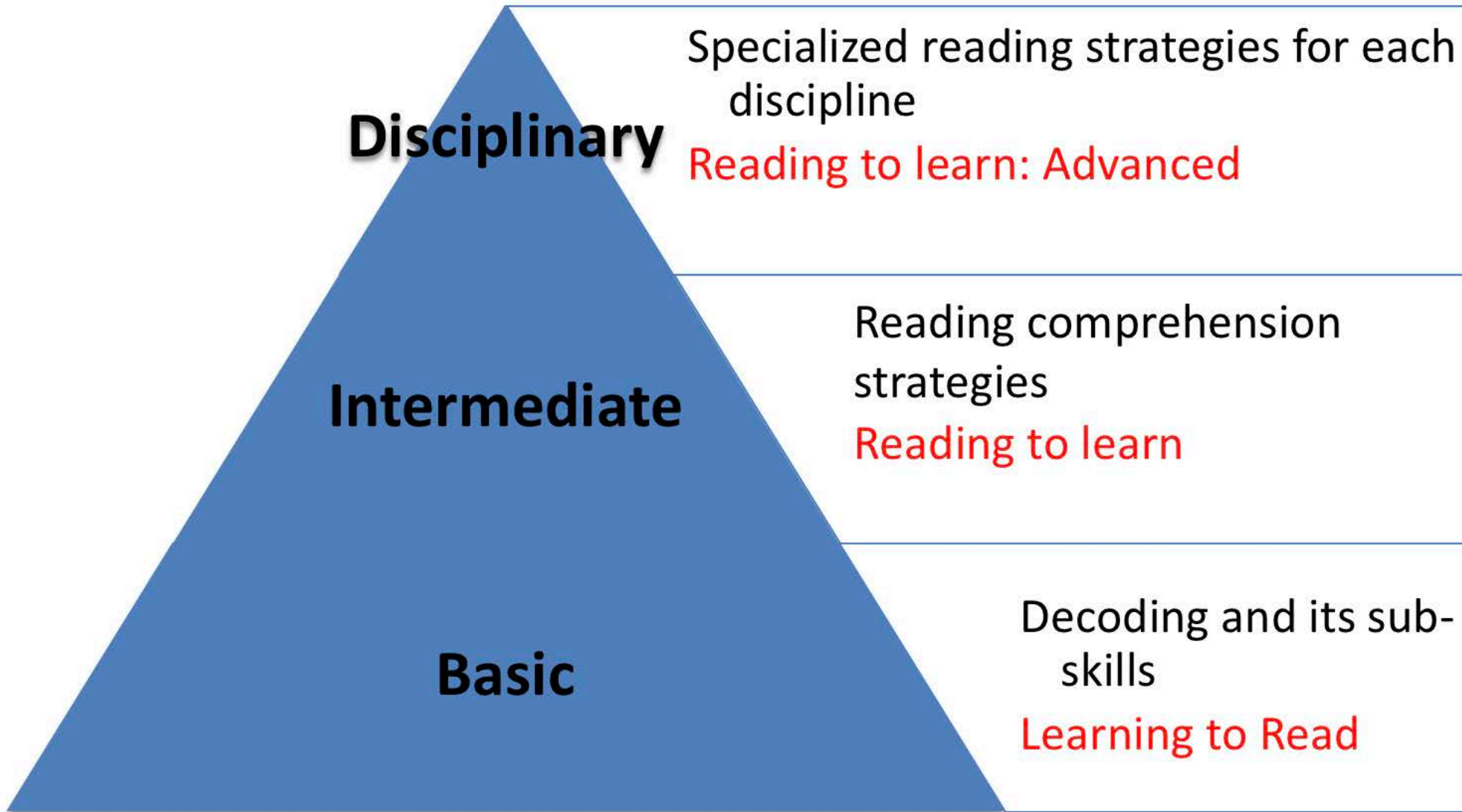


Improving Adolescent Literacy: Effective Classroom & Intervention Practices

IES Practice Guide(2008)

<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

3 Categories of Literacy Skills



Accommodation & Remediation for Struggling Readers

In order to develop adolescent literacy proficiency, we must:

- Remediate to develop basic skills
- Provide accommodations and/or modifications that ensure struggling adolescent learners can access the same essential disciplinary knowledge as their non-struggling peers

Five Components of Reading

Component	Elementary	Secondary
Phonemic Awareness	✓	
Word Study	✓	✓ (Advanced Word Study for SOME students)
Fluency	✓	* (Fluency instruction for SOME students to promote comprehension)
Vocabulary	✓	✓
Comprehension	✓	✓

What reading skills are needed?

Related Free Resources (articles, videos, webinars)

<https://keystoliteracy.com/free-resources/articles/>

The Strands That Are Woven Into Skilled Writing (Sedita, 2019)

Composing

- Generating ideas, gathering information
- Planning and organizing
- Reviewing and editing

Syntax

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

Text Structure

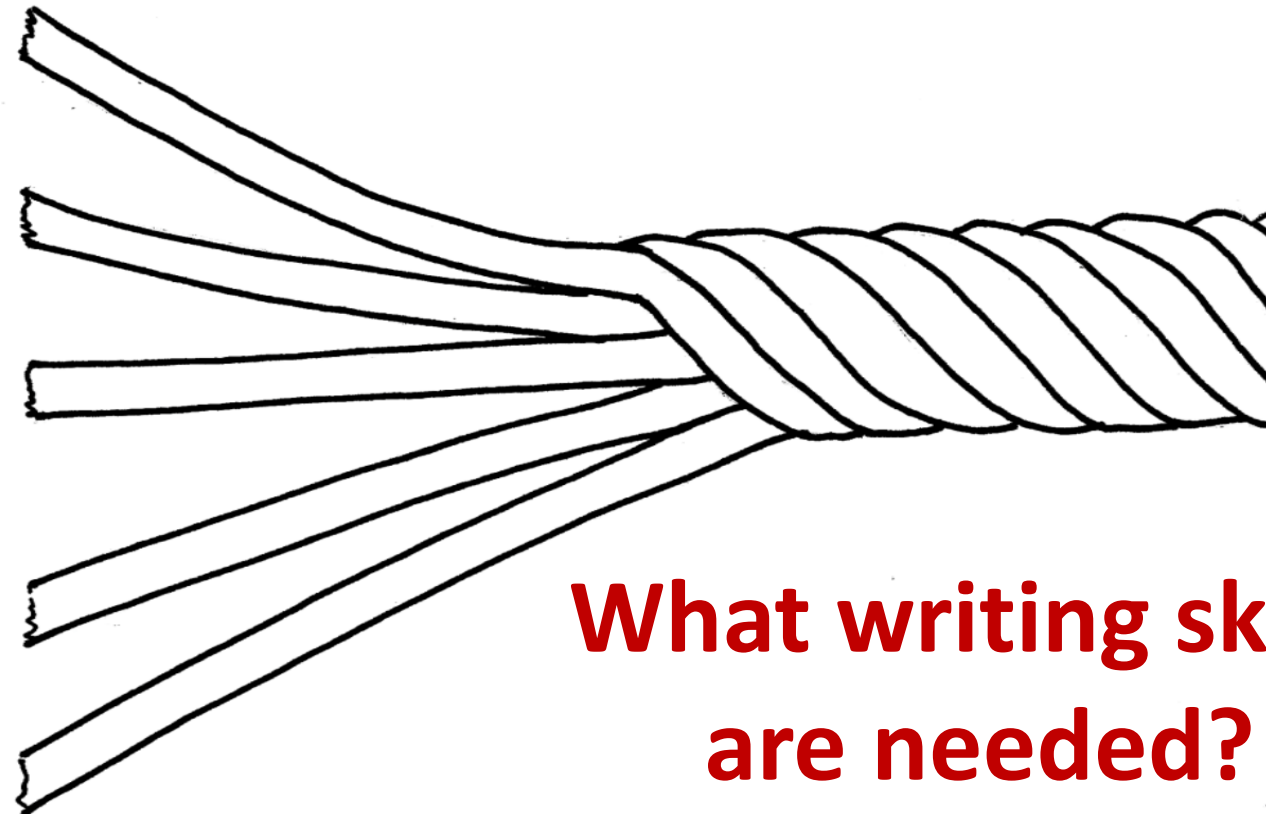
- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words/phrases

