

5 Big Areas of Reading: Assessment and Interventions

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A trip to the doctor...

- Let's pretend you wake up one morning and you have severe stomach pain. You make a medical appointment. As long as you are there, you are going to have them check your right wrist because it's been hurting for months and getting in the way of your ability to do your work.
- You walk into the doctor's office, check in and are called by a nurse.
- What are the first few things the nurse does? Why?

A trip to the doctor, cont...

- After the nurse leaves, the doctor comes in. What does the doctor do?
- Why does the doctor do that?
- What is likely the outcome of your conversation with the doctor?
- When you get home, you realize the doctor treated you for your severe stomach pain but ignored your wrist pain.
- Why is this a problem?

A trip to the doctor, cont...

- The doctor did ask you to take a medication 3 x daily for 10 days to help with your stomach pain.
- Why is taking this medicine important?
- Does it matter if you skip doses or end early? Why or why not?
- The doctor wanted you to follow up with another medical appointment in five days.
- Why would he ask you to do this?

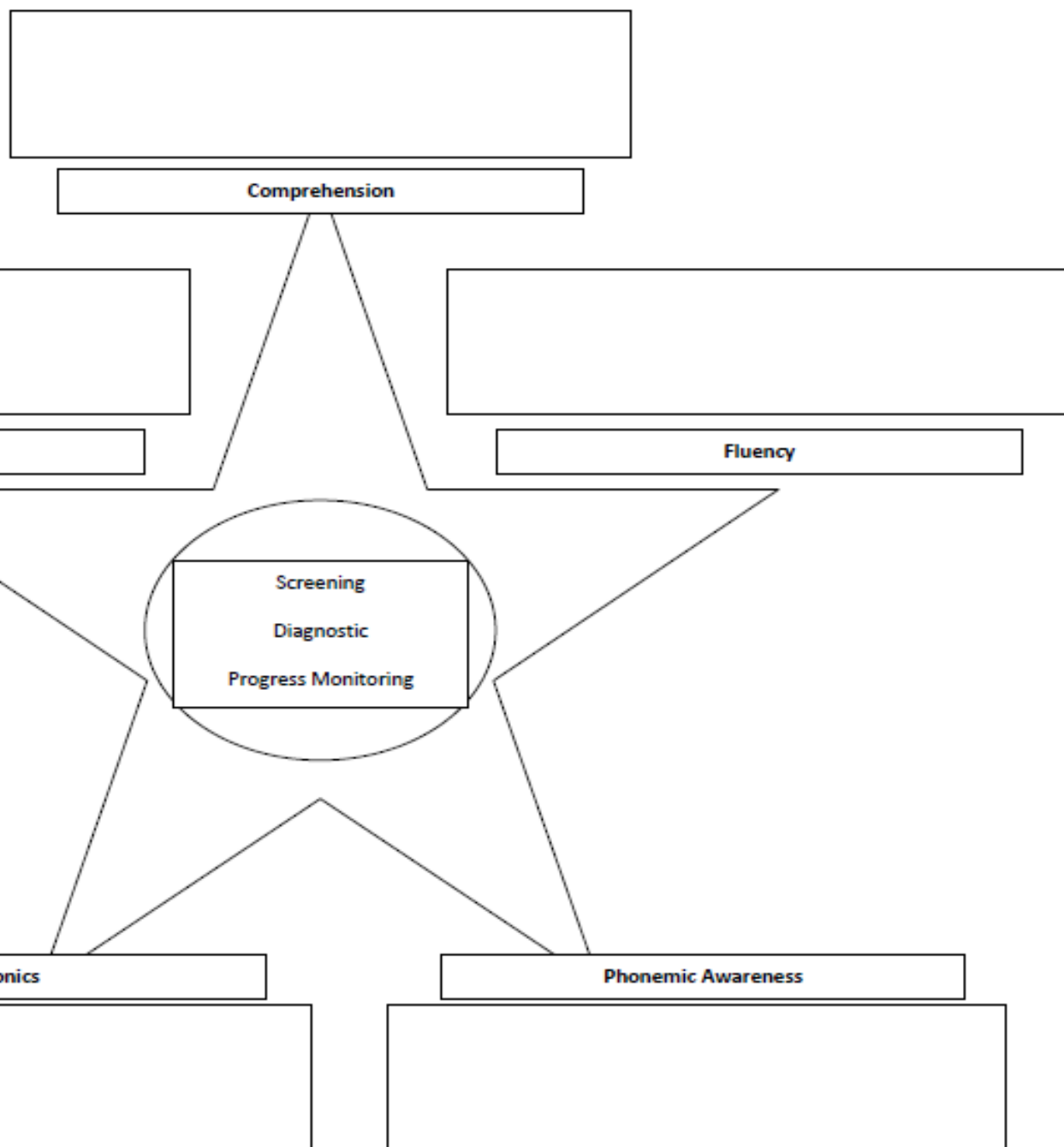
Special Educators are Interventionist!

