


DISRUPTION & INNOVATION

Considerations for Older, Striving Readers



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Meet Your Facilitator



Rebecca Dey

- Austin, Texas
- 12 years in elementary education
- ALL kids can learn to read with high quality foundational literacy instruction

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Learning Series at a Glance

Session 1	Session 2	Session 3	Session 4
Defining our Approach to Addressing Unfinished Teaching and Learning of Reading Foundational Skills	Assessing and Diagnosing Unfinished Learning of Foundational Reading Skills	Responding to the Data: Taking a Timely, Targeted and Equitable Approach	Considerations for Older, Striving Readers

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Objectives

Participants will:

- Understand what research says about proficient reading
- Recognize how to identify disfluent reading in older readers and understand how unfinished learning of phonics impacts fluency in older readers
- Understand how building breadth and depth of vocabulary and knowledge, as well as fluency practice, can support proficient reading
- Recognize the systems and structures needed to support addressing the needs of older, striving readers
- Reflect on current practices for supporting striving, older readers and develop an action plan

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Agenda

Time	Topic
5 min	Getting Started
10 min	A Research Based Approach to Skilled Reading
15 min	Unfinished Learning in Older Readers
25 min	Fluency Practice & Improving Automaticity in Decoding
25 min	Building Meaning through Knowledge and Vocabulary
10 min	Wrapping Up

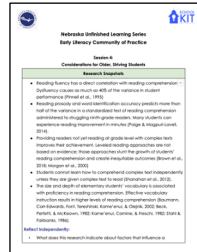
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Key Norms for Our Work Together

- Trust the process
- Approach the work as a learner
- Create and maintain a safe space for professional learning
- Use technology to enhance your learning

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Access Today's Note Catcher!



- **Click** on the link to materials shared in the Chat
- **Click** "Make a Copy"
- **Save** it to your drive → this is your own copy to mark up!



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A Research Based Approach to Skilled Reading

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Research Snapshots

Read the "research snapshots" in your note catcher

Reflect Independently:

- What does this research indicate about factors that influence a student's proficiency in reading?
- How does this research impact instruction?

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What does the research tell us?

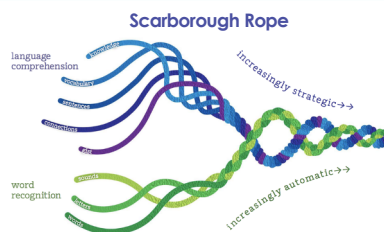
Chat Your Reflections:



What does this research indicate about the factors that influence a student's proficiency in reading?

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Two Models of Reading



Citation: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97-110). New York, NY: Guilford Press.

Simple View of Reading:

Language Comprehension
x Word Recognition =
Reading Proficiency

Gough and Tunmer (1986)

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Unfinished Learning in Older Readers

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Disfluent Reading

Old Ironsides
By: Oliver Wendell Holmes, Sr.

And tear her tattered ensign down
Long has it waved on high,
And many an eye has danced to see
That banner in the sky;
Be rung the bells,
And burst the shores' roar--
The mettle of the ocean air
Shall sweep the clouds no more
Her deck, once red with battle,
Where knave and knight

What do you
think this
poem is
describing?

How did you
know?

Source:
Achieve the Core

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"Though fluency does not guarantee comprehension, lack of fluency guarantees students will not be able to comprehend text."

-Student Achievement Partners

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Understanding Fluency

1. **Accuracy:** accurate decoding and word recognition
2. **Rate:** speed of oral reading
3. **Prosody:** phrasing that enhances meaning, pausing at punctuation, inflection, appropriate expression

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Assessing Fluency

- **Fluency checks** at beginning of year, and as needed throughout the year
- **Oral Reading Fluency (ORF)** measures speed and accuracy
 - Read aloud from a previously unseen grade level text for one minute to determine words correct per minute (WCPM)
 - Use nationally verified norms to determine if fluency is grade level appropriate (such as Hasbrouk and Tindal's Oral Reading Fluency Norms)
 - Having average fluency is fine!
- **Attend to all aspects of fluency**
- Low fluency scores can be **caused by multiple factors**

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A Tale of Two Students

Read the tale of two students in your note catcher.

Reflect:

- How would have assessing the fluency of the two students in the case study have helped identify their reading strengths and challenges?
- How would the results have impacted the type of support provided?

A Tale of Two Students

Ms. Jones is proud of the tremendous progress her fourth-grade students have made this year with their reading of complex text. As she reflects on other students' growth across the first quarter, however, she continues to be challenged by how to help two of her strong readers.

When Michael reads about the newly struggles to decode even the longer words, however, his pace of reading is very slow and labored, and he reads in a very monotone voice. She knows he is embarrassed when he is reading, so she has not to call on him but that only adds to his practice even more. When she pulled Michael one-on-one to listen to him read she noticed that he frequently has difficulty pausing at punctuation, and he often has trouble remembering what happened in the text when he comes to the end of a paragraph. She can see this is affecting Michael's self-esteem and is struggling to know how to address his reading difficulties while attending to his social-emotional needs.