Writing Craft

- Word choice
- Awareness of task, audience purpose
- Literary devices

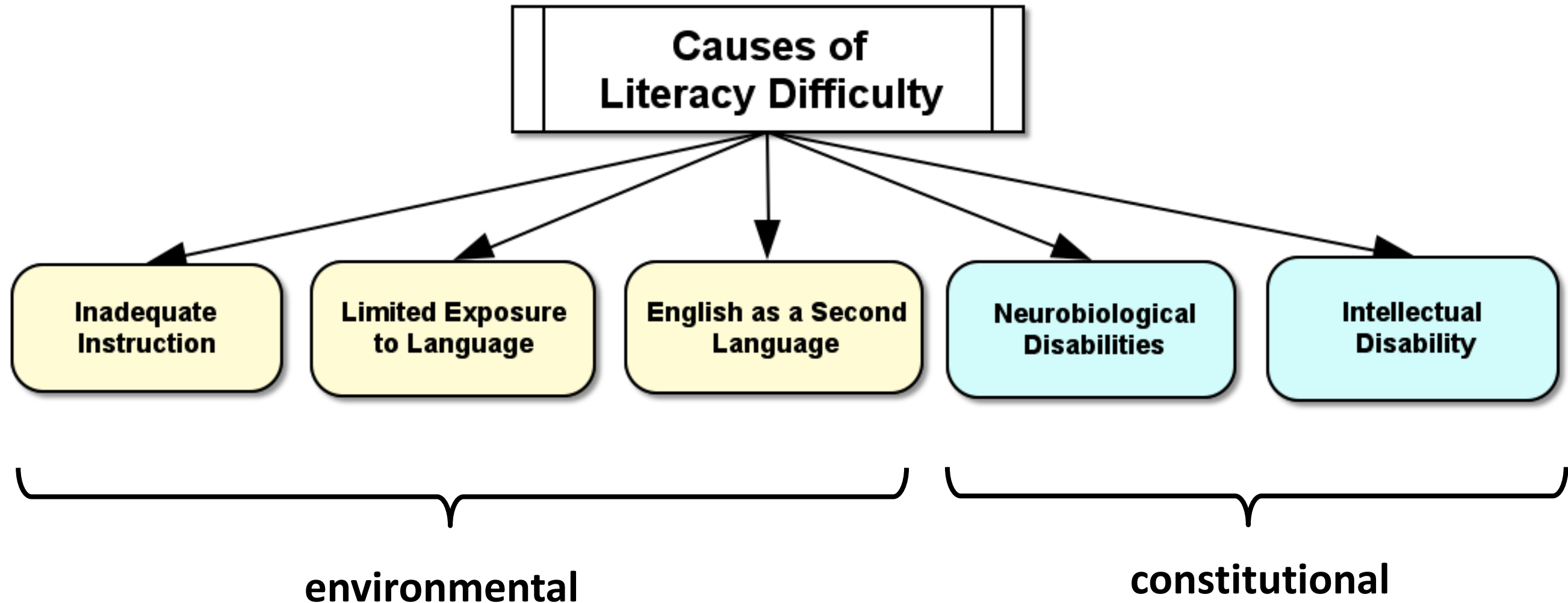
Transcription

- Spelling
- Handwriting, keyboarding



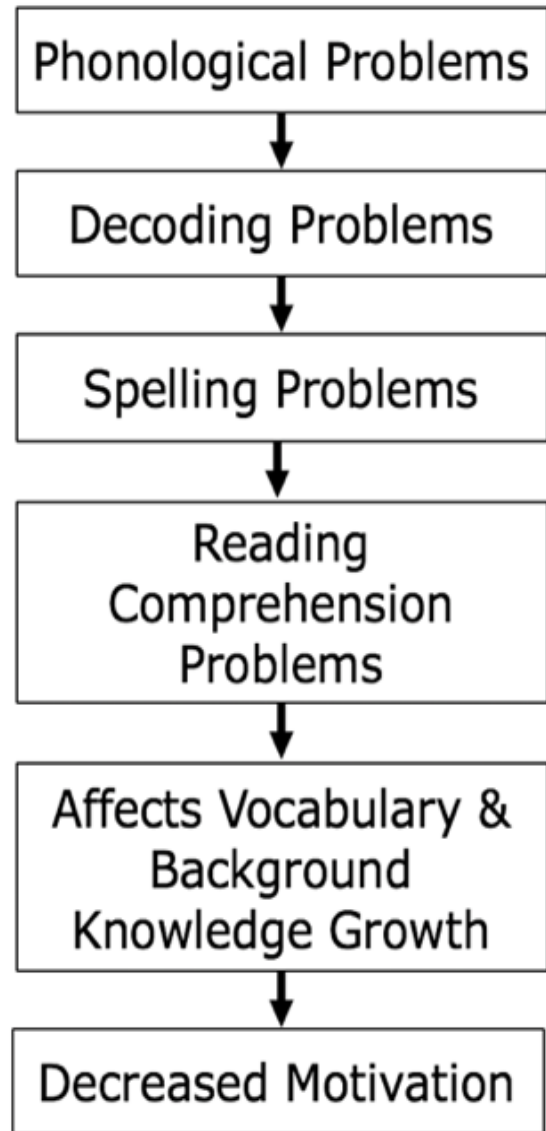
**What writing skills
are needed?**

Different Causes = Different Learning Needs



Dyslexia

Chain Effect



*“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with **accurate and/or fluent word recognition** and by **poor spelling and decoding abilities**. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”*

Dyslexia affects:

Phonics

Fluency

Vocabulary

Comprehension

Writing

Prevalence:

10% to 15% of the population

Archived webinar: Understanding Dyslexia
<https://keystoliteracy.com/free-resources/videos/>

Executive Functions & Literacy

Executive Functions:

- Organizing
- Goal Setting
- Cognitive Flexibility
- Working Memory
- Self-Monitoring

EF tends to affect:

- Reading comprehension, writing
- Intervention focus: self-awareness & cognitive skills, comprehension & writing strategies

English as a Second Language

- Substantial coverage of the five essential components of reading helps.
- Literacy in the native language is an advantage.
- Research-based literacy instruction that works best with all learners also benefits ELLs.
- Instruction needs to be adjusted (differentiated) to meet the needs of ELLs.
- Opportunities should be provided for elaborated talk about content between ELLs and fluent English speakers.
- Content should be consolidated, and the language load should be reduced to make content accessible by using pictures/visuals, graphic organizers, summaries.

Even ELLs with well-developed social vocabulary struggle with academic vocabulary.

ESL affects:

Phonics

Fluency

Vocabulary

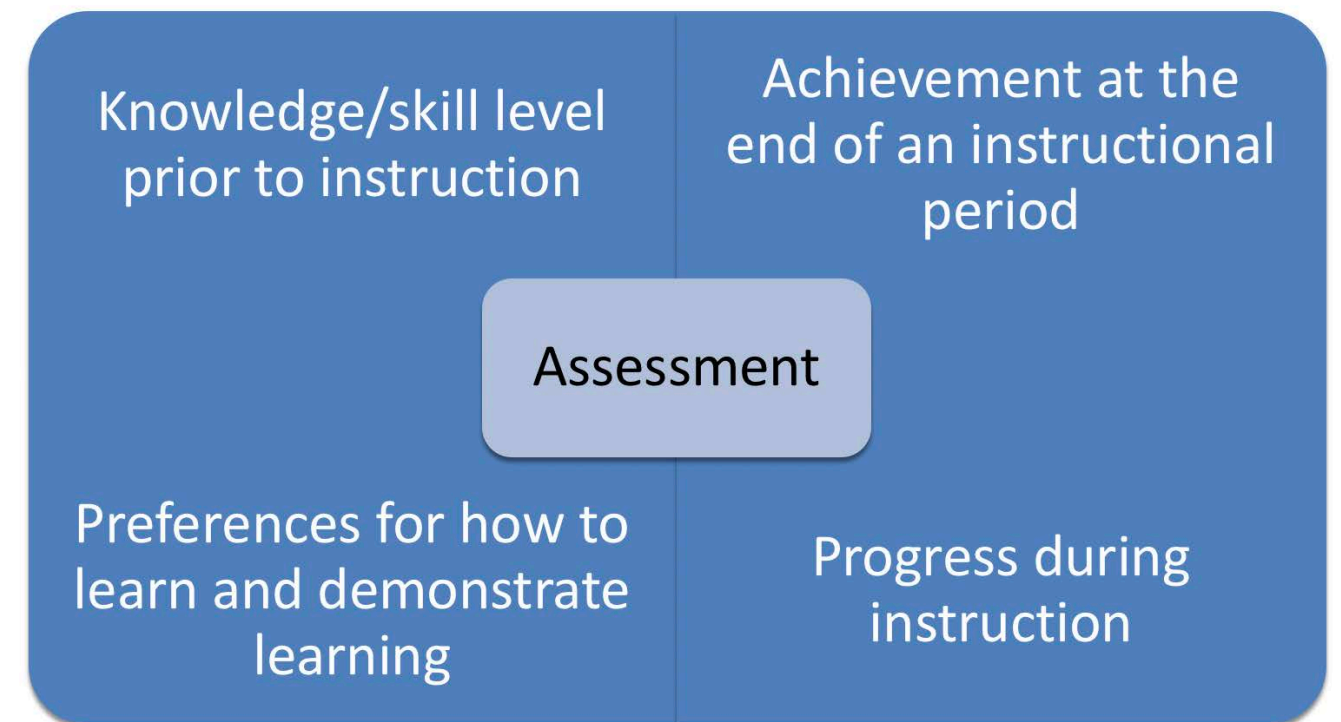
Comprehension

Writing

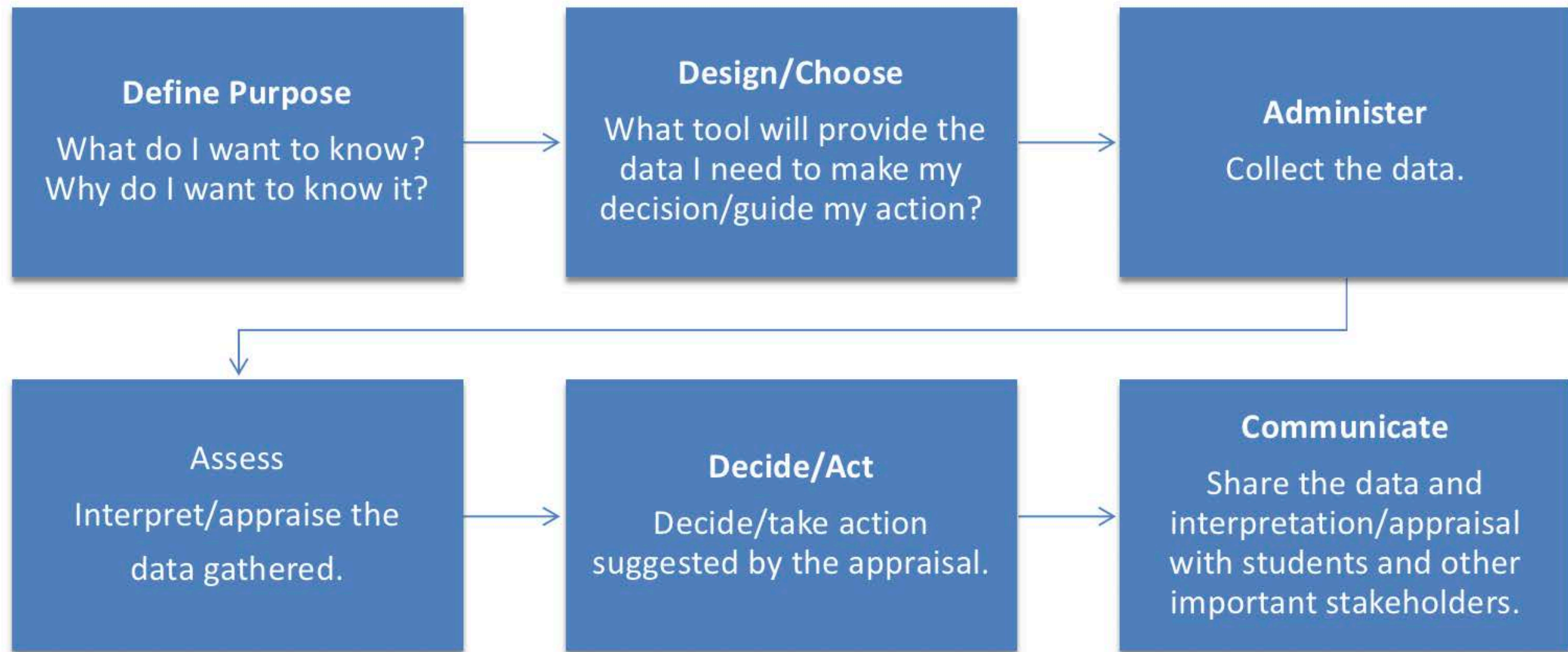
Assessment to Identify Student Needs

Assessment is a tool and a process that leads us to make a decision.

