Ready, Set, Go!
Next Steps After Universal Screening

FUTURE FORWARD OHIO

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Ohio Department of Education

Session Outcomes

Participants will:

- Identify the source of reading difficulties for learners
- Determine the data needed to develop a reader profile
- Create an instructional plan to improve language and literacy outcomes for students

We KNOW…

Proficient reading is a **learned** behavior

All proficient readers use the same set of skills and neural processes

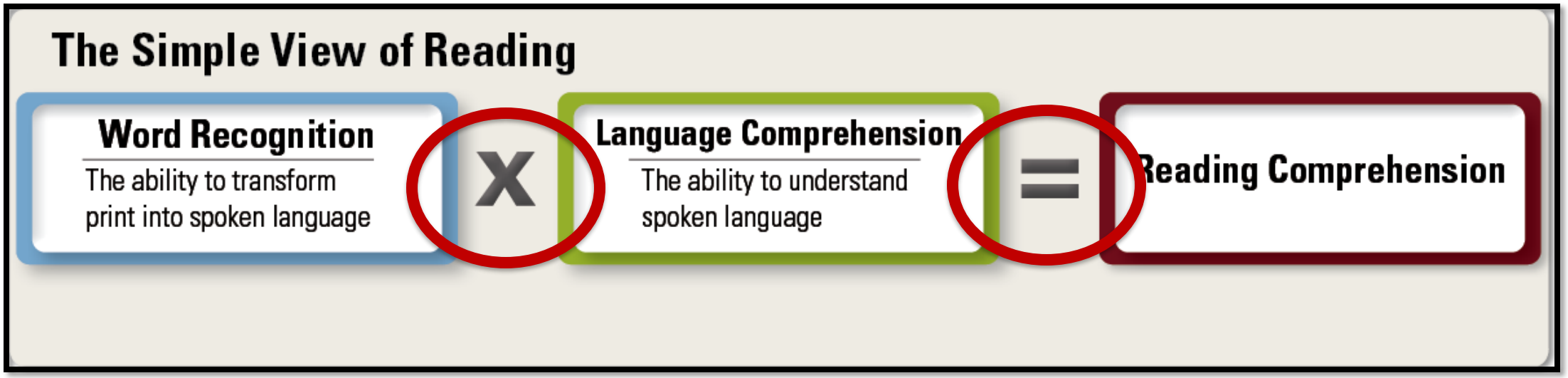
All proficient readers have learned and developed these skills and processes to **mastery** and **automaticity**

The **Simple View of Reading** definitively proves that that these skills and processes fall into two equally important domains.

Michael Hunter, Plain Talk 2022

Sources of Reading Difficulties

The Simple View of Reading



What is Reading Comprehension?

- Act of understanding what you have read
- Extracting meaning from what you read
- Interpretation of what you have read
- Making sense of what you read

(Archer, 2020; Hagy, Nagy, Anderson, 1992)

