SUPPORTING ADOLESCENT READERS WITH BASIC DECODING

RITA KROEGER

Adolescent Literacy Specialist

ESC of Northeast Ohio

rita.kroeger@escneo.org

READ Ohio Literacy Academy

Educational Service Center of Northeast Ohio

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Session Norms

- Listen with an Open Mind
- Be Present and Engaged
- Ask Questions and Share Ideas

Learning Intentions and Success Criteria

Today I am learning how to support adolescent readers with basic decoding needs.

I will know I am successful when…

- I understand how an Integrated MTSS framework supports improved student outcomes.
- I can utilize screeners and diagnostics detect students with decoding needs.
- I know how to match student needs to appropriate levels of instructional support.
- I feel more comfortable with delivering basic phonics instruction to older students using explicit and systematic approaches.

Check your Understanding

- Integrated MTSS
- Screeners and Diagnostics
- Basic Phonics Instruction
- Explicit and Systematic Instruction

Integrated Multi-Tiered System of Supports

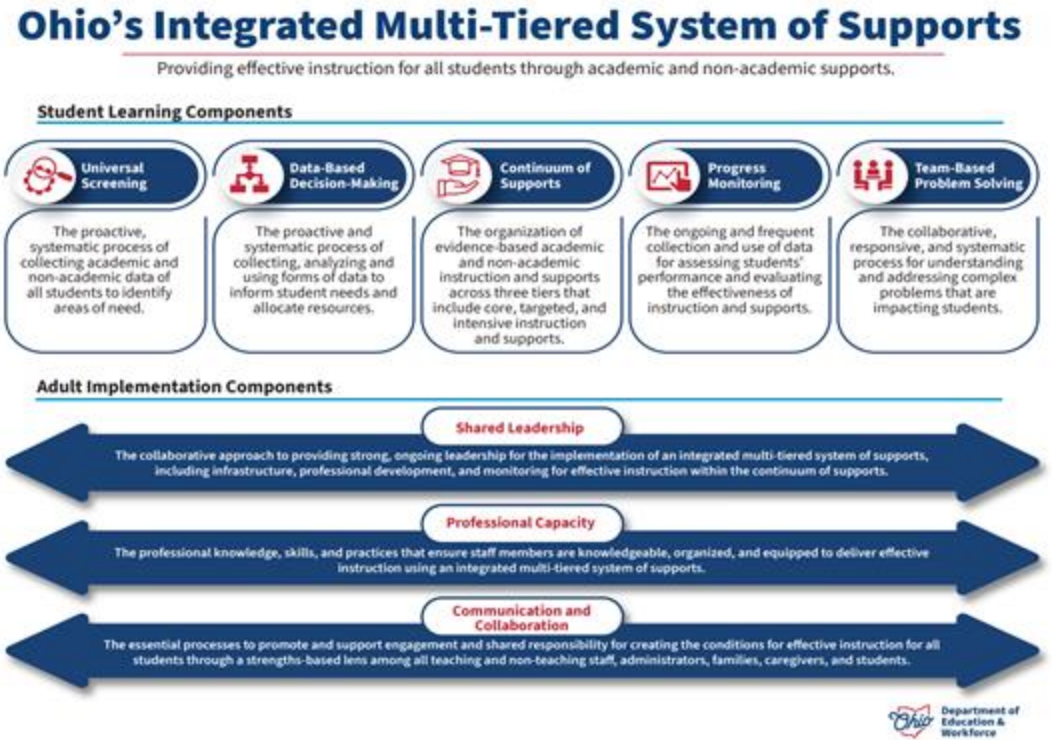
OHIO'S INTEGRATED MTSS IS A FRAMEWORK FOR

STUDENT SUCCESS.

An integrated multi-tiered system of supports:

- Ensures effective instruction for all students through academic and non-academic supports.
- Establishes the framework and process for delivering effective instruction.