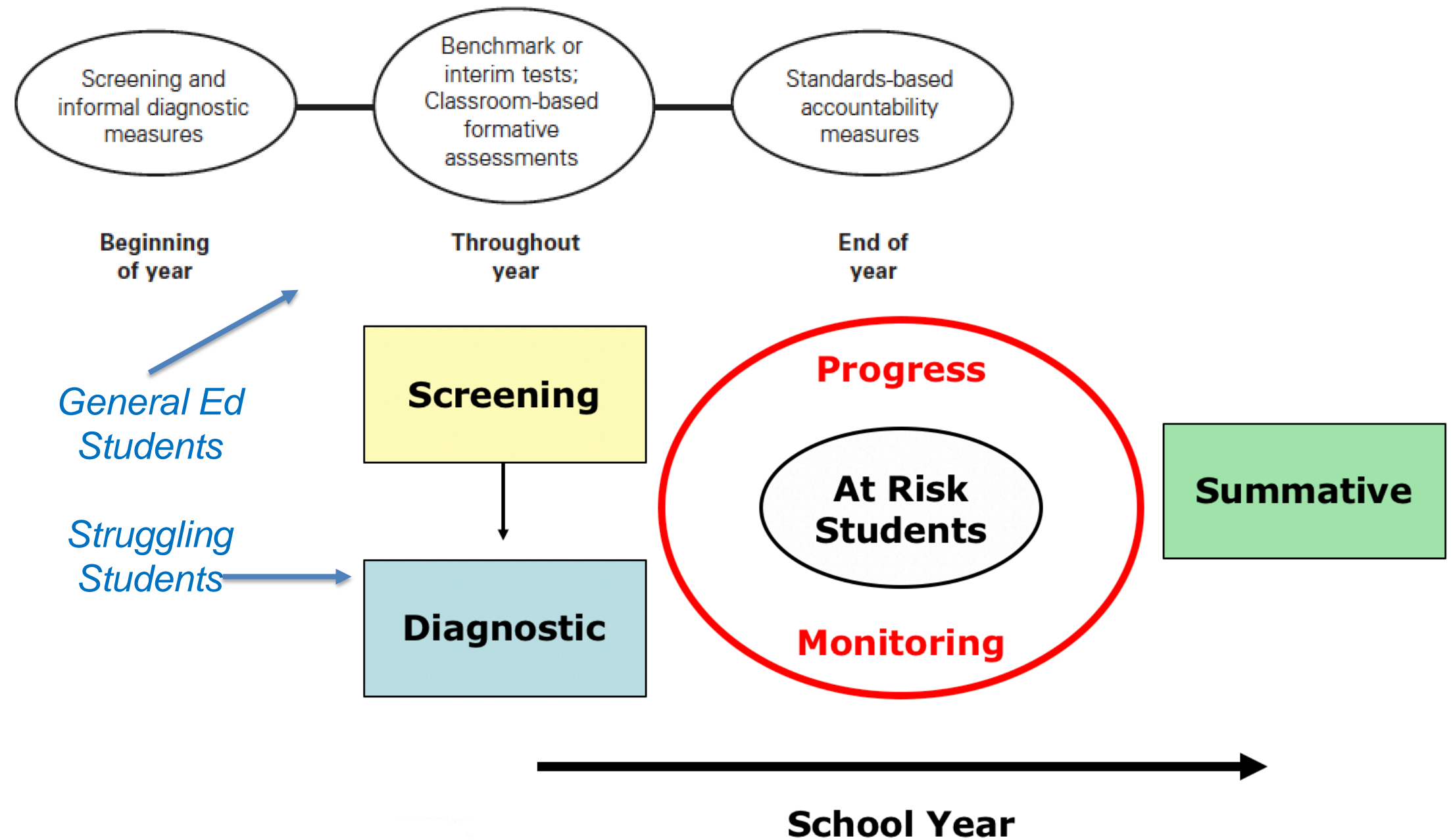
- **Assessment tools** are vehicles we use to gather data (e.g., observation, tests, state assessments).
- The **assessment process** refers to the decisions we make and actions we take as we administer tools and interpret and communicate data.



The Assessment Process



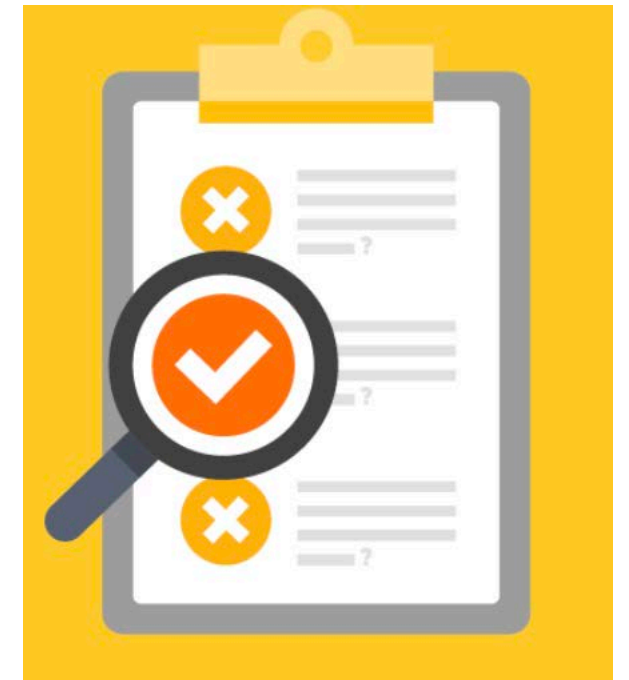
Types of Reading Assessments



- Screening
- Diagnostic
- Progress Monitoring
- Summative

Screening Assessments

- For all students, administered school-wide
- Can be administered by any educator
- A quick assessment that gauges students' skill levels
- Used to identify which students are at risk of difficulty and requiring further evaluation
- Ideally conducted at the beginning of the school year, but can be done any time
- Can use commercially available assessments normed on large groups
- Consider previous year's state assessment and teachers' reports

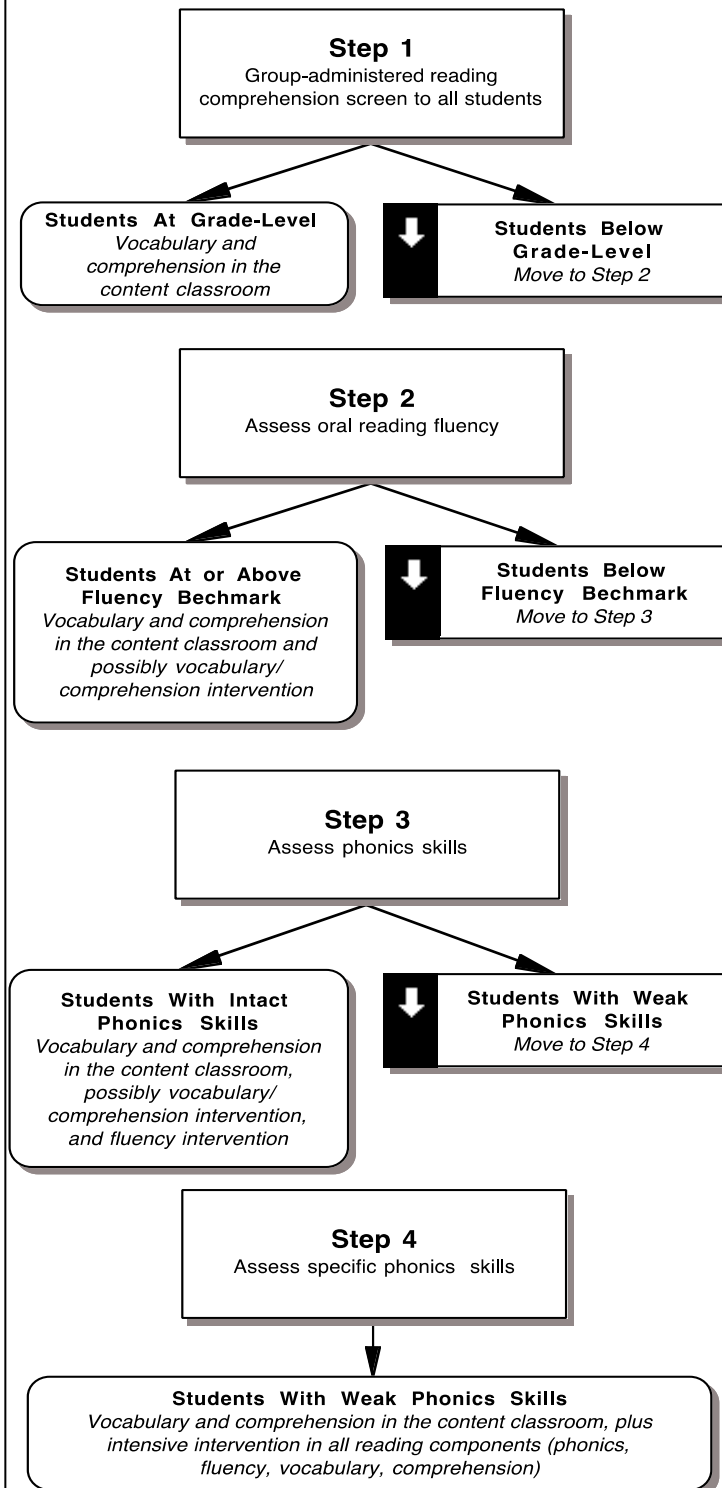


Diagnostic Assessments

- Only for at-risk students
- Should be administered and interpreted by a literacy specialist
- “Diagnoses” student’s areas of strengths and weaknesses
- Identifies specific areas of need for targeted support and intervention
 - Which reading and writing components are weak?
- Guides instructional decisions



Literacy Assessment Plan for Grades 4-12



An assessment model for grades 5-12 is different from elementary assessment.

Follow along with the handout details.

Related article: Adolescent Literacy

<https://keystoliteracy.com/free-resources/articles/>

Efficient Assessment

- Should take a minimum amount of time to give.
- Is not expensive.
- Is easy to interpret and manage the data.
- Addresses all key literacy skills.
- Has a big pay-off in terms of informing instructional decisions.