Development of Literacy Skills

Phonological Awareness

Letter Recognition

Alphabetic Principle

Phonemic Awareness

Phonics

Sight Word Vocabulary

Fluency and Automaticity with Texts

Language, Vocabulary, and Background Knowledge Development

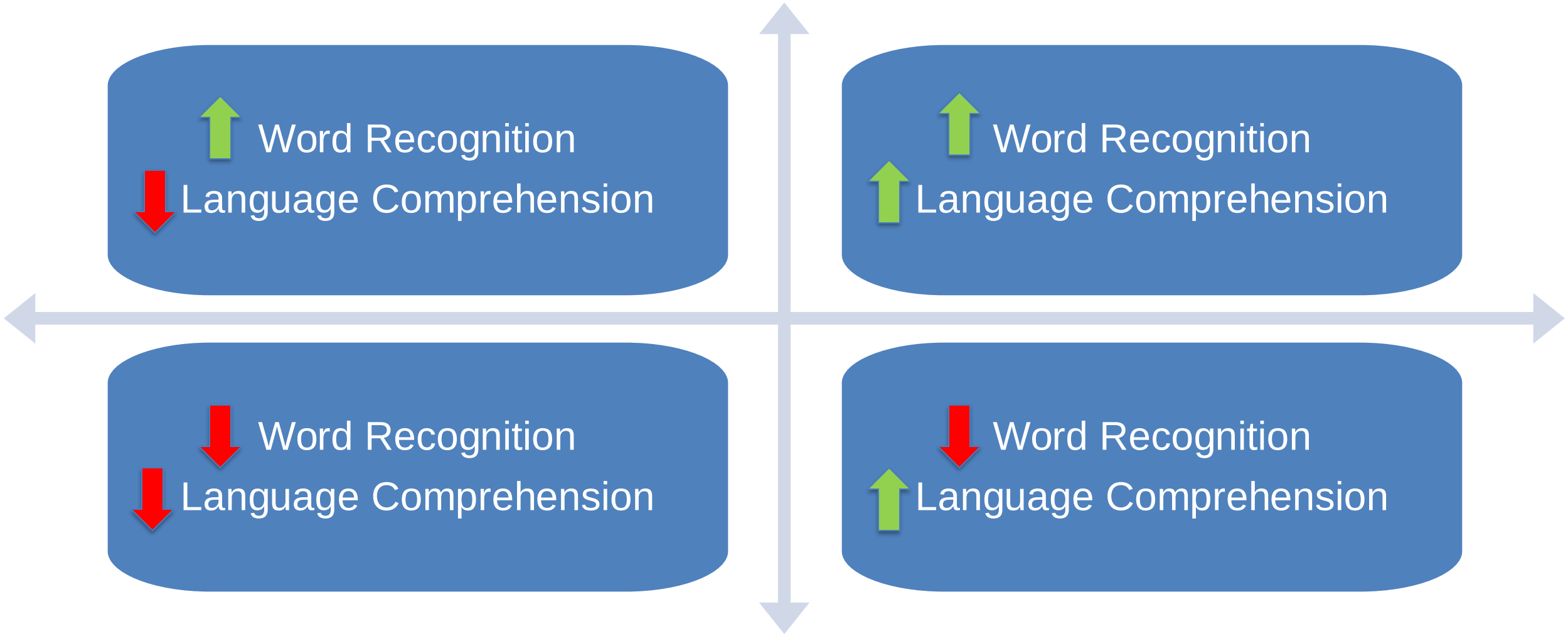
Comprehension is an OUTCOME!

We work toward the outcome.

We measure the outcome.

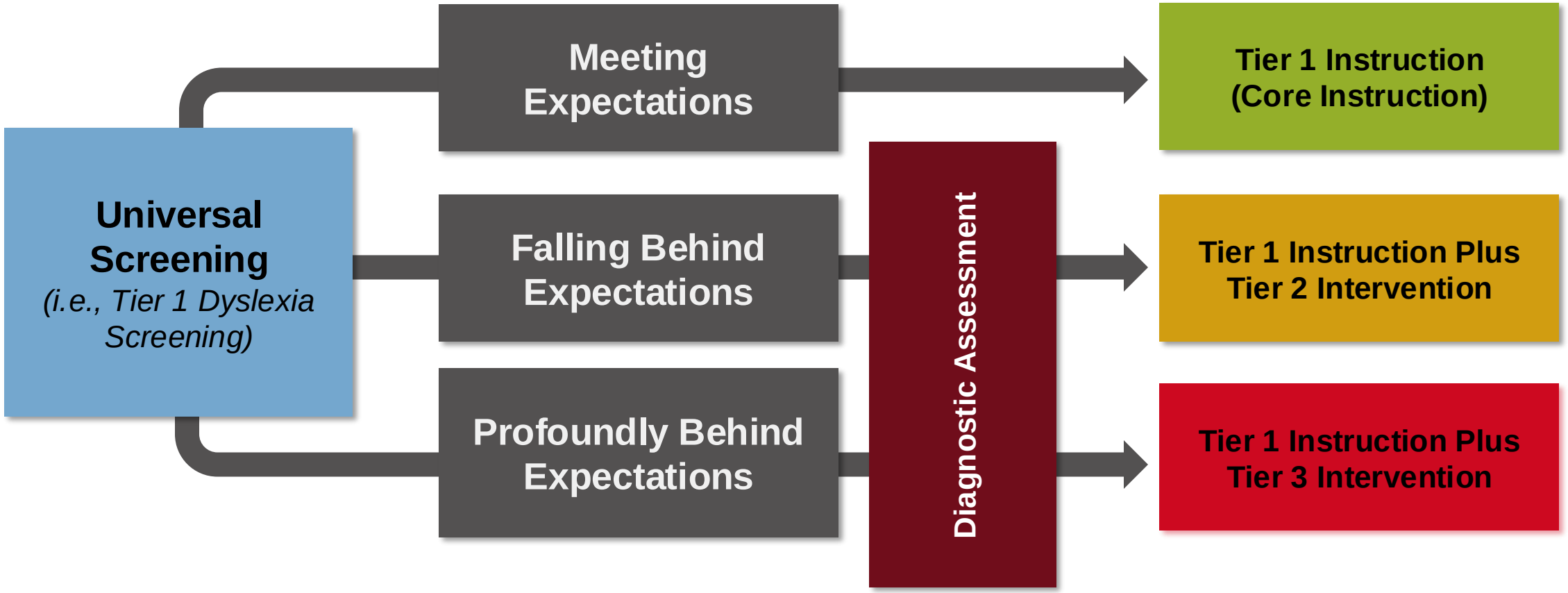
We intervene with the **components**.