Integrated Multi-Tiered System of Supports



Reading Improvement and Monitoring Plans (Grades 4+)

WHAT ARE THE REQUIREMENTS FOR A RIMP GRADES 4+?

- Identification of the student's area of reading difficulty
- A description of instruction that will target area of reading difficulty
- Opportunities for family involvement
- Progress monitoring
- Alignment to the Science of Reading
- State or locally approved high dosage tutoring

Why? The Simple View of Reading

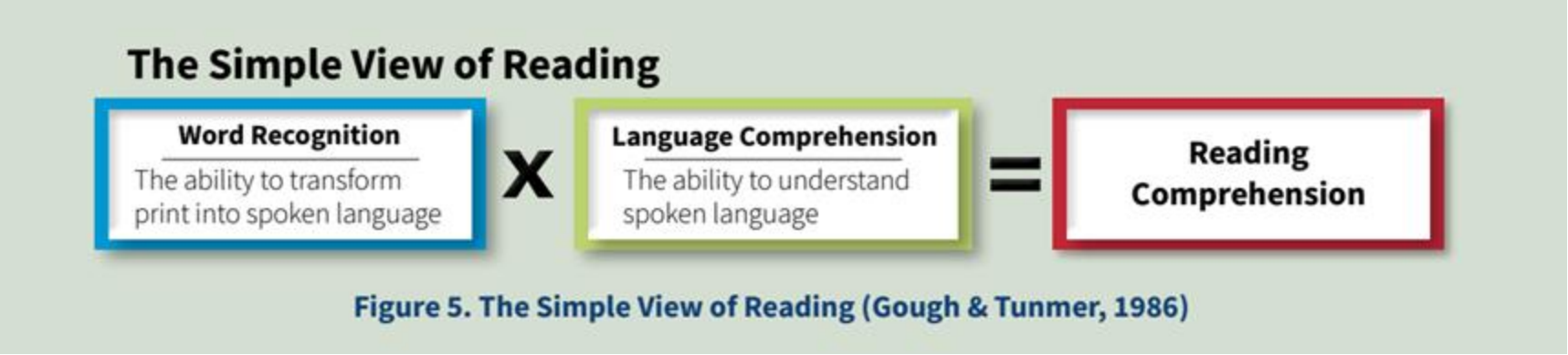


Figure 5. The Simple View of Reading (Gough & Tunmer, 1986)

Why? The Expanded Simple View of Reading

Conventional: Grades K-3

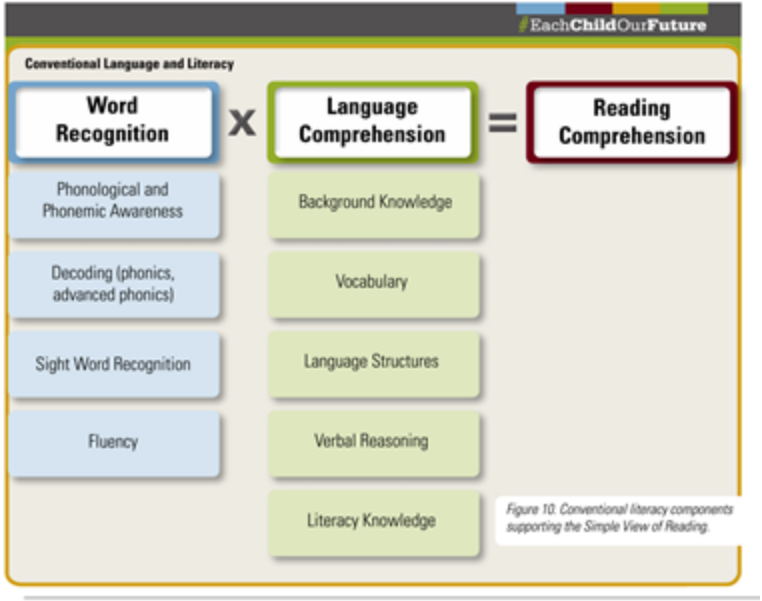


Figure 10. Conventional literacy components supporting the Simple View of Reading.

