

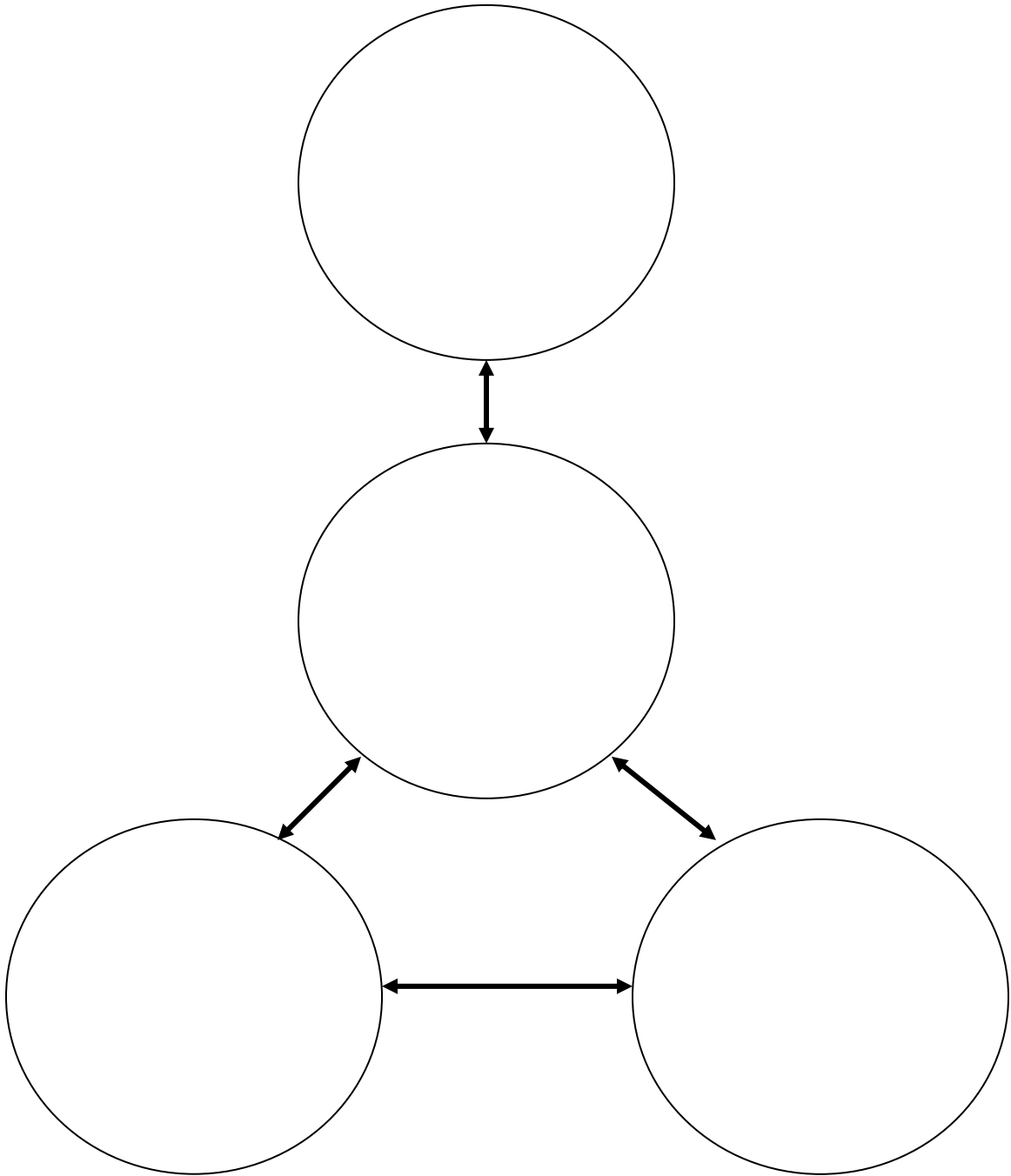
Kansas MTSS Symposium
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Welcome!