Subtypes of Reading Difficulty



Data for a Reader Profile

Literacy Assessment Within MTSS



Getting to Know Your Learners

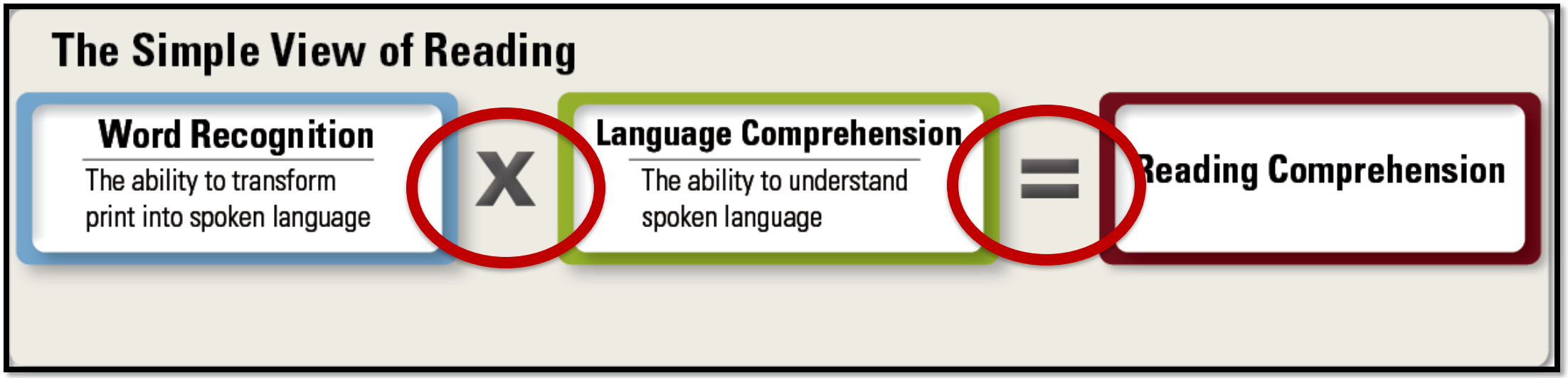
If a student is not yet a proficient reader, what is the first question you should ask about the student?

A. Is the student able to comprehend the language of the text?

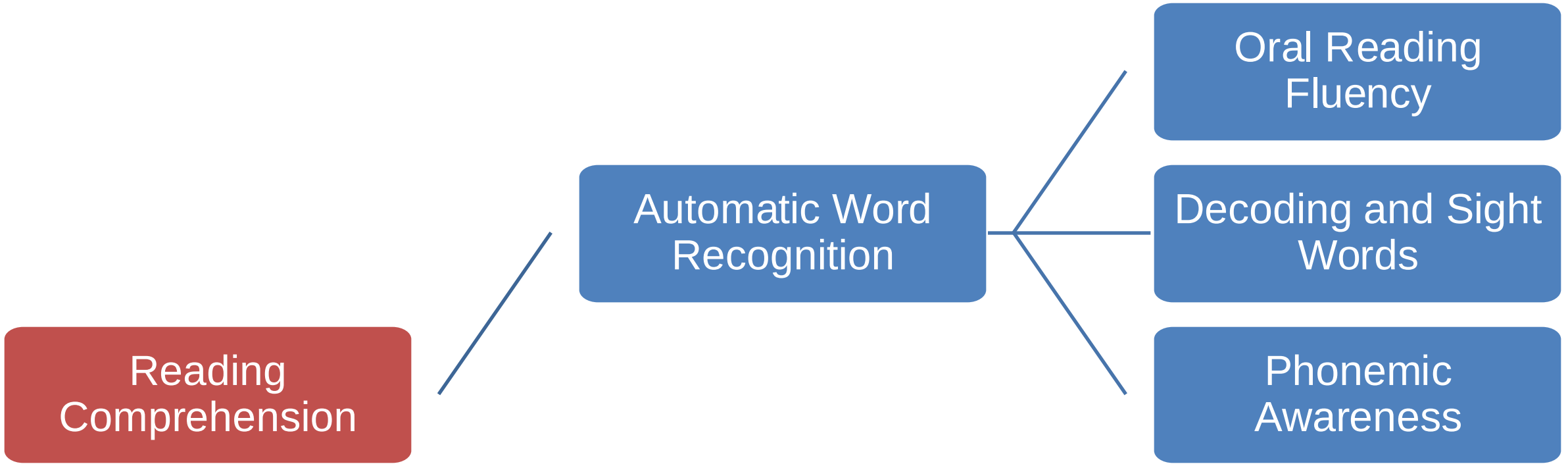
B. Does the student have adequate knowledge of the purposes for reading?