Adolescent: Grade 4-12

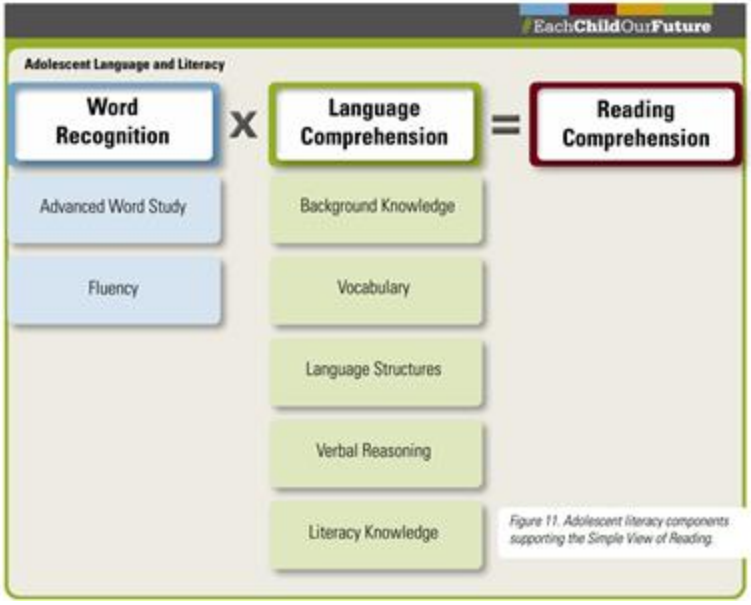
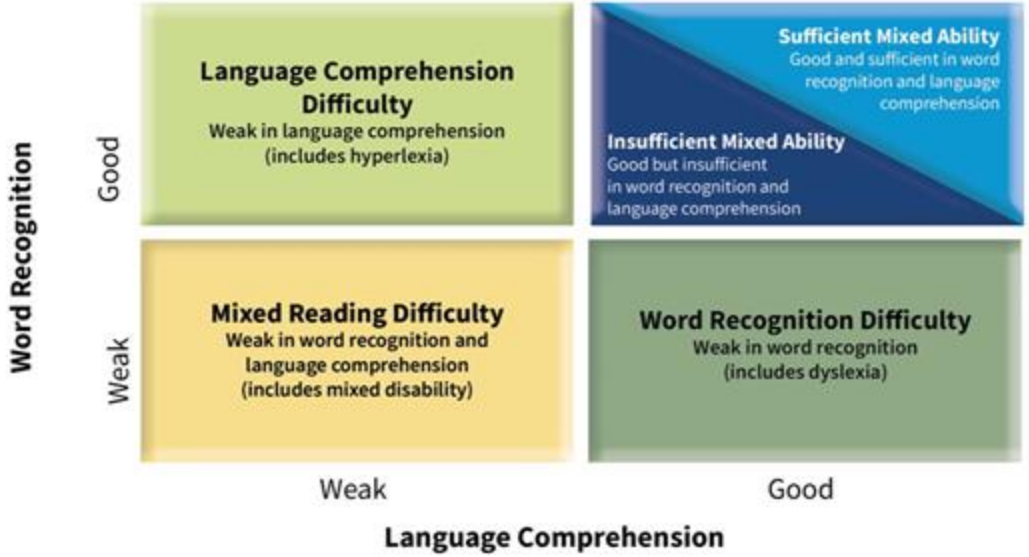


Figure 11. Adolescent literacy components supporting the Simple View of Reading.