Related Video Recording

Literacy Planning for Grades 4-12



<http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Literacy-Academy/2020-Literacy-Academy>

Reading Intervention for Older Students

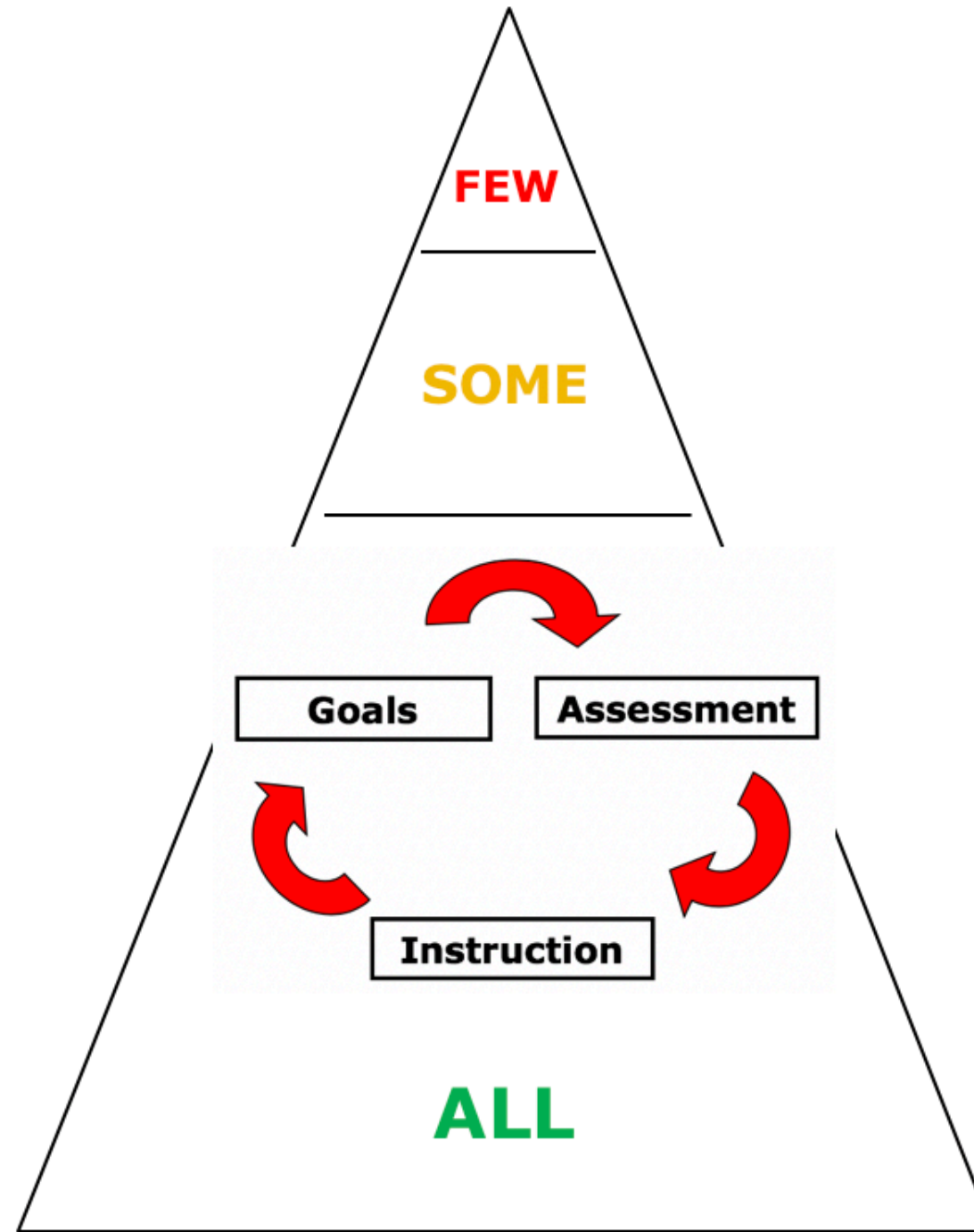
Part 2: Matching Students to Intervention

Joan Sedita, Founder Keys to Literacy

Tier 3:
Comprehensive & Intensive
students who need individualized interventions

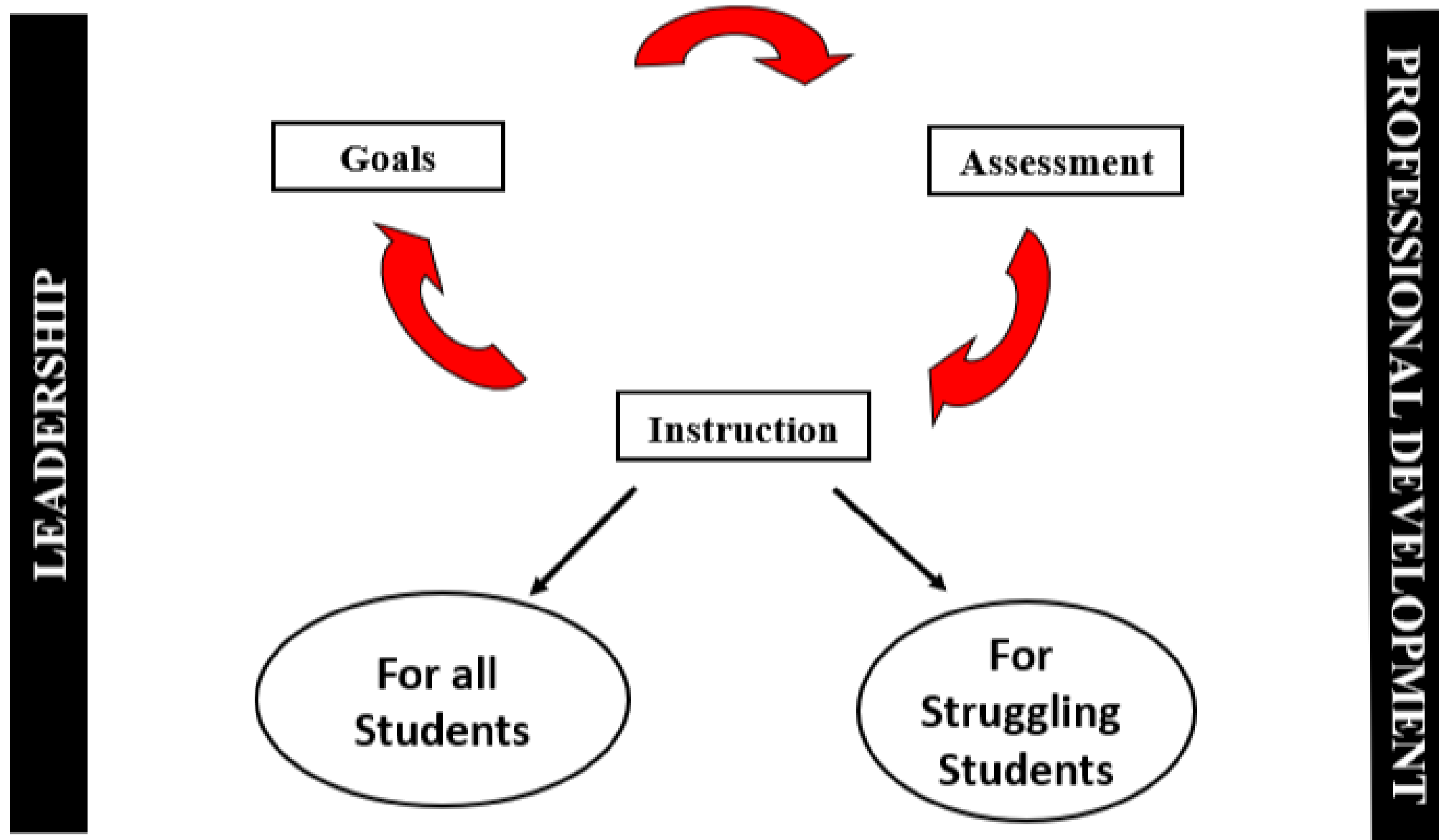
Tier 2:
Strategic Support
students who need more support in addition to core instruction

Tier 1:
Core Instruction
all students, including students who require differentiation and scaffolds



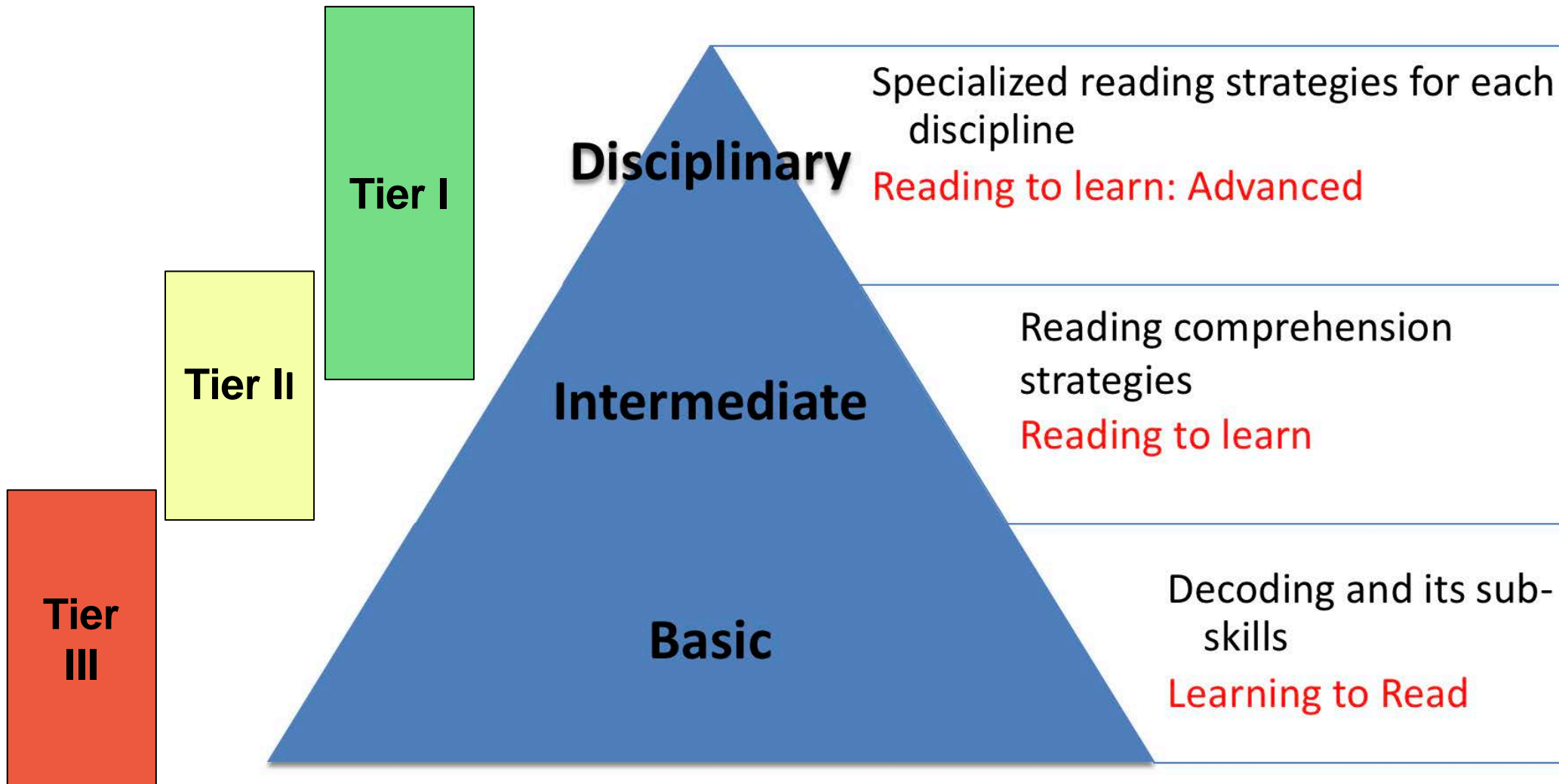
MTSS:
Multi-Tiered
System of Support

MTSS: Essential Components



Adapted from School-wide Reading Improvement Model (SRIM) - Kameenui & Simmons

From Part 1: Literacy Levels



Accommodation & Remediation for Struggling Readers

In order to develop adolescent literacy proficiency, we must:

- Remediate to develop basic skills
- Provide accommodations and/or modifications that ensure struggling adolescent learners can access the same essential disciplinary knowledge as their non-struggling peers

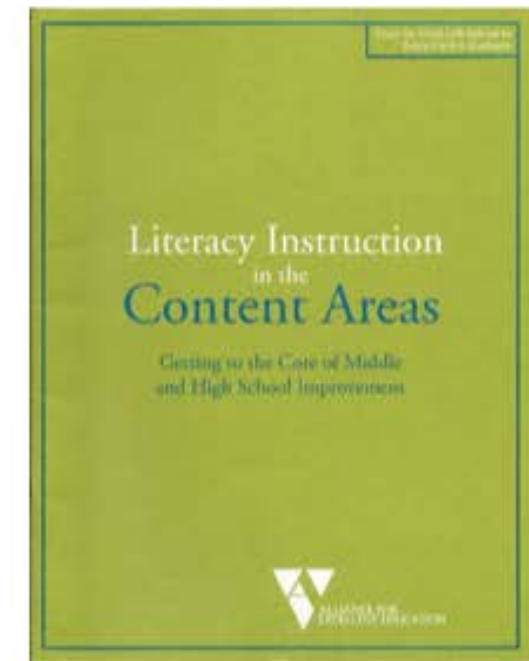
Content Literacy Continuum

Level 1 <i>(Tier I)</i>	Enhanced Content Instruction	Instructional approaches that build proficiency in critical content for all students, regardless of literacy levels, that equip them with competitive, high-end skills that ensure successful post-graduate options.
Level 2 <i>(Tier I)</i>	Embedded Strategy Instruction	Instructional strategies within and across classes for all students using large group instructional methods that allow optimal access to rigorous college-ready curriculum.
Level 3 <i>(Tier II)</i>	Intensive Strategy Instruction	Instructional approaches that build mastery of specific strategies for students needing short-term, strategic instruction on strategies embedded throughout classroom instruction.
Level 4 <i>(Tier III)</i>	Intensive Basic Skill Instruction	Instructional practices that build mastery of entry level literacy skills for students needing intensive, accelerated literacy intervention
Level 5 <i>(Tier III)</i>	Therapeutic Intervention	Instructional approaches that build mastery of language underpinnings related to the curriculum content and learning strategies occurring throughout classroom instruction for language-disabled students.

University of Kansas Center for Research on Learning

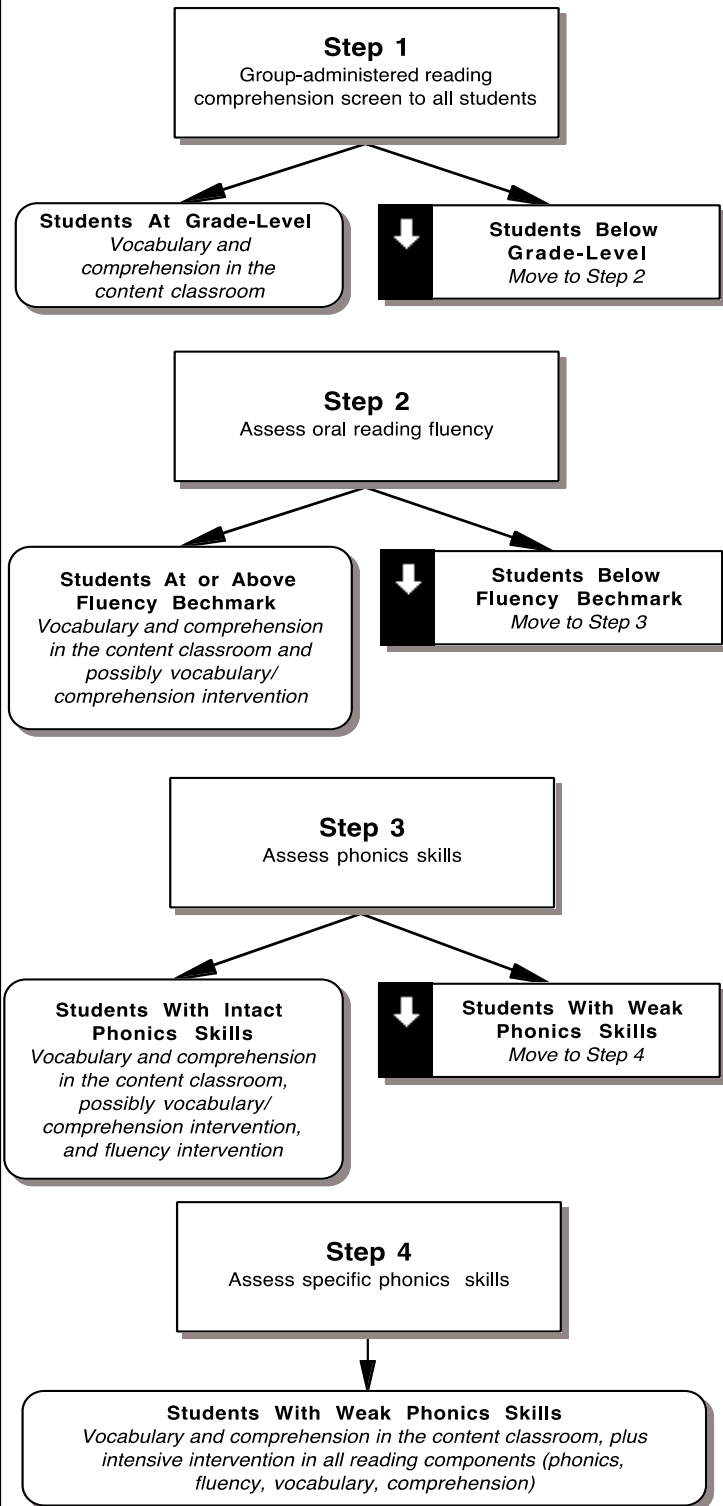
Struggling Students in Tier I Instruction

- Literacy instruction in the content classroom by all teachers.
- Disciplinary literacy
- Comprehension, vocabulary, writing
- **PLUS: differentiation and scaffolding**



www.all4ed.org

[http://www.all4ed.org/publication
_material/adlit](http://www.all4ed.org/publication_material/adlit)



From Part 1: Diagnosing Skill Deficits

Component	Elementary	Secondary
Phonemic Awareness	✓	
Word Study	✓	✓ (Advanced Word Study for SOME students)
Fluency	✓	* (Fluency instruction for SOME students to promote comprehension)
Vocabulary	✓	✓
Comprehension	✓	✓

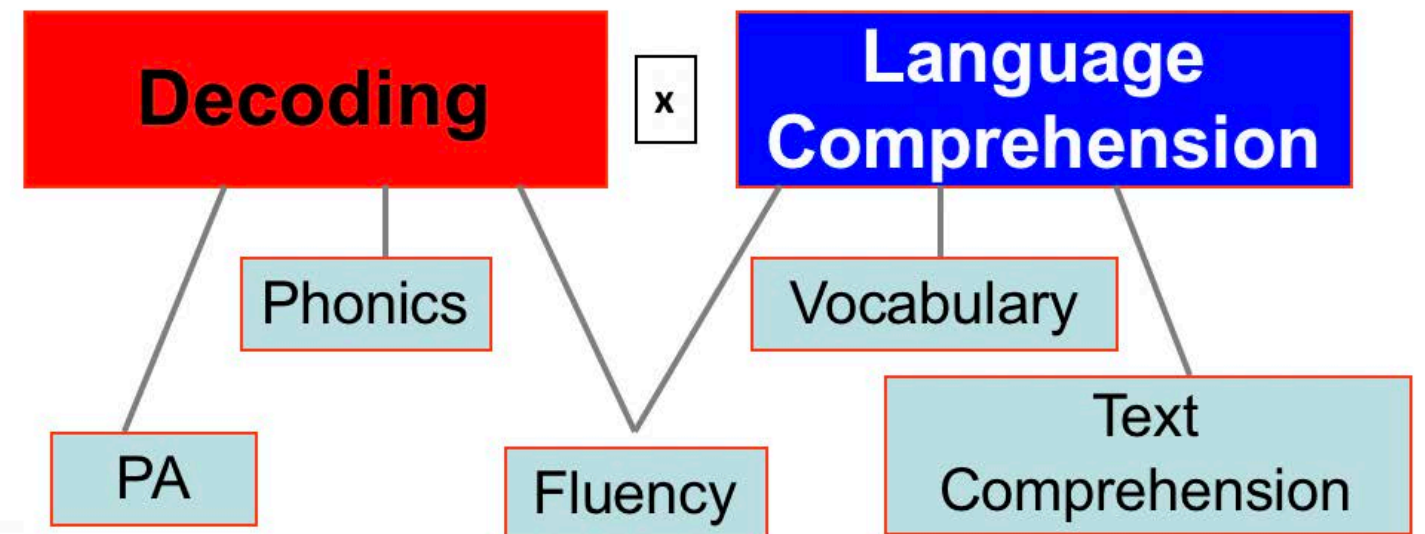
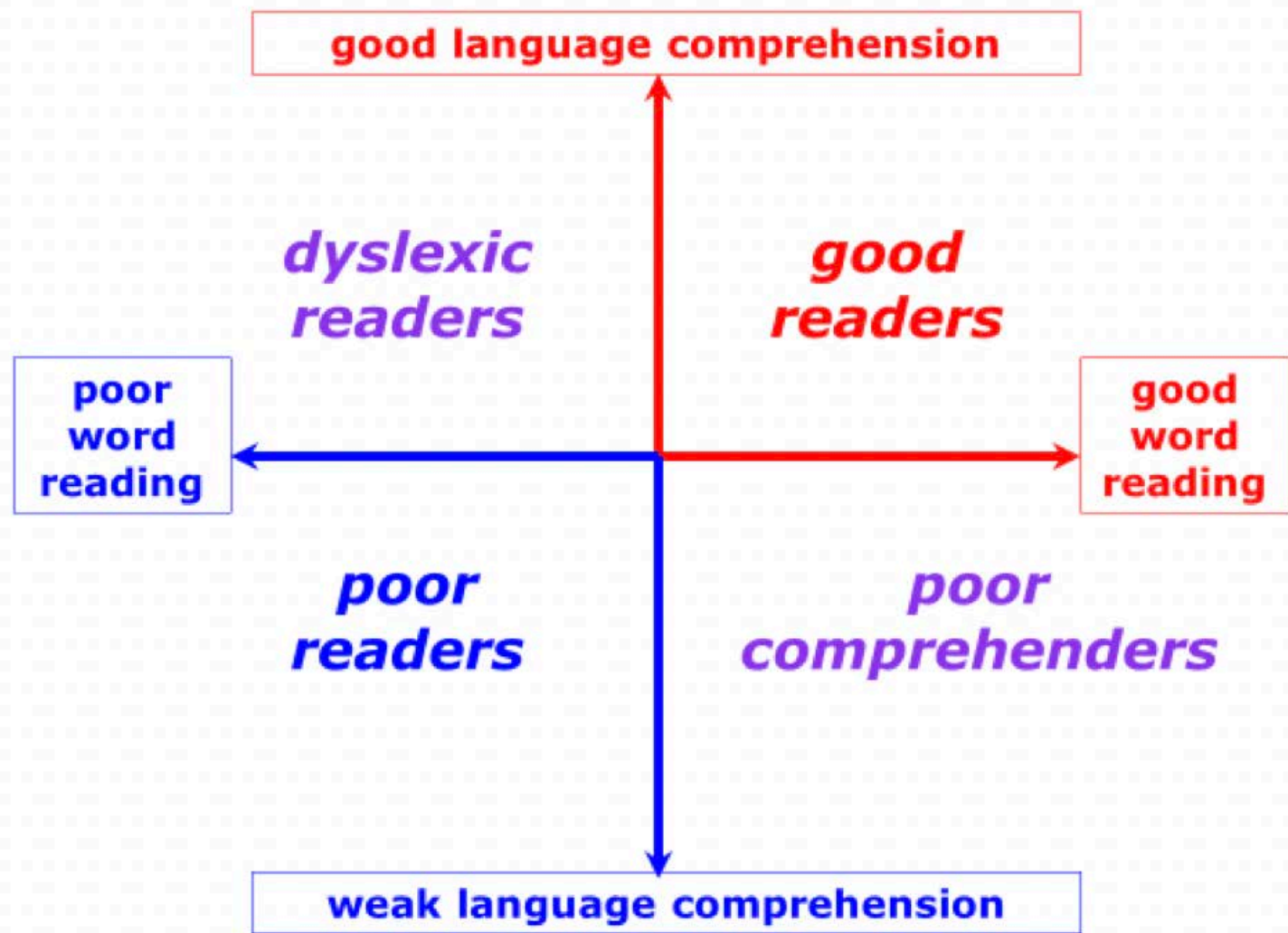
**Analyze
assessment
data to
determine
individual
student needs.**