C. Is the student able to read texts at grade placement level, using accurate and automatic word recognition and expression?

Revisiting the Simple View of Reading



Assessing for Skilled Reading Part 1



Adapted from McKenna and Stahl, 2009

Intervention Based Diagnostics

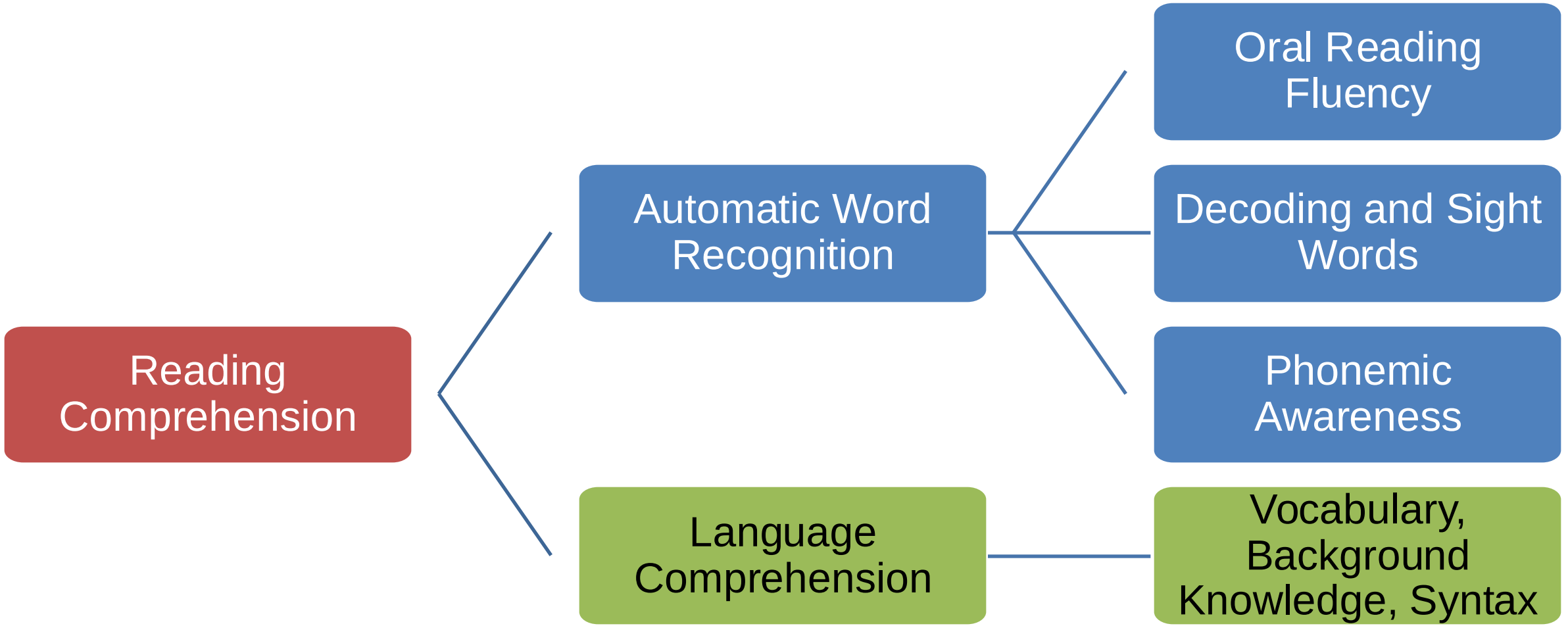
Phonemic Awareness

- Phonological Awareness Screening Test
- Heggerty Assessment
- Phoneme Segmentation

Phonics

- Really Great Reading Beginning and Advanced Decoding Surveys
- LETRS Diagnostic (if already taking LETRS PD)
- Spelling Inventory
- Assessing Reading – Multiple Measures (CORE)

Assessing for Skilled Reading Part 2



Adapted from McKenna and Stahl, 2009

Intervention Based Diagnostics (Cont.)