Goals – Teachers will

- Visit the brain research that supports reading skill integration
- Look deeply into the Outcomes Driven Model of assessment and intervention
- Learn how to plan effective small group lessons
- Consider current reading instruction and plan to integrate skill instruction:
 - Whole group
 - Intervention groups
 - Interactive groups
 - Small group and para groups



The Four-Part Reading-Brain Processing System


Outcomes Driven Model

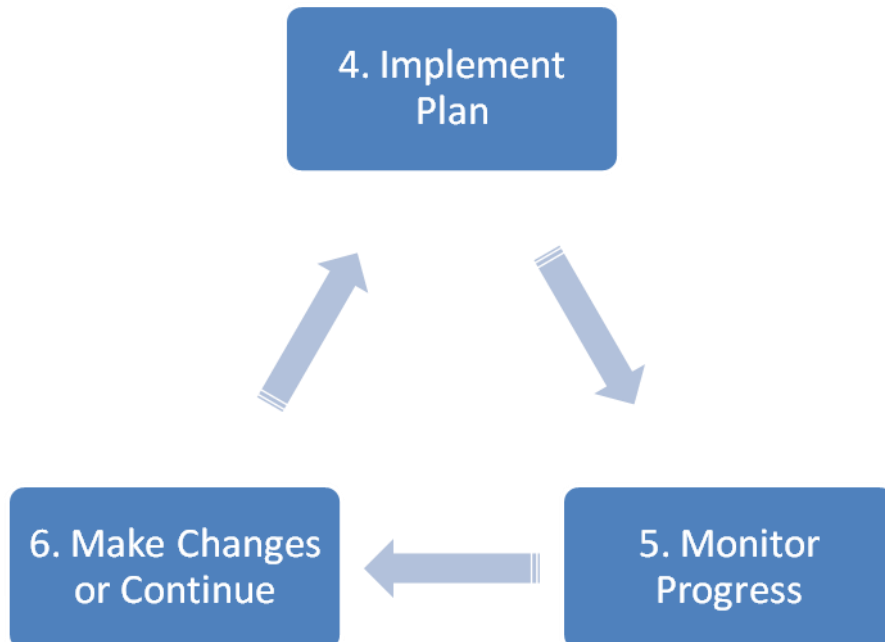
(Gruba, Good, and Kaminski, 2002)

This model provides guidance for a school's thinking and planning toward higher levels of student achievement. It is a step by step process with a cyclical response routine to keep groups flexible in their composition and instructional content.

Where is Koelsch in the implementation of these steps? Where is our system strong and in which areas do we need to place our focus for next year?

Take notes in each of these areas to identify your grade's strengths and areas in need of attention:

- 
1. Identify those who are at risk
 2. Determine individual needs
 3. Plan support