Targeted instruction and accommodations and modifications empower students to access the curriculum and gain disciplinary literacy.

G
O
A
L

Remediation of basic language skills empowers students to learn independently.

- The ***expectations*** should not change.
- The ***services, supports, and specialized instruction*** should change.



Tier II or III Interventions for Comprehension & Vocabulary

COMPREHENSION

- Predicting and making connections to background knowledge prior to reading
- Categorizing and main idea skills
- Awareness of text structure
- Using graphic organizers
- Annotating text and taking notes
- Summarizing
- Generating and answering questions
- Visualizing



COMPREHENSION



VOCABULARY

VOCABULARY

- Previewing new vocabulary prior to reading
- Activities that make connections between known and unknown words
- Explicit instruction of high utility words
- Use of online word reference tools
- Use of context and word parts to determine meaning of unfamiliar words

Tier II or III Interventions for Writing

The Strands That Are Woven Into Skilled Writing
(Sedita, 2019)

Composing

- Generating ideas, gathering information
- Planning and organizing
- Reviewing and editing

Syntax

- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

Text Structure

- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words/phrases

Writing Craft

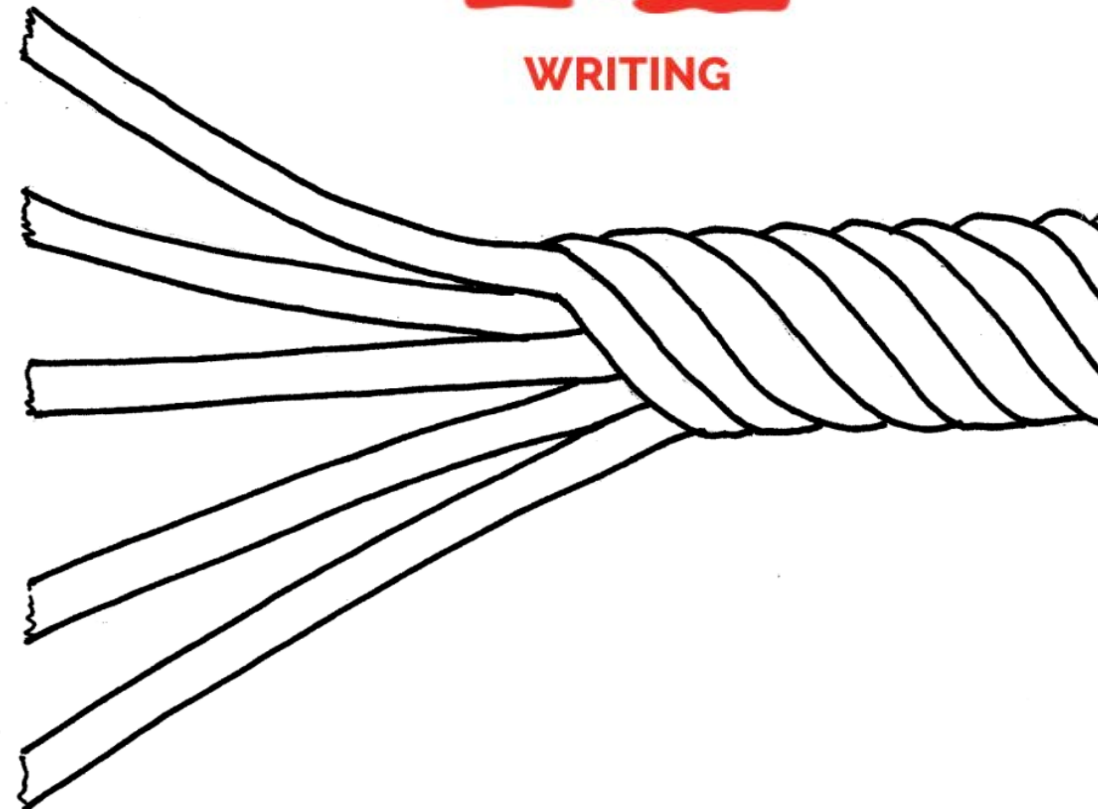
- Word choice
- Awareness of task, audience purpose
- Literary devices

Transcription

- Spelling
- Handwriting, keyboarding



WRITING



Targeted Accelerated Growth Loop

- Diagnostic testing to determine the deficient sub-skills of those behind
- Proportional increase in direct instructional time
- Teaching to the deficient sub-skill
- Retesting to assure that adequate catch-up growth actually occurred



(Fielding, Kerr, & Rosier, 2007)

What do we know about the characteristics of effective interventions?

- They almost always increase the intensity of instruction
- They almost always provide many more opportunities for re-teaching, review, and practice
- They are focused carefully on the most essential learning needs of the students.

There is no ONE SIZE FITS ALL!

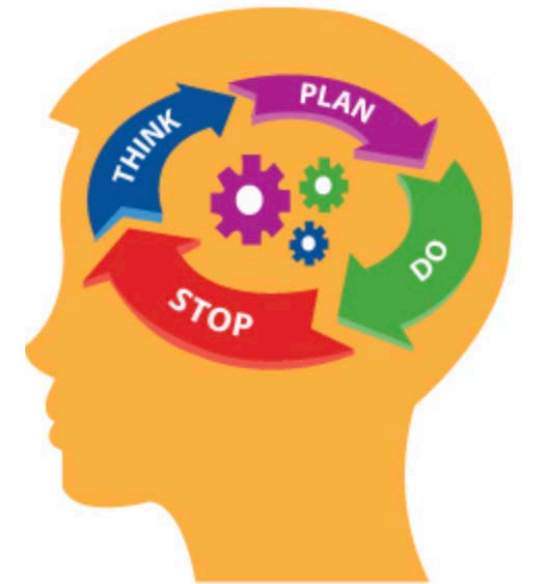
Tier II or III Interventions for Dyslexia & Problems with Word Reading

- Phonics instruction to support decoding and spelling of words
 - *Explicit phonics concepts along a continuum*
 - *Practice in decodable text*
 - *Syllable types, strategies for reading multi-syllable words*
 - *Morphology: prefixes, suffixes, roots*
- Fluency instruction & Practice
 - *To develop automatic word reading: accuracy, rate, prosody*
- PLUS vocabulary & comprehension to for skills not developed due to lack of reading



Tier II or III Interventions for Executive Functions for Comprehension and Writing

- Organizing
 - Goal Setting
 - Cognitive Flexibility
 - Working Memory
 - Self-Monitoring
- Awareness of text structure
 - How to use graphic organizers
 - Previewing skills before reading and writing
 - Meta-cognitive and self-monitoring strategies
 - Comprehension strategies: note taking, main idea skills, summarizing, question generation
 - Inferencing skills
 - Prewriting planning strategies and tools
 - Revision strategies and tools
 - Calendars, assignment books, and other organization support tools



Tier II or III Interventions for English as a Second Language

- Substantial coverage of any of the five essential components of reading that are weak
- Development of language skills: vocabulary, syntactic awareness, speaking & listening skills
- Content should be consolidated, and the language load should be reduced to make content accessible by using pictures/visuals, graphic organizers, summaries.



Intervention Decisions

- Use of a prescribed program with fidelity to prescribed instruction?

OR

- Flexible use of a prescribed program's resources in correlation with teacher-generated materials?

OR

- Unique, individualized teacher-generated materials?

Consider 4 elements:

1. **Program's target audience:** Does it focus on adolescent *struggling* readers/writers?
2. **Strength of literacy focus:** Does its vision match your instructional goals?
3. **Resources:** Are there adequate instructional & assessment materials?
4. **Research-base:** Is there evidence to support reliability?

Does the program offer the school...

- Clear goals and benchmarks?
- Professional development opportunities?
- Assessment tools?
- Flexibility of use?

Reading Intervention for Older Students

Part 3: Progress Monitoring

Joan Sedita, Founder Keys to Literacy

Assessment Terminology

Reliability

Refers to how consistently a test provides dependable, consistent measurement of a skill or ability. If a test is reliable, the same result should be achieved regardless of who administers the test. Personal judgment to determine a score should not be part of the process.

Are the test scores reliable between test administrators? Testing contexts? Test forms?

Validity

A test is valid if it measures the skill or ability it says it is measuring. The results from a valid test are used to make useful, accurate and beneficial decisions. A test is only valid if it is being used for the purposes for which it was designed.

Are the tests being used for the purposes for which they were designed?