Vocabulary

- Assessing Reading – Multiple Measures (CORE) – Vocabulary Screening Test
- Grade Level Content, Speaking and Listening
- Acadience CFOL

Comprehension

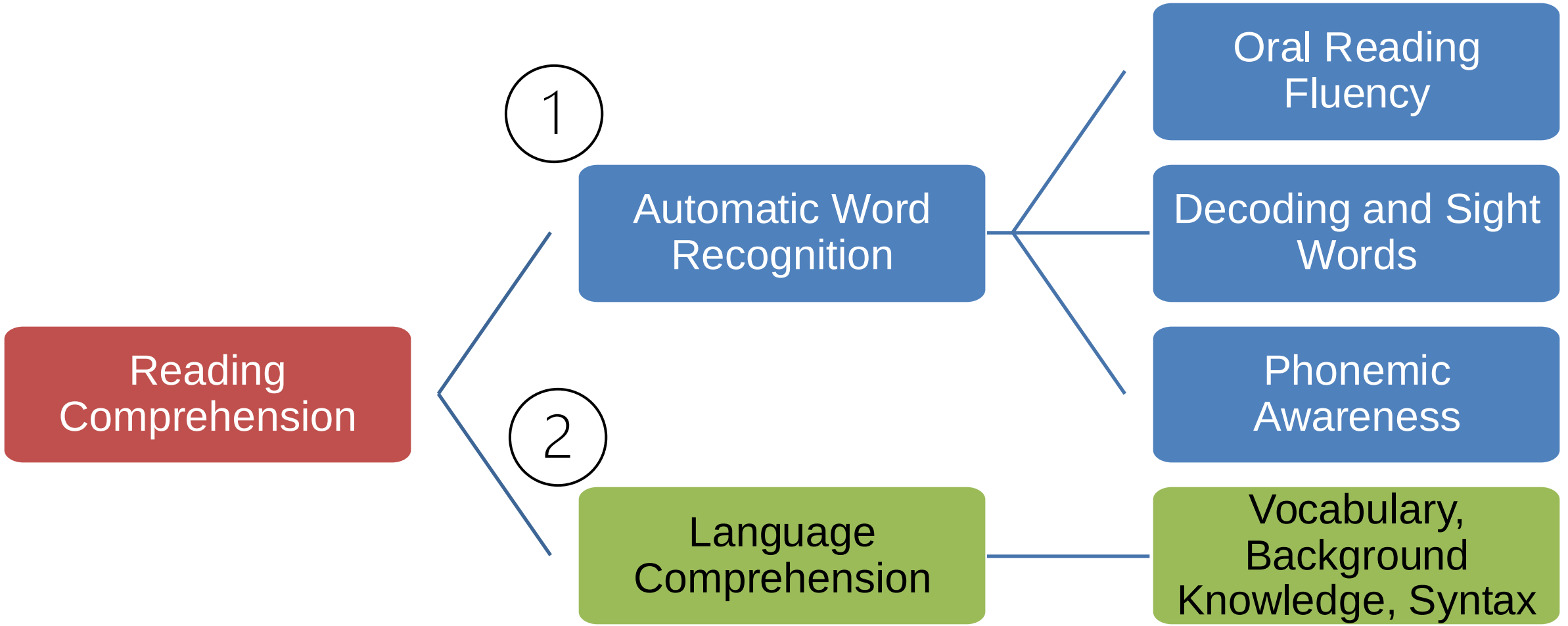
- Neuhaus Listening Comprehension Assessments
- Oral Reading Fluency Retell
- Retelling after listening to a read aloud
- Drawing conclusions and evidence of inferential thinking after a read aloud
- Acadience CFOL

Language Comprehension Challenges

- There are limited brief and technically adequate listening comprehension assessments available.
- Use a combination of assessments - code based, listening comprehension, and reading comprehension measures.
- Work with your SLP to analyze language across domains (phonology, semantics, syntax, discourse, pragmatics)

(Zipoli & Merritt, 2017; Spear-Swerling, 2015)

Assessing for Skilled Reading



Adapted from McKenna and Stahl, 2009

What About High School?