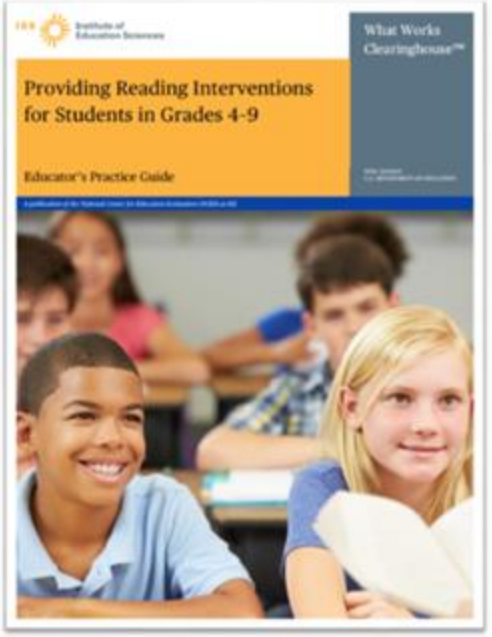
Why? Reading Profiles



Five Reading Profiles Organized Under the Simple View of Reading (Adapted from Hoover, 2023)

IES Practice Guide Recommendations

Practice Recommendation	Level of Evidence		
	Minimal	Moderate	Strong
1. **Build students' decoding skills** so they can read complex, multisyllabic words.			✓
2. **Provide purposeful fluency-building activities** to help students read effortlessly.			✓
3. Routinely **use a set of comprehension-building practices** to help students make sense of the text.			✓
4. **Provide students with opportunities to practice making sense of stretch text** (i.e., challenging text) that will expose them to challenging ideas and information.		✓	



Assessments to Drive Decisions

Screeners:

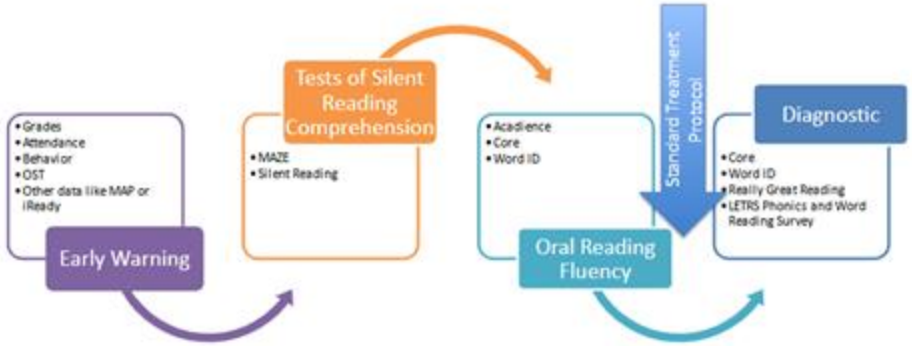
Decisions should be driven by quality screeners

- 1-1 Adult Curriculum Based Measures: DIBELS
- Star, MAP, iReady

Diagnostics:

Specific Interventions should be determined by diagnostics

- MAZE
- Oral Reading Fluency
- Phonics Survey
- Spelling Inventory



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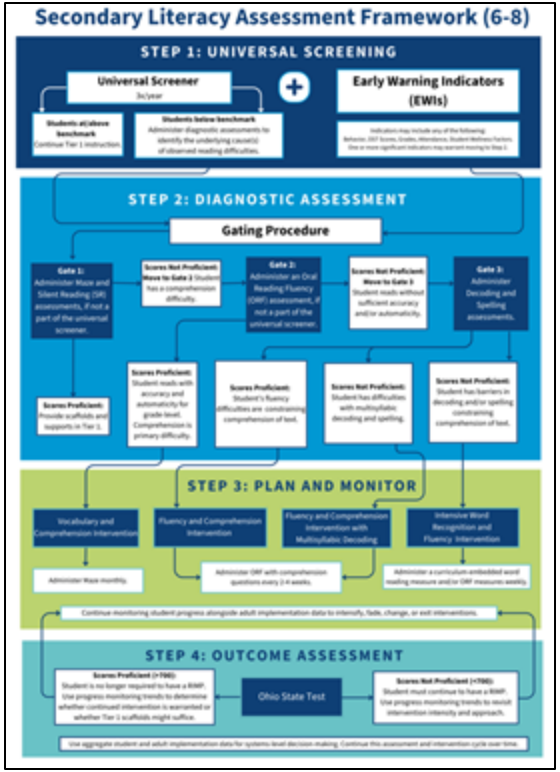
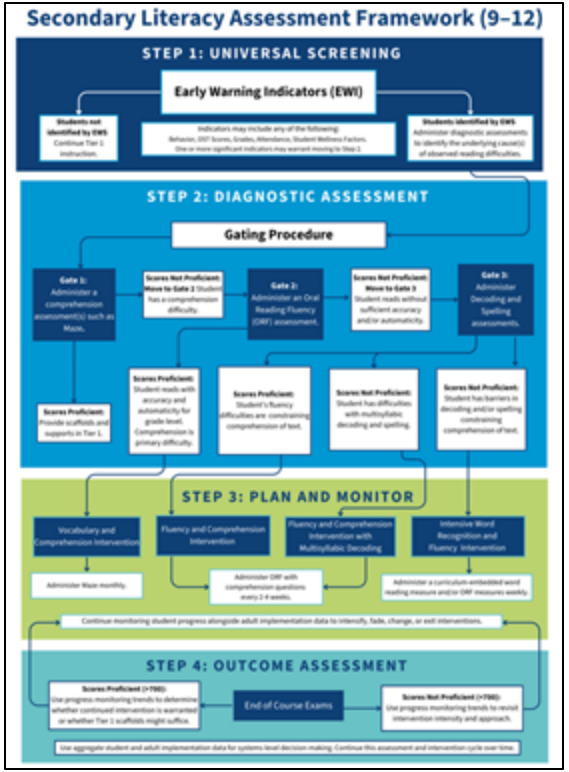
Secondary Decision Rules





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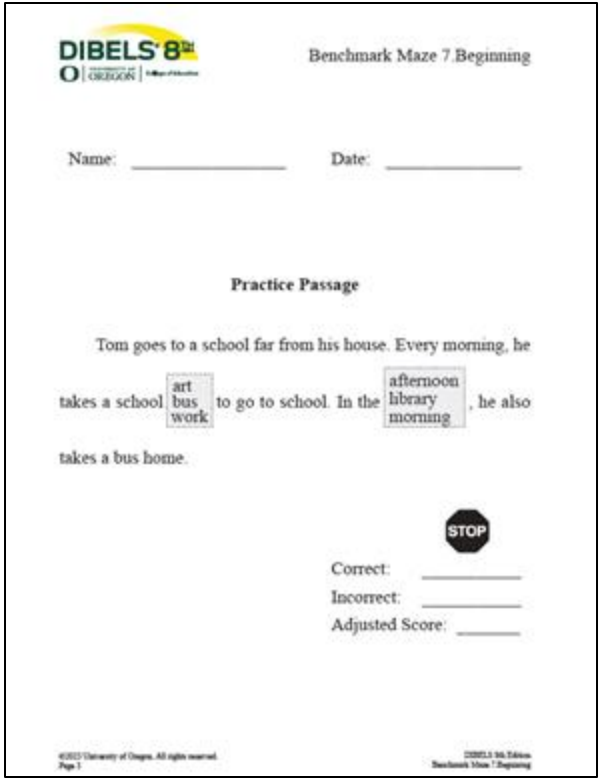
Diagnostics - MAZE and Oral Reading Fluency



DIBELS 8th

Benchmark Maze 7 Beginning

Name: _____ Date: _____

Practice Passage

Tom goes to a school far from his house. Every morning, he takes a school [art / bus / work] to go to school. In the [afternoon / library / morning], he also takes a bus home.