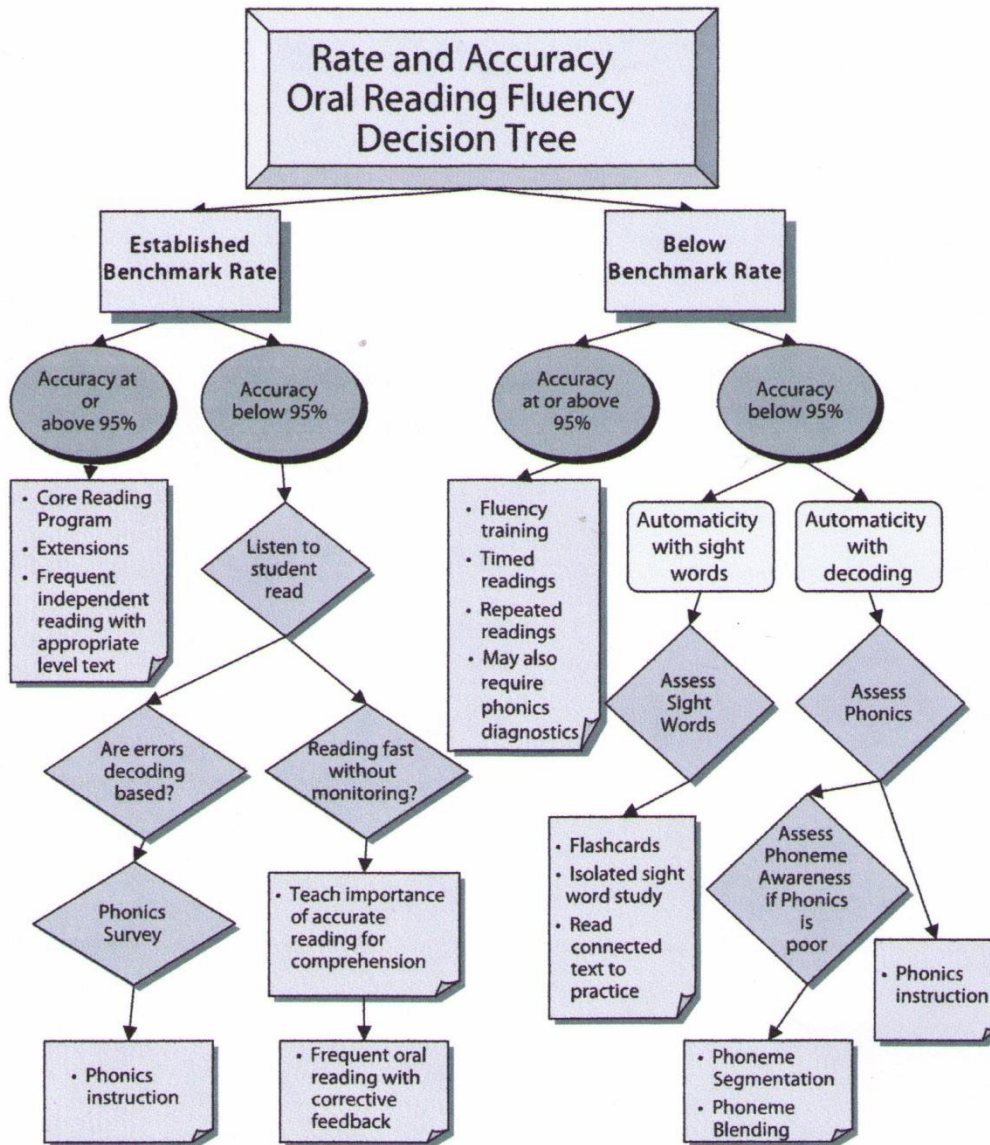
Reading Skills Assessment Options

| Skill | Observation Assessments | Other Informative & Standardized Assessments |
|--|---|---|
| <p>Phoneme Awareness Fluency</p> <p>The ability to quickly isolate and <i>segment</i> the phonemes in words. The ability to quickly <i>blend</i> phonemes to say words?</p> | <p>Can students <i>segment</i> sounds in words?</p> <p>Can students <i>blend</i> sounds, they hear, together to say a word?</p> <p>Study student writing: Do they omit or confuse phonemes? (<i>bup</i> for <i>bump</i>, <i>vat</i> for <i>fat</i>)</p> | <p>DIBELS Next -First Sound Fluency</p> <p>CTOPP – Comprehensive Test of Phonological Processing</p> <p>CORE Phoneme Segmentation</p> <p>TPRI</p> |
| <p>Letter Sound Fluency</p> <p>The ability to quickly say grapheme sounds.</p> | <p>Listen to students read words and text. When students are decoding unknown words, do they recall the beginning sound blending all sounds together quickly to say the word correctly?</p> | <p>CORE Letter Sound, Phonics Survey</p> <p>Quick Phonics Survey (Read Naturally)</p> <p>TPRI</p> <p>Ekwall and Shanker IRI, Fifth Edition</p> |
| <p>Phonogram Fluency</p> <p>The ability to instantly recognize chunks in words – rimes, affixes, and roots.</p> | <p>Listen to students read. When they come to words with common affixes, do they start to decode or say the chunk? (<i>concert</i> – <i>con-</i>)</p> | <p>Ekwall and Shanker IRI, Fifth Edition</p> <p>Quick Phonics Survey Read Naturally)</p> |
| <p>Orthographic Knowledge</p> <p>The ability to quickly recognize the distinctive spellings of words.</p> | <p>When spelling, do students say, “That doesn’t look right?”</p> <p>Can students choose the correct spellings of words they have studied and read?</p> | <p>Test of Silent Word Reading Fluency</p> <p>Test of Orthographic Competence</p> <p>Test of Irregular Word Reading Efficiency</p> <p>TPRI</p> |