- Norm-Referenced
- Criterion-Referenced
- Curriculum Based Measurement (CBM)

Screening vs Progress Monitoring

Screening Purpose

Identification of students at risk

Progress Monitoring Purpose

Track individual growth

Review the definition of Progress Monitoring

Progress Monitoring: Definition

Scientifically based practice of assessing students' academic performance on a regular basis for three reasons:

1. Determine if students are benefiting from curriculum and instruction
2. Build more effective programs for students who do not benefit
3. Estimate rates of student growth

QUICK REVIEW

- Screening
- Diagnostic
- Progress Monitoring
- Summative

Screening: Is the student progressing in the general curriculum?



Diagnostic Information: If not, what are the needs?



Instruction: Choose and implement instruction likely to address the needs.



CBM probes: Is the intervention helping the student make effective progress?



Analyze data, draw conclusions, and decide next steps.

Return to choose different instruction if results are not made.



Where does progress monitoring fit in?

Progress Monitoring in Tiered Instruction

Tier 1

- Assess at least 3 times per year.
- Is the student progressing in the generally effective curriculum?

Tier 2 & 3

- Assess monthly or more.
- Is the instructional intervention helping the student make effective progress?

Changes in Instruction

In the general curriculum, changes in instruction may be decided upon after a beginning of term general screening.

At the Tier 2 and 3 intervention levels, changes in instruction should be considered if effective progress is not demonstrated after 5 data points.

Basic Steps in Progress Monitoring

1. Obtain grade-level sets of reading passages.
2. Establish baseline performance for students
3. Identify the proficiency standard.
4. Set a growth goal.
5. Identify a data recording system.
6. Set a progress monitoring schedule.
7. Provide instruction and record data.
8. Determine if instruction is effective.

What to use:

- CBM Oral Reading Fluency (for fluency, word reading)
- CBM MAZE (for comprehension)
- Use formative assessment (for vocabulary, comprehension, writing)
- Phonics progress assessments built into phonics intervention program

1 MINUTE

Assessment Date: 5/14/10 Student: William N. Examiner: Trent
 Words Read Correctly (WRC): 130 Errors: 10* Notes: *See below Grade 7

The Greek word for astronaut means 'star sailor.' Images of great men like John Glenn orbiting the Earth and Neil Armstrong landing on the moon make the prospect of becoming an astronaut exciting. Beware, however, that the process begins early. Most astronauts develop a desire for space exploration sometimes during elementary or middle school. This desire helps direct their paths toward courses in science, math and engineering in high school and in college. There are a large number of applicants for the NASA (National Aeronautics and Space Administration) space program. Good grades and high test scores are a must for becoming an astronaut. Once chosen, preparation for becoming an astronaut requires many challenges. For example, they learn how to jump from an airplane on both land and sea to prepare for emergencies that may occur as they depart and re-enter the earth's atmosphere. They must also learn how to move about in a weightless environment. On earth, gravity helps us breathe, move our muscles, and helps the blood flow through our veins and arteries. In space, the weightless conditions change all this. Body fluids and blood tend to flow toward the person's head. To correct this, special belts must be worn until the astronaut's body adjusts to being in space. Daily exercise, to counteract the effects of the weightless environment, must be done to strengthen muscles. Astronauts must endure a great deal of training before they can go into space.

WCPM: 130
AC: 92%

Readability Estimation

Formula	Value
Spache	5.67
Dale-Chall	7-8
Kincaid	8.3

Note: 4 errors were words in parentheses. Reader said "blah blah blah" and skipped them.
 140 words read
 10 errors
 130

John James Audubon was an American wildlife artist. His great ambition was to paint all American species of birds. He was born in 1785 in Haiti and lived for some time in France. Audubon showed an interest in nature and drawing even as a child. Audubon came to the United States in 1803. His family estate outside Philadelphia provided him the opportunity to hunt, study, and draw birds. Audubon participated in bird-banding experiments in North America, learning that the species he had observed always returns to the same nesting sites. Audubon tried his hand at business, continuing to draw and paint only as a hobby. He eventually went bankrupt. So, with nothing to lose, Audubon set off on his quest to paint all the species of birds in America. He took with him only an assistant, a gun, and his artist's tools. His life was extremely difficult. Audubon's recognition as an artist began in 1826 when he took some of his paintings to England. There, Audubon, "the American Woodsman," became an immediate success. His life-sized, dramatic bird portraits were highly praised. Audubon found a printer to reproduce his paintings in book form, later collaborating with a Scottish ornithologist to provide written descriptions of the bird species. Audubon had achieved fame and financial security, if not wealth. His book, The Birds of America, is still important today. Audubon spent his final years in New York City, dying in 1851. Audubon's legacy lives on in the Audubon Society, dedicated to bird conservation.

DATE: 5/13/10 STUDENT: Elsa B. Examiner: Smith
 Words Read Correctly 64 Errors: 20

Notes: 4 errors were "Audubon" which reader skipped.
WCPM: 64
AC: 68%

CBM: Oral Reading Fluency

Grade 7 Goal:
WCPM = 150+
Accuracy = 95%+

What is the difference between these 2 students?

CBM: MAZE

A City Walk

The light changed to green, and Ted and his mother walked across the street. They were on their way to (for, the, met) food store.

Ted liked walking to (and, is, the) store. The city was a busy (place, hat, want). He saw lots of different things. (Them, He, Say) also saw many of the people (bad, fat, who) worked near his house.

“Hello Ted, (once, hello, you) Mrs. Gomez,” said Mr. Hill. He (grow, happy, was) standing outside his store. He sold (books, name, stay). On rainy days after school, Ted (bark, would, cold) visit the store. Mr. Hill would (show, ride, frog) him books that he thought Ted (got, glad, would) like.

A little bit later, the (mat, two, soon) of them reached the food store. (Mrs., How, Noise) King ran the store, and she (but, truck, always) had a special treat for Ted. (Today, Little, Paint), she gave him some fresh grapes. (day, be, Ted) thanked her and shared the grapes (out, with, fish) his mother. She said they were (just, the, chair) best grapes she had ever tasted. (Ted, Girl, See) thought they were really good, too. (Let, Cry, Then) Ted and his mother got a (duck, cart, late) and started their shopping.

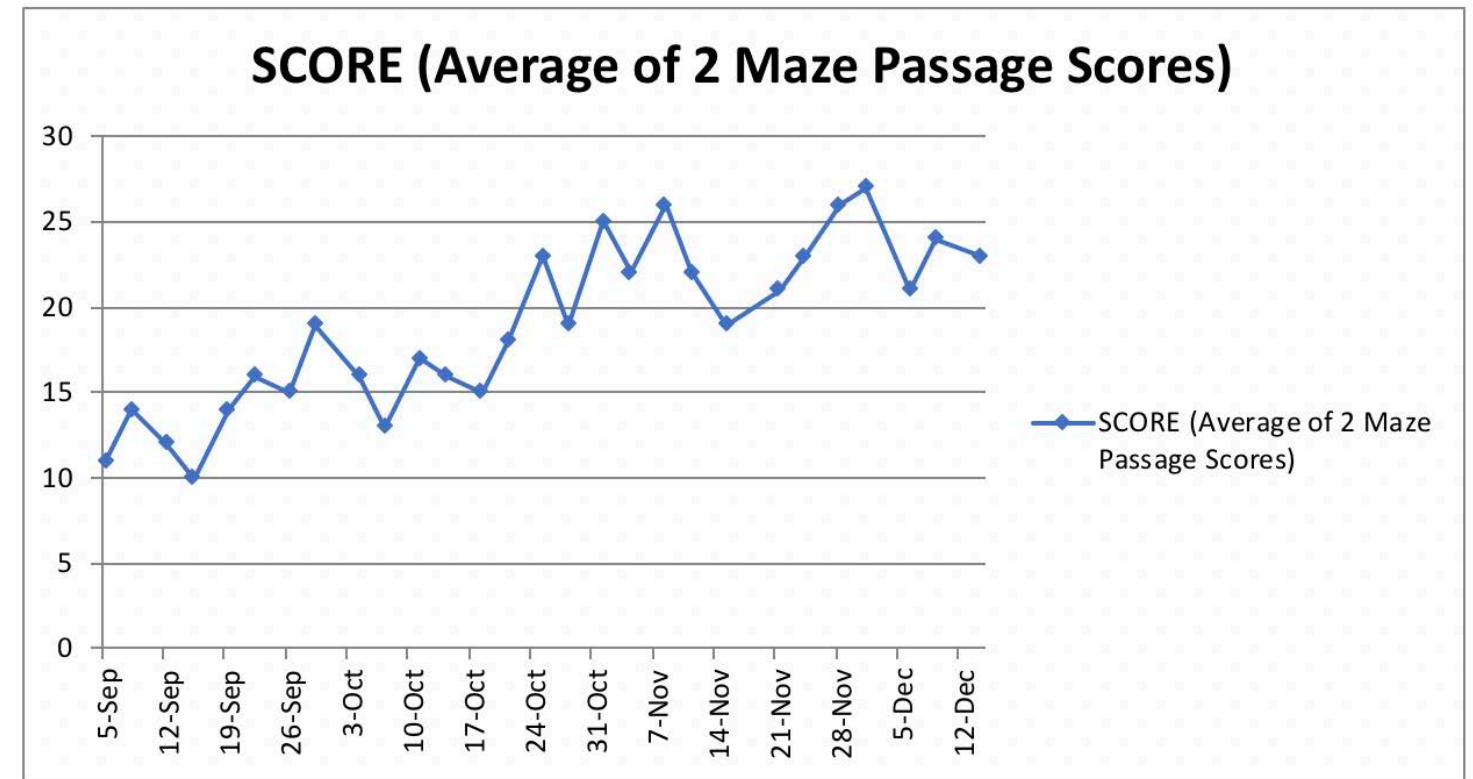
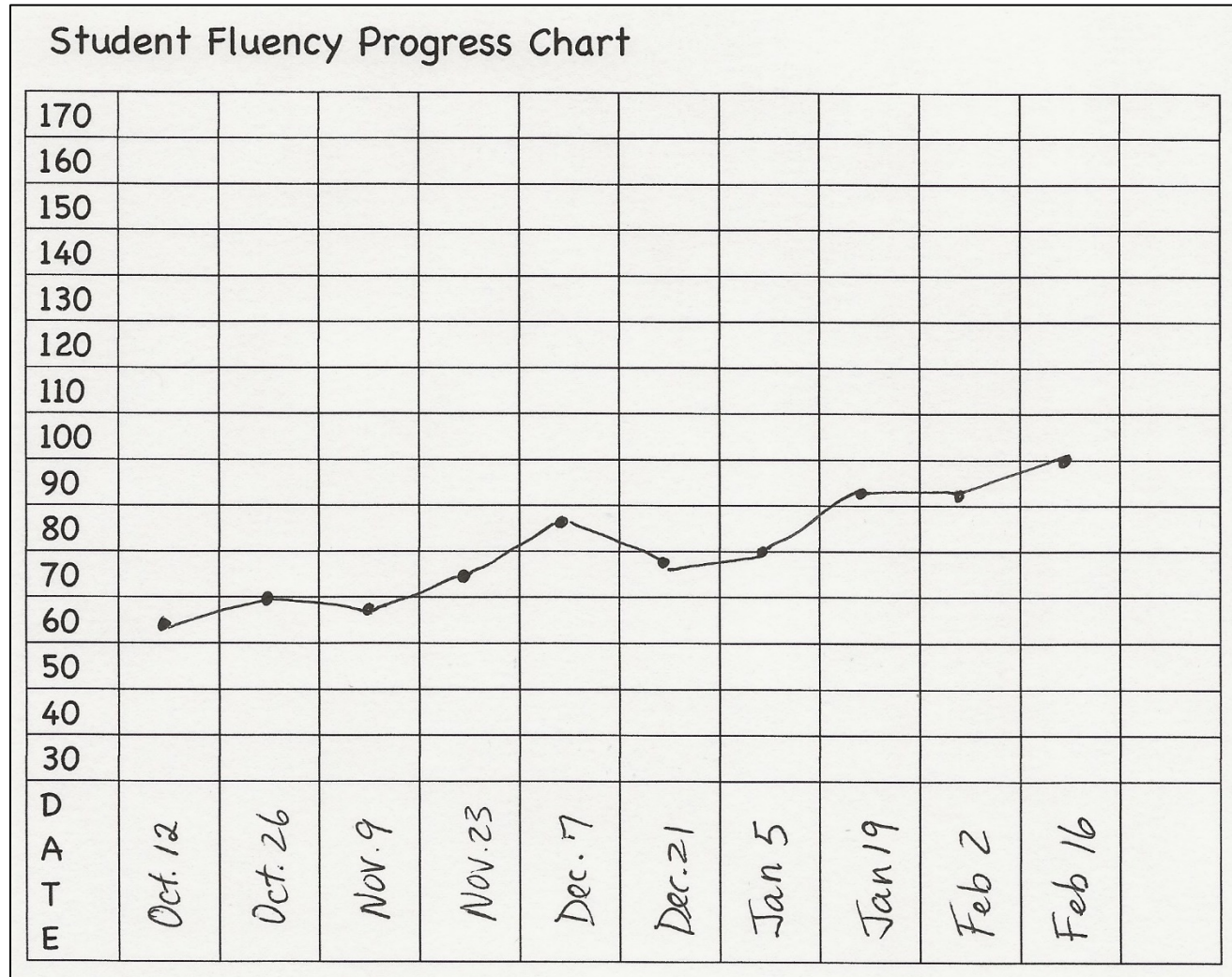
Number Correct 11 Number of Errors 3