STOP

Correct: _____

Incorrect: _____

Adjusted Score: _____

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DIBELS 8th Edition *Oral Reading Fluency* Benchmark ORF 7 Beginning

Examiner script	Reminders	
Please read this (point to passage) **out loud.**	Start timer	When student says first word.
If you get stuck, I will tell you the word, so you can keep reading. When I say 'Stop' I may ask you to tell me about what you read, so do your best reading.	Prompts	Student hesitates: wait 3 seconds, give correct word, mark the missed word as incorrect.
Start here (point to first word of first paragraph of passage). **Ready? Begin.**	Discontinue	Student does not get any words correct within the first line: discontinue ORF.

Coyotes and Wolves

Coyotes and wolves are both types of wild canines native to the United (13)
States. They are related. In some parts of the country, they have mixed to create a (29)
sub species called coywolf. While coyotes and wolves are similar animals, they (41)
are also different in many ways. (47)

While wolves once inhabited much of North America, they are now limited (59)
to wilderness areas. In the meantime, coyotes have spread from the western half of (73)
the country to the Southeast and Northeast. Unlike wolves, they do well living (86)
around humans and can even be found in cities. (95)

On average, wolves are much larger than coyotes. Coyotes have sharper (106)
ears and noses, while wolves have more rounded ears and bigger noses. While (119)
coyotes' fur tends to be gray or brown, wolves can be grey, white, red, or black. (135)
Coyotes can run faster and longer than wolves. (143)

Both wolves and coyotes live in family units that include a mother, a father, (157)
and puppies. Coyote packs may expand temporarily to include unrelated adult and (169)
young coyotes for hunting, but wolf packs usually contain many families. (180)

Wolves hunt in packs to kill very large prey like bears or elk. Coyotes hunt (195)
in pairs and eat smaller prey such as rabbits, mice, and reptiles, though they may (210)
sometimes cooperate with other adults to kill larger mammals. Unlike wolves, (221)
coyotes will also eat fruits and vegetables. (228)

Coyotes and wolves are both important in Native American stories. Wolves (239)
usually symbolize strength and loyalty. Often, coyotes play the part of a trickster (252)
or one who breaks the rules in clever ways. (261)

Wolves and coyotes are similar animals, but subtle differences in behavior (272)
and living conditions make them different species. (279)

Total words read _____ Total errors _____ Total words correct _____

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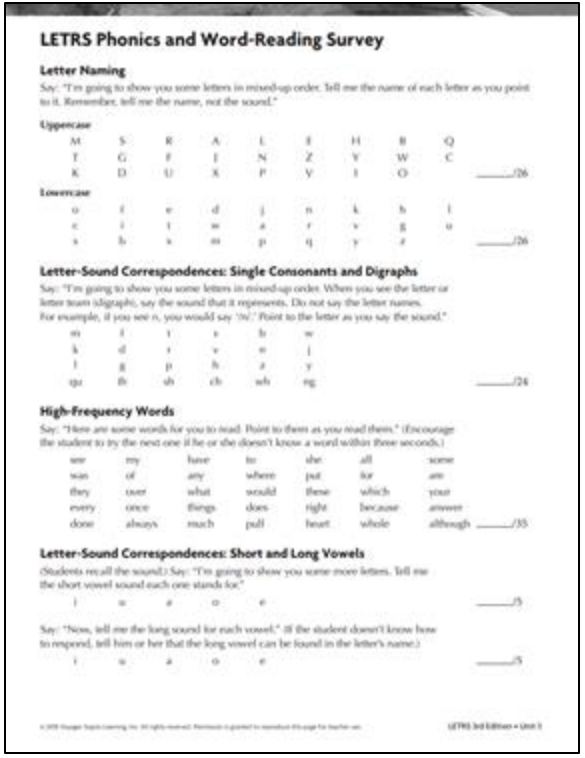
Diagnostics - Word Reading and Spelling Inventory



LETRS Phonics and Word-Reading Survey

Letter Naming

Say: "I'm going to show you some letters in mixed-up order. Tell me the name of each letter as you point to it. Remember, tell me the name, not the sound."