| Skill | Observation Assessments | Other Informative & Standardized Assessments |
|--|--|--|
| <p>Sight Word Automaticity</p> <p>Instantly recognizing words to read them. Spelling, pronunciation, and meaning are activated in memory.</p> | <p>When students are reading, note errors. Do high frequency words make up many of the errors? Do students hesitate when reading high frequency words?</p> | <p>Dolche Word Lists</p> <p>Fry Word Lists</p> <p>CORE High Frequency Words</p> <p>TPRI</p> |
| <p>Decoding Fluency</p> <p>The ability to quickly decode unknown words analytically.</p> | <p>Listen to student read. When unknown words are approached, do students instantly decode them or labor over the decoding process?</p> | <p>Nonsense Word Fluency</p> <p>CORE Phonics Survey</p> <p>TPRI</p> |
| <p>Multiple Cue Efficiency</p> <p>Uses decoding + meaning to check for accurate decoding.</p> | <p>Listen to students read. Do they correct misread words based on meaning? "Does this word make sense here?"</p> | <p>Reading Inventories</p> |
| <p>Oral Language/Listening Comprehension</p> <p>Adequate oral and listening language skills, established and growing vocabulary, sufficient knowledge to make connections to written context.</p> | <p>Can students answer questions about content they have listened to? Do the answers show command of the language well enough to convey comprehensible answers with correct grammar?</p> | <p>Neuhaus Oral Language Screening Tool (in Next STEPS)</p> <p>Reading Inventories: Read passages to students. Ask the accompanying questions. Can students answer correctly?</p> <p>See a Speech and Language Pathologist or ELL teacher if there are concerns about language skills.</p> |

Source: Reading Fluency: Understanding and Teaching this Complex Skill. By Hasbrouck, J. & Glaser, D.R.

Skills based on research documented in: Hudson, R.F., Pullen, P.C., Lane, H.B. & Torgesen, J.K. (2009). *The complex nature of reading fluency: A multidimensional view. Reading & Writing Quarterly*, 25: 4-32.



Vocabulary, Comprehension, Oral Language and Listening Comprehension for all. The Oral Reading Fluency Decision Tree guides teachers to target responsive instruction for students. Keep in mind the importance of integrating the reading components while teaching. ALWAYS include vocabulary and comprehension in lesson planning. Build Oral Language/Listening Comprehension skills and Listening Comprehension in young students who are decoding at basic levels.

Figure 5.1. Rate and accuracy oral reading fluency decision tree.

Instructional Response Guidelines
Integrate the Skills

Skill - Letter Naming

If students are not at Benchmark levels:

1. Teach letter names
2. Teach phoneme awareness
3. Begin teaching letter sounds

Skill - Phoneme Segmentation

If students are not at Benchmark levels:

1. Teach phoneme *awareness*
2. Teach phoneme segmentation and blending
3. Teach letter sounds

Skill - Letter Sounds

If students are not at Benchmark levels:

1. Teach letter sounds
2. Teach phoneme awareness, blending, and segmenting
3. Teach basic decoding – Touch-Say-Blend

Skill - Decoding

Nonsense Words

If students are not at Benchmark Levels:

1. Teach grapheme sound students need
2. Teach phoneme awareness – blending and segmenting
3. Teach decoding – Touch-Say-Blend
4. Use decodable text

Skill - Fluent Reading

ORF, R-CBM

If students are not at Benchmark Levels:

1. The response will vary depending on accuracy levels and rate.
2. Refer to the ORF Decision Tree: Assess, diagnose, and teach targeted skills to automaticity (see decision tree).

Skill – Reading Comprehension

Re-Tell and Maze

If students are not at acceptable levels:

1. Assess language and listening skills
2. Engage in dialogic reading
3. Read to students and model think aloud processes of proficient readers
4. Teach vocabulary implicitly and explicitly
5. Prepare background knowledge using vocabulary
6. Use prior-during- and after reading strategies.