Grade	Performance	Fall	Winter	Spring
2	Benchmark	4	10	13
	Strategic	2	6	9
	Intensive	1	3	5
3	Benchmark	11	13	15
	Strategic	8	9	10
	Intensive	5	6	7
4	Benchmark	13	16	19
	Strategic	10	12	14
	Intensive	5	8	9
5	Benchmark	15	17	20
	Strategic	12	15	18
	Intensive	8	10	12
6	Benchmark	16	18	21
	Strategic	10	13	14
	Intensive	7	9	10
7	Benchmark	17	19	22
	Strategic	13	14	15
	Intensive	9	10	12
8	Benchmark	18	20	22
	Strategic	14	15	17
	Intensive	10	11	13

- Measures how well students understand text they read silently.
- Based completely on the text.
- Every 7th word in passage is replaced with choice of 3.
- 3 minutes

Diamond & Thorsnes, 2018

Charting Progress



Vocabulary

Comprehension

Class _____ Date _____

Study! **3/16** Do not use book

The Hipbone's Connected to the...

Your skeleton allows you to move. It protects your organs, stores minerals, makes white and red blood cells, and supports your body. Look at the diagram of the human skeleton, and write the names of the bones listed below in the spaces provided.

Bones

- humerus
- patella
- fibula
- radius
- pelvic girdle
- ulna
- ribs
- skull
- clavicle
- femur
- tibia
- vertebral column
- mandible
- scapula
- sternum
- phalanges

NAME _____

Section 3: Chapters 19-30

answer all questions
Complete sentences!

Quiz Time 4/8 0/8

- Who visits Crash, and why is Crash so excited about the visit?
N/S Scooter visits crash because crash has not seen him in a while
- What routine do Crash, Abby, and Scooter enact before going to bed?
N/S telling my story
- Why does Crash dance with a sixth-grade student?
N/S because he likes her.
- How does Jane Forbes react when Crash asks her to dance?
N/S surprised and excited
- Who does Jane end up dancing with? How does this make Crash feel?
N/S Penn Webb crash feels jealous
- Who are the "mall strollers"?
N/S People who follow Penn Webb and want to stop them from building the mall
- How does Crash's mother react to Abby's appearance on the evening news?
N/S horrible
- Why does Crash tackle his grandfather?
N/S because he loves him.

Formative Assessment

Provide teachers with constant feedback on student learning, including curriculum associated tests, quizzes, or assignments.

Writing vs Reading Assessment

- **More difficult!**
 - No equivalent of quick CBM's
 - Numerous sub-skills to measure vs. 5 components of reading
- **Problems With Using State Assessments**
 - Writing tasks combine comprehension with writing
 - Unrealistic setting compared to real-life writing (timed, one sitting, TAP not provided)
- **Use Rubrics/Checklists**
 - Establish common rubrics & anchor papers for consistency across grade levels

Free Sample Rubrics/Checklists for Informational & Argument Writing:
<https://keystoliteracy.com/free-resources/templates-printables/>

What is effective progress?

- Effective progress will be different for each student depending upon how large the gap is between current performance and grade/age-level expectation.
- Effective progress is being made when the student is demonstrating increased performance at a rate that will close the gap between current performance and proficiency standards.

Data-Based Problem Solving

- Review of assessment data to drive curriculum and instruction decisions
- Decisions made at the district, school, classroom and student levels

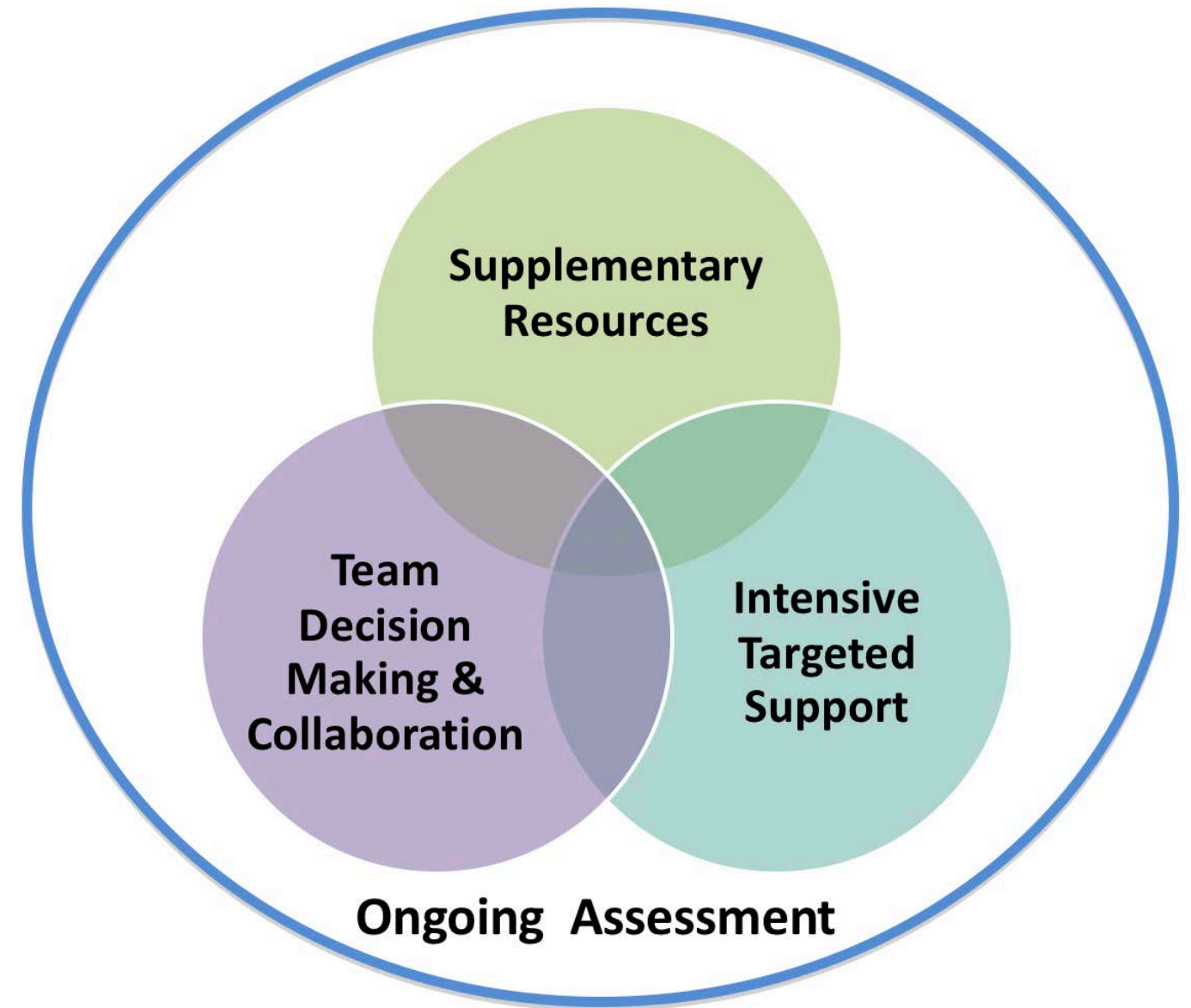
The assessment process should be efficient, accurate, and transparent.

- Reported in a form that assists teachers in making instructional decisions
- Informs students about their skills and needs
- “Ideally, test data can provide common information to both teacher and student that results in a shared plan of assistance and commitment to improvement.”
(Denti and Guerin, 2008)

Levels of Data Analysis		
District	District Team	Purpose
School, Grade, Class	School Team, Grade Level Team	
Students	Teacher, Specialist, Problem-Solving Team	
		20

Educators Working Together

- Data Collection
- Date Interpretation
- Data Use



Related Video Recording

Literacy Planning for Grades 4-12



<http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Literacy-Academy/2020-Literacy-Academy>

Reading Intervention for Older Students: Wrap Up

Part 1: Identifying Student Needs

- Reading & writing components, categories of skills (basic, intermediate, disciplinary)
- Causes of literacy difficulty, including dyslexia, EF, ESL
- Using assessment to identify student needs; grades 5-12 assessment model

Part 2: Matching Students to Intervention

- Tiered instruction in an MTSS model
- Interventions targeted to decoding, fluency, vocabulary, comprehension, writing
- Different interventions for different causes

Part 3: Progress Monitoring

- Progress monitoring within a literacy assessment framework
- Progress monitoring tools/assessments
- Data-based problem solving

**THANK
YOU!**