Tina is the opposite of Michael in many ways when it comes to her reading challenges. Tina often volunteers to read aloud and loves to be involved in class performances but her reading accuracy is very weak. She can read words that require a basic knowledge of the code, but as soon as the patterns become more complex, or the words get longer, her accuracy falls. Ms. Jones notices that Tina will often begin to sound out words correctly but her decoding task apart as she attempts to read through the word and she will either read the word incorrectly or just substitute another word. Tina frequently doesn't self-monitor and will not read quickly through the text even with all the hiccups, but that clearly impacts her understanding of the text as reflected in her responses to comprehension questions. When Ms. Jones works with Tina one-on-one and prompts her to slow down and read more accurately, Tina often starts and stops in the middle of words and frequently has to go back to the beginning of the sentence because by the end of decoding all the words in the sentence, she has forgotten what happened at the beginning.

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Reflect!

- How would have assessing the fluency of the two students in the case study have helped identify their reading strengths and challenges?
- How would the results have impacted the type of support provided?

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Fluency Practice

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Strengthening Fluency in Older Readers

In many cases poor fluency can be strengthened by fluency work alone with just some specific coaching around phonetic knowledge as needed.

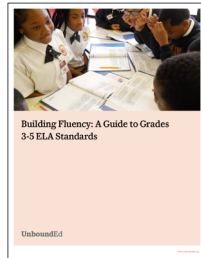
When addressing fluency in older readers:

- Use grade level texts
- Use connected, meaningful texts for authentic practice
- Provide volume of reading
- Be sensitive to student's social and emotional well being

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Strategies for Building Fluency

- Repeated Oral Reading
- Choral Reading
- Partner Reading
- Reader's Theater



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Modeled, Choral and Echo Reading

- Listen to a **modeled reading** of "*Old Ironsides*" by Oliver Wendell Holmes, Sr. as you follow along in your note catcher.
- **Choral read** the poem as a group.
- **Echo read** the poem as a group



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Performance Reading

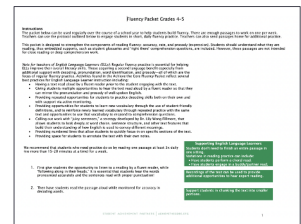
- Text is divide into parts for each reader and is read aloud
- Text is practiced repeatedly throughout the week to build fluency
- Performance has students read the text with expression rather than memorization of text.
- Build confidence and self-efficacy

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Fluency Packets

Achieve the Core Fluency Packets:

- Enough passages for 1/week
- Protocol for daily fluency practice
- Information for supporting English Language Learners
- Opportunity for Performance
- Work with vocabulary and sentence structures



<https://achievethecore.org/page/886/fluency-packet-for-the-4-5-grade-band>

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Improving Automaticity in Decoding

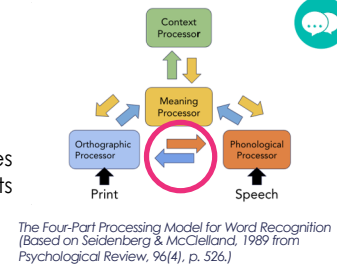
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A Model of Reading

Review this model of the reading process

Chat:

How do you think the understanding of syllables and morphology supports the reading process?



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Word Analysis Standards

In your Breakout Room:

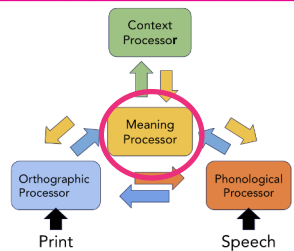
- Choose a note taker and timer (only 6 minutes to complete the task!)
- Read the 3-5 Word Analysis standards in your note catcher and answer the following questions in the shared google doc.
 - How do the expectations stay the same across the grades?
 - How do the expectations change?
 - How would understanding the progression of these skills help teachers support older, striving readers?

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Building Meaning Through Knowledge and Vocabulary

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Supporting the Processing of Meaning



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CCSSO Recommendations

Read the CCSSO passage in your note catcher

Reflect:

- How does this quote align to the research snapshots we explored earlier in this session?
- How does this quote align to instruction in your schools?

Chat:

- One word or phrase that stands out to you from this quote

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[illegible]

Depth of vocabulary: reflects what you know about those words (i.e., definition, structure, origin, synonyms, antonyms, multiple meanings, connections and categories.)

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LA 3.1.5.e: Locate words and determine meaning using **reference materials**.

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[illegible]

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Grade 5: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., **parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots**).

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What if...

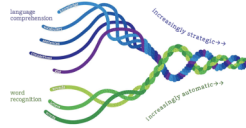
Let the "rope" guide your instruction!

Build Word Recognition Skills:

- Know and systematically teach your grade level phonics standards across K-5 grades.

Build Language Comprehension Skills:

- Systematically build knowledge within and across grades
- Build breadth and depth of vocabulary knowledge



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Structures for Supporting Striving Readers

- Adoption of high quality curriculum/materials
- Use of assessments to identify and monitor fluency growth
- Teacher training and support to identify and implement strategies to address student needs
- Scheduling that provides time for additional support

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Wrapping Up

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Reflect!

Independently Reflect:

- To what extent is this work of ongoing progress monitoring and addressing unfinished learning in upper elementary grades happening in your schools?
- What has been successful?
- What has been challenging?
- What potential barriers might you anticipate?

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Thank You!

Please give us your feedback:

<https://tinyurl.com/NDESession4>

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