Uppercase

M	S	R	A	L	E	H	B	Q	
T	G	F	I	N	Z	Y	W	C	
K	D	U	X	P	V	J	O		_____/26

Lowercase

o	f	e	d	j	n	k	h	l	
c	i	t	w	a	r	v	g	u	
s	b	x	m	p	q	y	z		_____/26

Letter-Sound Correspondences: Single Consonants and Digraphs

Say: "I'm going to show you some letters in mixed-up order. When you see the letter or letter team (digraph), say the sound that it represents. Do not say the letter names. For example, if you see *n*, you would say '/n/.' Point to the letter as you say the sound."

m	f	t	s	b	w
k	d	r	v	n	j
l	g	p	h	z	y
qu	th	sh	ch	wh	ng

_____/24

High-Frequency Words

Say: "Here are some words for you to read. Point to them as you read them." (Encourage the student to try the next one if he or she doesn't know a word within three seconds.)

see	my	have	to	she	all	some
was	of	any	where	put	for	are
they	over	what	would	these	which	your
every	once	things	does	right	because	answer
done	always	much	pull	heart	whole	although

_____/35

Letter-Sound Correspondences: Short and Long Vowels

(Students recall the sound.) Say: "I'm going to show you some more letters. Tell me the short vowel sound each one stands for."

i	u	a	o	e

_____/5

Say: "Now, tell me the long sound for each vowel." (If the student doesn't know how to respond, tell him or her that the long vowel can be found in the letter's name.)

i	u	a	o	e

_____/5

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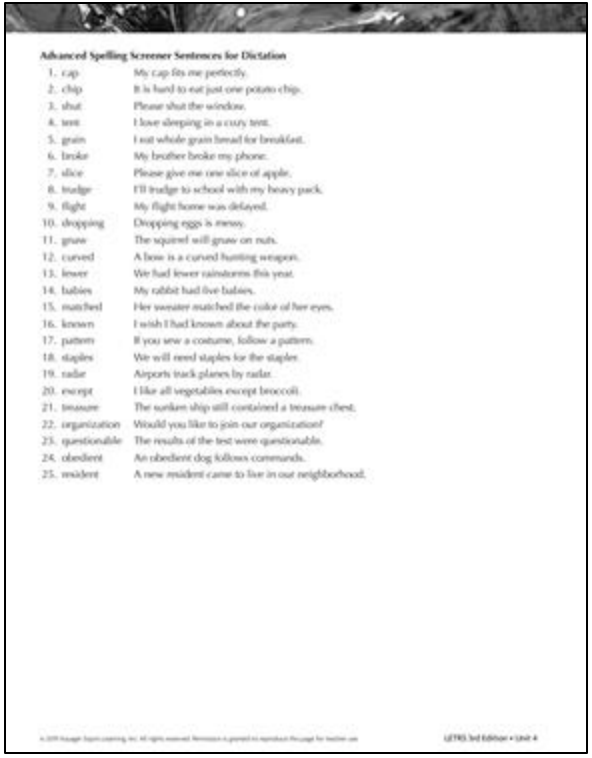
Advanced Spelling Screener Sentences for Dictation

1.	cap	My cap fits me perfectly.
2.	chip	It is hard to eat just one potato chip.
3.	shut	Please shut the window.
4.	tent	I love sleeping in a cozy tent.
5.	grain	I eat whole grain bread for breakfast.
6.	broke	My brother broke my phone.
7.	slice	Please give me one slice of apple.
8.	trudge	I'll trudge to school with my heavy pack.
9.	flight	My flight home was delayed.
10.	dropping	Dropping eggs is messy.
11.	gnaw	The squirrel will gnaw on nuts.
12.	curved	A bow is a curved hunting weapon.
13.	fewer	We had fewer rainstorms this year.
14.	babies	My rabbit had five babies.
15.	matched	Her sweater matched the color of her eyes.
16.	known	I wish I had known about the party.
17.	pattern	If you sew a costume, follow a pattern.
18.	staples	We will need staples for the stapler.
19.	radar	Airports track planes by radar.
20.	except	I like all vegetables except broccoli.
21.	treasure	The sunken ship still contained a treasure chest.
22.	organization	Would you like to join our organization?
23.	questionable	The results of the test were questionable.
24.	obedient	An obedient dog follows commands.
25.	resident	A new resident came to live in our neighborhood.