- A very respected teacher once told me, “We work in the ER of education.”
- We identify specific needs through screening and diagnostic assessment. We then use that data (like a doctor) and create a plan to improve functioning in the specific problem area. If we don't follow that plan with fidelity, it won't work. If we don't progress monitor, we don't know if our plan is working or not. If we don't know if it's working, we won't be able to modify the intervention.

Reading is key to the academic success of our students.

- Many of the students in our program struggle with some skill related to reading. (the ongoing wrist pain effecting functioning in multiple area)
- Many times, the focus of our programming is behavior. (the stomach pain)
- How can we make sure we are addressing both?

5 Big Areas of Reading



The Role of Assessment

“The single most important factor in planning for a child with a learning disability is an intensive diagnostic study. Without a comprehensive evaluation of his deficits and assets, the educational program may be too general, or even inappropriate.”

-Johnson and Myklebust, 1967

What is remarkable about this quote?

Value of Assessment

- Inform and improve instruction
- Promote student learning
 - Instruction at an appropriate level of difficulty
 - What has and has not been mastered
 - Focus on specific instructional needs of the student
 - Eliminates a “one size fits all” approach
- Frequent assessments can help students monitor their own learning
 - Metacognitive goal
 - Expectations and feedback
- Evaluate instructional methods being used with students
 - Redirect, modify or intensify

AT THE CENTER...

- Shout it out! What are you currently using?
 - SCREENING
 - DIAGNOSTIC ASSESSMENT
 - PROGRESS MONITORING

What could we be using?

- Data from MCA's or NWEA's
- Data from evaluations
- Curriculum based measures
- Phonics survey
- Informal reading inventories
- Miscue analysis
- Pausing indices
- Running records
- Reading speed calculations

Definition:

- “An oral language ability that provides the foundation for learning to apply phonics knowledge to reading and spelling”



Phonological Awareness

Sequence

- Recognizing rhymes
- Producing rhymes
- Sound blending
- Segmenting sounds
- Analyzing initial, final and medial sounds
- Deleting sounds
- Inserting sounds
- Manipulating sounds
- Teach connections between phonemes and graphemes explicitly

Curriculum/Intervention

- ☐ Elkonin boxes
- ☐ Road to the Code
- ☐ Phonic Reading Lessons
- ☐ Phoneme-Grapheme Mapping
- ☐ Read, Write, and Type
(computer program)

Phonological Awareness/Beginning Phonics

Definition:

- “A particular type of reading approach in which individuals are taught speech sounds and their corresponding letters directly”



Phonics/Decoding

Sequence

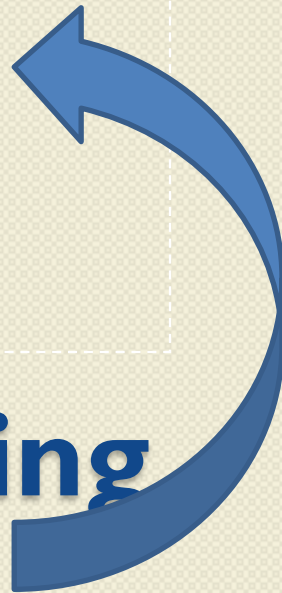
- Blending and segmentation
- Single consonants and short vowels in closed syllables
- CVCe syllables
- Consonant blends
- Open syllables
- Vowel digraphs and diphthongs (vowel team syllable)
- Silent letters
- Common prefixes and suffixes
- Additional syllable types (r-controlled and consonant –le)
- Latin and Greek roots

Curriculum/Intervention

- Corrective Reading
- Explode the Code
- Foundations
- Glass Analysis
- Herman Method
- Language!
- Phonics Reading Lessons
- Primary Phonics
- Spalding Method
- S.P.I.R.E.
- Touch Phonics
- Wilson Reading System
- Decoding Multisyllabic Words
- Mega-Words
- Patterns for Success in Reading and Spelling
- WORDS
- REWARDS

Phonics Instruction-Decoding

***Decodable Text Books



Definition:

- The ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading, such as decoding.