Jon is a 10th grader. He is on an IEP and consistently scores below proficient on state tests and course content, despite having a read aloud accommodation.

What can we do to help Jon improve his reading skills in all content areas?

A. Have the school psychologist administer an IQ test and formal achievement assessments.

B. Provide Jon with more classroom and assessment modifications.

C. Provide Jon with specially designed instruction using texts at his independent reading level.

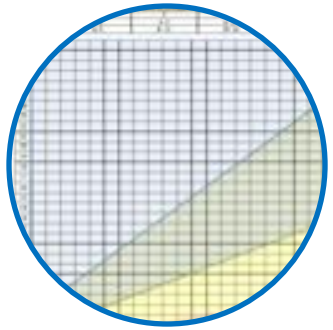
D. Administer 8th grade oral reading fluency and MAZE curriculum-based measures to determine Jon's reading strengths and weaknesses and plan for interventions.

Instruction Begins with Assessment

Screener

Diagnostic

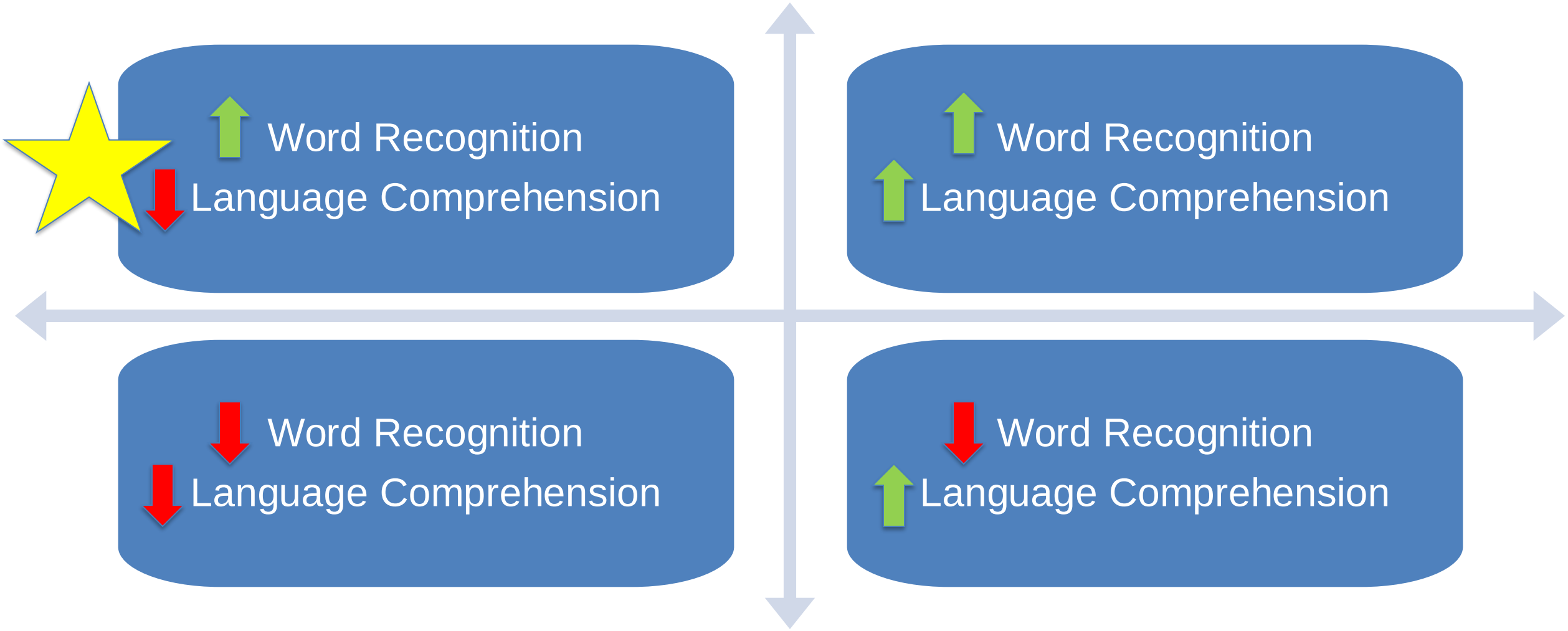
Prescribe Treatment



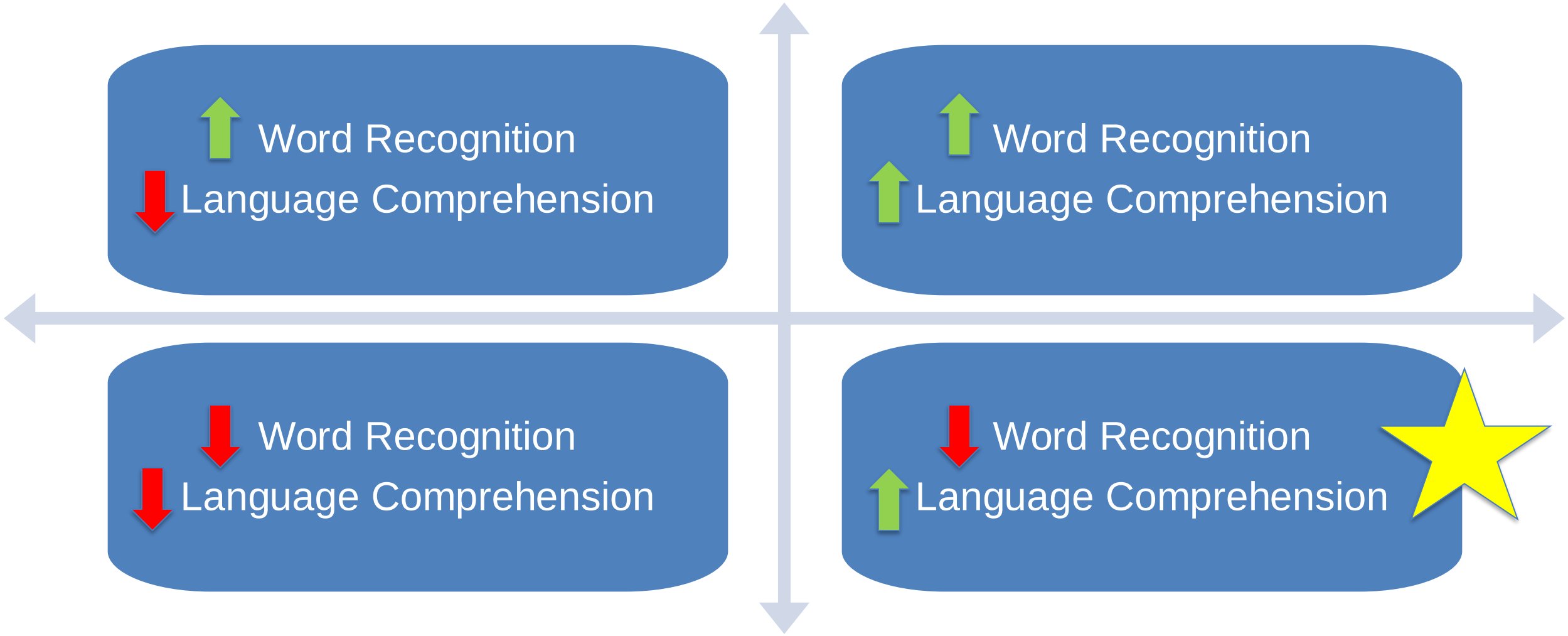
Monitor and Check up

The Instructional Plan

Language Comprehension Difficulty



Word Recognition Difficulty



Word Recognition

Strengths

- Good ability to learn orally
- Reading comprehension is strong when children read texts they can decode
- Oral vocabulary and broad listening comprehension at least average

Areas of Need

- Decoding below average
- Phonemic awareness (PA) often below average
- Fluency often below average due to decoding problems
- Reading comprehension often, but not always, below average due to decoding problems

Word Recognition Intervention Needs

- ❑ Explicit, systematic phonics intervention
- ❑ Use a phoneme-level approach that teaches letter sounds, blending, and segmentation (i.e., PA)
- ❑ Consider advanced PA instruction if relevant
- ❑ Provide ample application of decoding skills in oral text reading, with teacher (or parent) feedback

Phonics Intervention Planning: What

- ❑ Phonemic Awareness Warm Up
- ❑ New Sounds, Graphemes, Syllables, morphemes
- ❑ Word Building
- ❑ Blending Drills
- ❑ Heart Words
- ❑ Dictation
- ❑ Oral Reading with Decodable Texts

Phonics Intervention Planning: How

Use diagnostic assessments	Scope and Sequence	Instruction must be explicit
Adhere to routines and procedures	Must practice skill to automaticity	Error correction and feedback