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Integrated Multi-Tiered System of Supports

HIGH-QUALITY INSTRUCTIONAL MATERIALS

Districts and schools must use evidence-based reading intervention programs from the Department's approved list of high-quality instructional materials under section 3313.6028(C) of the Revised Code. All materials on the Department's approved list are aligned with the science of reading and strategies for effective literacy instruction. The approved list of reading intervention programs for prekindergarten to grade 12 is posted on the Department's website.

Approved Intervention List

Next Step - Continuum of Supports

CREATE AN INTERVENTION PLATFORM (ONE STEP AT A TIME)

- Primary skill addressed
- Program or practice name
- Entrance criteria
- Progress monitoring guidelines
- Family notification criteria

Critical Reading Skills	Intervention Program	Entrance Criteria	Progress Monitoring Guidelines
Basic Phonics	**Phonics for Reading**	Follow Phonics for Reading placement test guidelines	Content mastery: unit mastery checks General Outcomes: Acadience ORF & MAZE
Multisyllabic Decoding, Fluency, Vocabulary	**REWARDS secondary**	Below benchmark universal screening but read more than 60 words per minute correctly	Content mastery: unit check-ups General Outcomes: Acadience ORF and MAZE
Vocabulary, Fluency, Comprehen-sion	**Read to Achieve**	Completion of REWARDS secondary OR Reads 100 words accurately (minimum 90% accuracy) on placement test with minimum 80% comprehension score	Content mastery: Unit mastery checks General Outcomes: Acadience ORF and MAZE

Adapted from MiMTSS's Secondary Reading Platform

Basic Phonics Instruction

How to Teach Phonics?

Elements of effective phonics instruction:

- Small group or whole group
- Matched to where students are on the continuum of skills (in interventions)
- Follows a grade level scope and sequence in core instruction (Appendix E)
- Phonological warm up
- Phoneme-grapheme mapping
- Blending drills
- Dictation of words, sentences and phrases
- Practicing reading to automaticity/mastery in word lists, phrases, sentences and controlled decodable text
- Attending to syllable type and affixes
- Integration of decoding and encoding

Differentiated Universal Phonics Instruction	Phonics Instruction in Intervention
❑ Whole group and small group ❑ Follows a purposeful sequence of instruction ❑ Uses a scope of sequence of skills ❑ Word learning strategies through teaching phonology, orthography, word origin and morphology ❑ Explicit instruction ❑ Includes blending, dictation and use of connected (decodable) texts	❑ Small group ❑ Students all have the same need ❑ Follows a scope and sequence of skills ❑ Explicit model ❑ Use of manipulatives ❑ Immediate corrective feedback ❑ Practice to automaticity in controlled decodable text

Basic Phonics Lesson Simulation

- Phonemic Awareness
- Visual Drill
- Auditory Drill
- Blending Drill
- New Concept
- Word Work
- Irregular Words
- Connected Text

Audience Takeaways

What will you start doing?

What will you stop doing?

What will you continue doing?

Resources

IES Practice Guide: Providing Reading Interventions for Students in Grades 4-9

DEW Third Grade Reading Guarantee Site

Ohio's 6-12 Implementation Guide

Ohio's Integrated MTSS Framework

LETRS Phonics and Word Reading Survey

LETRS Spelling Screeners

DIBELS 8th Edition

Assessing Reading Multiple Measures

Phonics for Reading

UFLI Foundations

QUESTIONS?

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THANK YOU!

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