Reading Fluency

Sight Word Recognition

- What are you using?
 - Curriculum
 - Intervention
 - Strategies

Website Resources

- Cambridge Online Dictionary
- Dolch Sight Words
- Florida Center for Reading Research
- Fry Instant Words
- National Right to Read Foundation
- Read Well
- Read-Write-Think
- Reading Rockets
- Starfall
- Vaughn Gross Center for Reading and Language Arts

Intervention/Strategies

- Speed Drills
- Choral Reading or Neurological Impress Method
- Repeated Reading
 - Use other genres
 - Partner or paired reading
 - Classwide peer tutoring
 - Reread to meet a performance criterion
 - Monitor progress
- Previewing
- Taped Books and Technology (for improved prosody)

Recommendations for Increasing Fluency

- Select interesting passages
- Ensure active engagement
- Have students engage in multiple readings (3-4 times)
- Use instructional level text
- Read passages aloud to an adult
- Provide extra practice with trained tutors
- Provide corrective feedback on word errors
- Establish a performance goal or criterion of the number of words per minute
- Provide, short, frequent periods of fluency practice
- Provide concrete measures of progress using charts and graphs

Reading Fluency

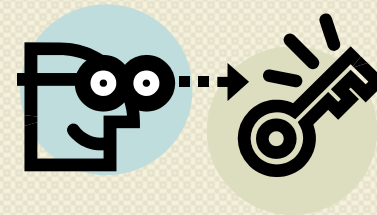
Reading Fluency

- Commercial Programs
 - Great Leaps
 - Read Naturally
 - Quick Reads
 - Six Minute Solution
 - RAVE-O
- Websites and Programs
 - Concept Phonics
 - Kurzweil 3000
 - OKAPI
 - One Minute Reader
 - Online Leveled Library K-6
 - Read Well
 - Reader's Theater Scripts
 - Recordings for the Blind & the Dyslexic
 - Soliloquy Reading Assistant

Definition

- “...constructing meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the ideas presented in the text.”

-Pardo, 2004



Reading Comprehension

7 Most Effective Strategies

- Comprehension monitoring (click or clunk)
- Cooperative learning
- Graphic and semantic organizers
- Question answering
- Question generating
- Story structure
- Summarization

Strategy Instruction

- DR-TA
- K-W-L
- SQ3R
- MULTIPASS
- Predicting
- Think aloud
- Visualization
- Repeated reading
- Retelling
- Reader's Theater

Strategies

7-12 Activity

- Number off into 6 groups
- Read through strategies
- Be prepared to offer a 30 second synopsis of your strategy

Definition

- The words we must know to communicate effectively.
 - Academic vocab
 - Content area vocab
 - Oral vocab
 - Reading vocab



Vocabulary

Vocabulary

- “Vocabulary has a strong influence on reading comprehension and young children with limited word knowledge are at high risk for experiencing reading difficulties.”
- NRP Findings
 - Vocab should be taught directly and indirectly
 - Words must be seen multiple times in multiple contexts
 - Language rich environments foster learning of vocab
 - No one single method works best all of the time for teaching vocab

Incidental

- Read aloud
- Books on tape
- Word consciousness
 - “knowledge of and interest in words”
 - Hink-Pinks, puns, board games, charades, limericks