STEPS Small Group Lesson Plan Form

Week of: _____

TARGET LEARNING FOCUS: _____

STUDENTS: _____

| | <u>MONDAY</u> | <u>TUESDAY</u> | <u>WEDNESDAY</u> | <u>THURSDAY</u> | <u>FRIDAY</u> |
|---|---------------|----------------|------------------|-----------------|---------------|
| <p><u>S</u>et-up <u>Practice- Review.</u> <i>Quick practice of skills students have mastered. – 3 min</i></p> | | | | | |
| <p><u>T</u>each. <u>Model. Be Explicit.</u> <i>Model and teach new concept</i> 3 minutes</p> | | | | | |
| <p><u>E</u>ngage. <u>Practice with Feedback.</u> <i>Teacher-led practice.</i> 3 minutes</p> | | | | | |
| <p><u>P</u>actice Activity <u>Extended practice of new skill.</u> 15-20 minutes</p> | | | | | |
| <p><u>S</u>how you know <u>Quick check of skill mastery.</u></p> | | | | | |

Used with permission from author: Next STEPS in Literacy Instruction: Connecting Assessments to Effective Interventions. Paul Brookes Publishing. Deborah R. Glaser and Susan M. Smartt.

Phonics – Spelling Routine

Day One: Introduce and practice

Prep: Teacher preps for the lesson by sorting spelling words into groups by vowel sounds or other spelling/sound element.

- Students read the words aloud with teacher guidance (words are posted).
- Introduce the words' spellings through sound – spelling boxes. Guide the students to do a sampling of words with you, the ones that may cause difficulty for students.
- Explain the spellings.

Day Two: Extended Practice

- Finish sound-spelling boxes with whole or small group (students who need more reinforcement)
- Rest of class does page one of spelling handouts – or other paired or independent practice
- Read the words, play context game, kids write the words (additional practice ideas).

Day Three: Word Sort

- Do word sort (this includes LOTS of reading)
- Use moveable words and then ask students to write the words into columns representing the spelling features

Day Four: Read and Spell

- Read the words – pairs of students or in a group - unison.
- Students do practice test with partners – do abbreviated list so it doesn't take so long
- Write sentences using words – Dictation (use sentences from the handout if needed) or writing lesson

Day Five: Assessment

- Assessment. Analyze errors that remain and plan for additional practice if needed.

What words did the students miss? Include these in reading and writing in extension groups next week.

The activities can vary from week to week. However, do the following every week:

- read the words orally – group unison and individuals
- dissect the words to teach spelling: use the spelling words to teach decoding
- talk about the words' meanings. Students USE the words orally.
- write the words in isolation and in sentences.

Spellingcity.com – This website provides practice with the set of words that you enter. It provides engaging independent practice routines.

Sound Spelling Boxes

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What is Academic Language?

Academic language is the language used in textbooks, in classrooms, and on tests. It is different in structure and vocabulary from the everyday spoken English of social interactions. Many students who speak English well have trouble comprehending the academic language used in high school and college classrooms. Low academic language skills have been shown to be associated with low academic performance in a variety of educational settings.

The main barrier to student comprehension of texts and lectures is low academic vocabulary knowledge. Academic vocabulary is sub-technical vocabulary. In other words, it is not the technical vocabulary of a particular academic discipline. Academic vocabulary is used across all academic disciplines to teach about the content of the discipline. For example, before taking chemistry, no students know the technical words used in chemistry. But the underprepared students also don't know the vocabulary used to teach the chemistry concepts. Underprepared students are unfamiliar with words like evaluation, theory, hypothesis, assumption, capacity, validate. Professors assume students comprehend such academic vocabulary, but such vocabulary is not often used in the everyday spoken English of many students.

Academic vocabulary is based on more Latin and Greek roots than is everyday spoken English vocabulary. In addition, academic lectures and texts tend to use longer, more complex sentences than are used in spoken English.

Following are two academic language activities to incorporate into whole and small group instruction lessons.

Teach vocabulary every day, on an ongoing basis, systematically and make sure students don't just learn the meanings, but USE the words in *production*.

- Teacher says the word. Students listen and repeat the word three times
- Students read the word (Hear pronunciations + spelling = memory!)
- Teacher provides student friendly definition
- Teacher uses the word in a sentence from the textbook
- Teacher demonstrates how it how to use the word in other sentences
- Students use the word in sentences with a partner

Provide students with a word bank. Teachers and students use these words to talk about the text. Teacher models how to use the words in spoken and written sentences. Our instruction will go beyond definitions.