Reading Difficulties

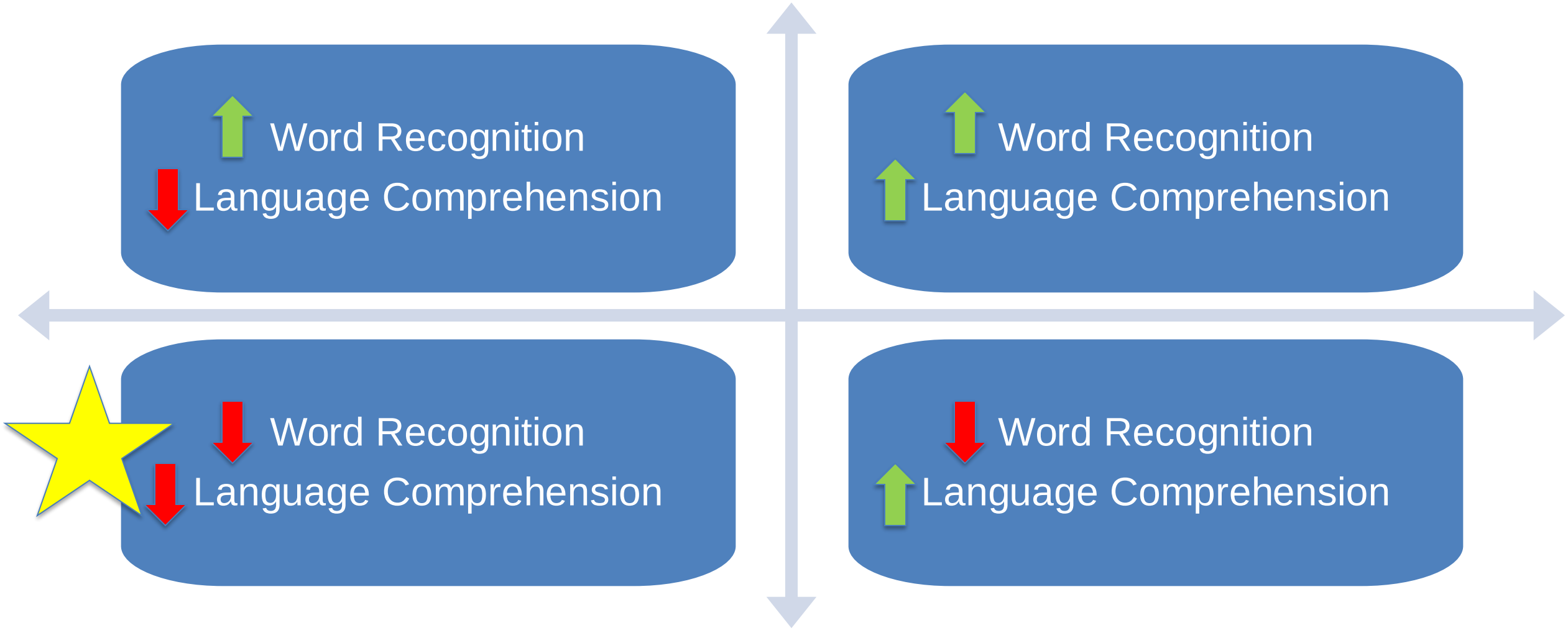
Of the students who are not yet proficient readers, which domain seems to cause the most difficulty?

A. Word Recognition

B. Language Comprehension

C. A combination of BOTH word recognition and language comprehension.

Mixed Reading Difficulty



Mixed Reading Difficulties

Strengths

- Individual learners usually have strengths in specific areas of language or reading (e.g., their knowledge base about specific interests)

Areas of Need

- Decoding below average
- Reading comprehension below average, even in texts children can decode
- Reading fluency often weak due to limitations in both decoding and language

Mixed Reading Difficulty Intervention Needs

- ❑ Build Decoding Skills
- ❑ Purposeful fluency building activities
- ❑ Comprehension Practices
- ❑ Work with Grade Level Texts

Vaughn et al, 2022

Case Study

- Find the Juliette Case Study
- Read the Case Study silently.
- Then discuss the following with your partner.

- What is Juliette's reader profile?
- What are some possible reasons why Juliette may be scoring below the benchmark on Oral Reading Fluency measures?
- According to the Decoding Survey, what underlying skill deficits does she have?
- Where should Juliette's interventions begin?
- What additional data must we collect to answer the questions above and plan for interventions?

Our Session Outcomes

In this session we:

- Identified the source of reading difficulties for learners
- Determined the data needed to develop a reader profile
- Created an instructional plan to improve language and literacy outcomes for students

Questions? Need More Information?

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