Intentional/Explicit

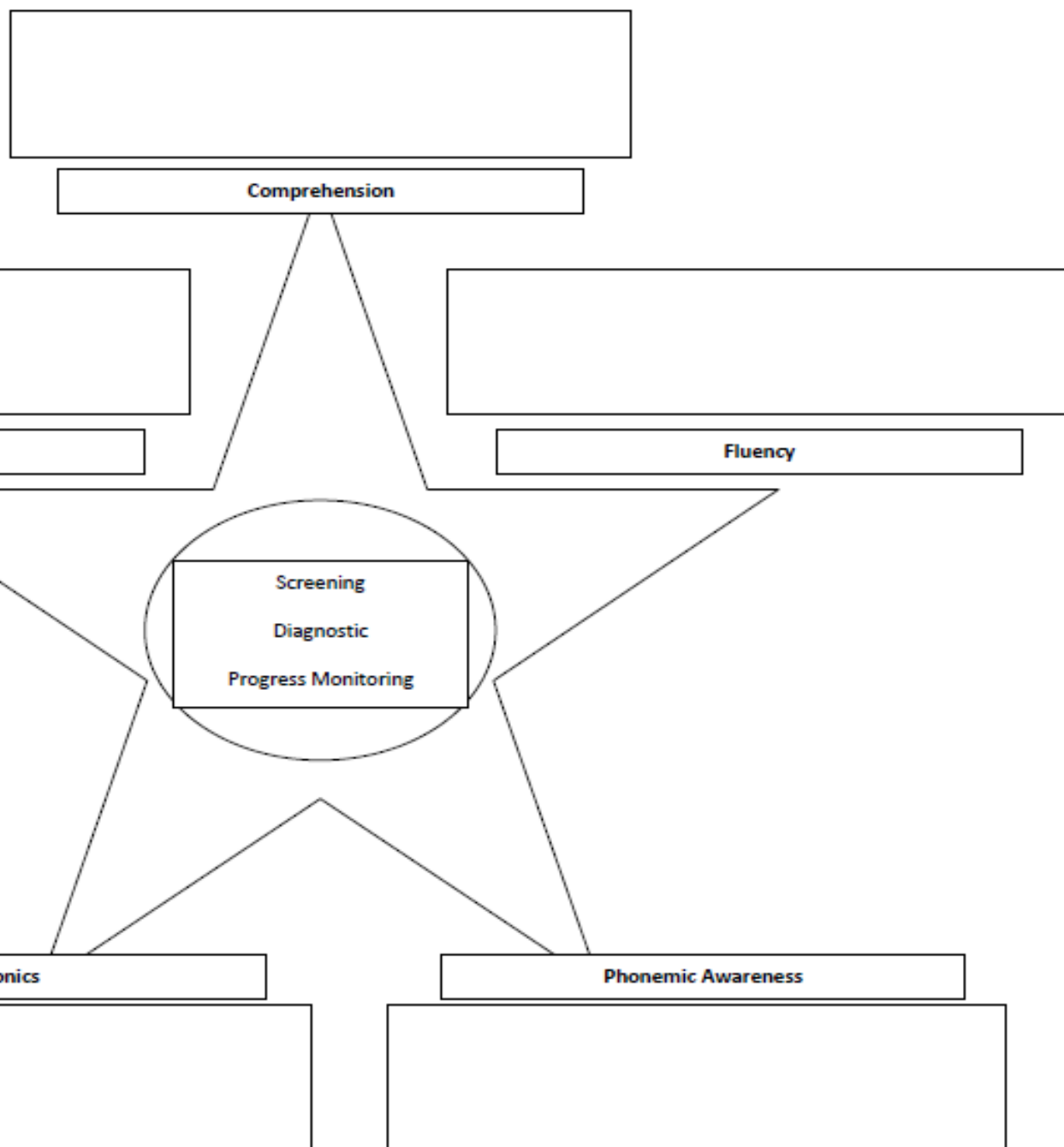
- STAR-Select, Teach, Activate/Analyze/Apply, and Revisit
- Synonyms, antonyms and multiple meaning words
- Semantic maps, word webs, graphic organizers
- Preteach vocab words
- Examples and non-examples
- Keyword method (visual imagery)

“Simply teaching words and their definitions is insufficient...”

K-6 Activity

- Number off into 6 groups
- Read through strategies
- Be prepared to offer a 30 second synopsis of your strategy

5 Big Areas of Reading



What? So what? Now what?

- This training was meant to begin the discussion...
- Where can you go from here?

Questions?



Resources

- “Locating and Correcting Reading Difficulties” by Cockrum and Shanker
- “Intervention Strategies to Follow Reading Inventory Assessment” by Caldwell and Leslie
- “Essentials of Evidence-Based Academic Interventions” by Wendling and Mather
- “Strategy Instruction for Students with Learning Disabilities” by Reid and Ortiz Lienemann

More resources...

- <http://www.paec.org/trk3/files/pdfs/readingPdfs/coolToolsAll.pdf>