Literacy Academy 2021

Reading Intervention for Older Students Viewing Guide

Intended Use

This viewing guide is intended to be used by educators when viewing the 2021 Literacy Academy presentations. Districts and schools are encouraged to use this resource as part of a comprehensive professional learning plan. Comprehensive professional learning plans are data driven, sustained, intensive, collaborative, job embedded and instructionally focused.

Acknowledgements

This viewing guide was produced by the Ohio Department of Education. The content contained in the viewing guide was developed in partnership with Joan Sedita. We are grateful to Ms. Sedita for sharing her expertise with Ohio educators.

Reproducing the Viewing Guide

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Reading Intervention for Older Students

Age/grade band: 6-12

Presenter: Joan Sedita, M.Ed.

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Session 1: Identifying Student Needs

Learning objectives: Participants will be able to describe the necessary components of supporting struggling adolescent readers and identify tools and processes to assist in identifying students' needs in reading.

Complete prior to viewing video presentation:

1. Read pages 1-11 of *Adolescent Literacy: Addressing the Needs of Students in Grades 4-12* by Joan Sedita (2011).
2. Preview the participant handout provided by the presenter to accompany this session.

Video presentation (37:35)

Complete after viewing video presentation: Answer and discuss the following reflection questions with your team.

1. Consider the "3 Categories of Literacy Skills." What percentage of your students need help with the first two categories? What percentage are ready for the last category?

   - Basic (decoding and its subskills) _____ %
   - Intermediate (reading comprehension strategies, reading to learn) _____%
   - Disciplinary (specialized reading strategies for each subject area) _____ %

2. Review the numerous writing skills and strategies students must have. What percentage of your students are not writing on grade level?

3. Consider the different causes for why students struggle with reading and writing. Think of specific students you know who:

   - Have dyslexia;
   - Have executive function skills;
   - Are learning English as a second language;
   - Have a combination of contributing factors.

4. Do you have a solid understanding about the differences among screening, diagnostic, progress monitoring and summative literacy assessments? How about how they are used with struggling students throughout the school year?

5. What additional comments or questions would you like to share?

Session 2: Matching Students to Intervention

Learning objectives: Participants will be able to describe the essential components of supporting students' reading needs through tiered instruction in a multi-tiered system of supports and consider how intervention decisions should be determined.

Complete prior to viewing video presentation:

1. View the presenter's related recording from the 2020 Literacy Academy: Literacy Planning for Grades 4-12 (presenter slides available on the Department's website).
2. Read pages 2-24 of *Adolescent Literacy: Addressing the Needs of Students in Grades 4-12* by Joan Sedita (2011).

Video presentation (29:00)

Complete after viewing video presentation: Answer and discuss the following reflection questions with your team:

1. Does your school or district use a multi-tiered system of supports model that includes multiple tiers of instruction and support?
2. What percentage of the students in your school require Tier II, supplemental support for intermediate "reading to learn" strategies? What percentage require Tier III, intervention instruction for basic reading skills, including decoding?
3. Consider the content teachers in your school. How would you describe:
   - Their knowledge and willingness to embed comprehension, vocabulary and writing instruction into their content teaching?
   - Their knowledge and willingness to teach disciplinary-specific literacy skills?
   - Their knowledge and willingness to differentiate and scaffold their instruction to meet the needs of struggling students?
4. What interventions are offered at your school for phonics/decoding, fluency, vocabulary, comprehension strategies and writing?
5. Does your school have a process for determining which interventions are provided to which students?
6. What do you think are the biggest obstacles to providing sufficient literacy intervention instruction?
7. What additional comments or questions would you like to share?

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Session 3: Progress Monitoring

Learning objective: Participants will be able to describe the role of progress monitoring within a literacy assessment framework and identify progress monitoring tools and assessments that will assist in data-based problem-solving.

Complete prior to viewing video presentation:

1. Read the article *What is Scientifically-Based Research on Progress Monitoring?* by Lynn S. Fuchs and Douglas Fuchs, published by the National Center on Student Progress Monitoring.

Video presentation (26:13)

Complete after viewing video presentation:

Answer and discuss the following reflection questions with your team:

1. How would you explain to a colleague the difference between screening and progress-monitoring assessments?

2. What assessments currently are being used for progress monitoring of:

   - All students to determine if they are making adequate, grade-level progress during the school year?
   - Students who are below grade level who are receiving Tier II support or Tier III intervention?

3. Do you have a solid understanding of the CBM measurements "Oral Reading Fluency" and "MAZE," what they measure, and how they can be used for progress monitoring?

4. How would you describe progress monitoring for writing skills to a colleague?

5. Does your school have a schoolwide data-based problem-solving model/process that efficiently and effectively analyzes assessment data?

6. Do you have any comments or questions you would like to share?

HOW ARE WE DOING?

If you have interacted with the Literacy Academy On Demand content, please take this brief survey to provide feedback.

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