Part 1: Identifying Student Needs

Joan Sedita, Founder Keys to Literacy
Adolescent Language and Literacy

Word Recognition
- Advanced Word Study
- Fluency

Language Comprehension
- Background Knowledge
- Vocabulary
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Reading Comprehension

Adolescent Literacy Components of Ohio’s Plan to Raise Literacy Achievement

- Evidence-Based Literacy Strategies Across Content Areas
- Disciplinary Literacy
- Individualized & Intensive Interventions by Trained Specialists
Why should we focus on adolescent literacy?

Literacy is the ultimate gatekeeper for students.
What do we know about adolescent literacy?

Literacy instruction in the content classroom by all teachers:

www.all4ed.org

http://www.all4ed.org/publication_material/adlit
5 evidence-based instructional recommendations:

1. Provide explicit vocabulary instruction
2. Provide direct and explicit comprehension strategy instruction
3. Provide opportunities for extended discussion of text meaning and interpretation
4. Increase student motivation and engagement in literacy learning
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists
3 Categories of Literacy Skills

In order to develop adolescent literacy proficiency, we must:

- Remediate to develop basic skills
- Provide accommodations and/or modifications that ensure struggling adolescent learners can access the same essential disciplinary knowledge as their non-struggling peers.
### Five Components of Reading

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<tr>
<th>Component</th>
<th>Elementary</th>
<th>Secondary</th>
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**Related Free Resources (articles, videos, webinars)**

[https://keystoliteracy.com/free-resources/articles/](https://keystoliteracy.com/free-resources/articles/)

**What reading skills are needed?**
What writing skills are needed?

The Strands That Are Woven Into Skilled Writing
(Sedita, 2019)

Composing
- Generating ideas, gathering information
- Planning and organizing
- Reviewing and editing

Syntax
- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

Text Structure
- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words/phrases

Writing Craft
- Word choice
- Awareness of task, audience purpose
- Literary devices

Transcription
- Spelling
- Handwriting, keyboarding
Different Causes = Different Learning Needs

Causes of Literacy Difficulty

- Inadequate Instruction
- Limited Exposure to Language
- English as a Second Language
- Neurobiological Disabilities
- Intellectual Disability

environmental

constitutional
“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

Prevalence: 10% to 15% of the population
Executive Functions & Literacy

Executive Functions:

• Organizing
• Goal Setting
• Cognitive Flexibility
• Working Memory
• Self-Monitoring

EF tends to affect:

• Reading comprehension, writing
• Intervention focus: self-awareness & cognitive skills, comprehension & writing strategies
Even ELLs with well-developed social vocabulary struggle with academic vocabulary.

ESL affects:
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Writing

- Substantial coverage of the five essential components of reading helps.
- Literacy in the native language is an advantage.
- Research-based literacy instruction that works best with all learners also benefits ELLs.
- Instruction needs to be adjusted (differentiated) to meet the needs of ELLs.
- Opportunities should be provided for elaborated talk about content between ELLs and fluent English speakers.
- Content should be consolidated, and the language load should be reduced to make content accessible by using pictures/visuals, graphic organizers, summaries.
Assessment is a tool and a process that leads us to make a decision.

- **Assessment tools** are vehicles we use to gather data (e.g., observation, tests, state assessments).

- The **assessment process** refers to the decisions we make and actions we take as we administer tools and interpret and communicate data.
The Assessment Process

- **Define Purpose**
  - What do I want to know?
  - Why do I want to know it?

- **Design/Choose**
  - What tool will provide the data I need to make my decision/guide my action?

- **Administer**
  - Collect the data.

- **Assess**
  - Interpret/appraise the data gathered.

- **Decide/Act**
  - Decide/take action suggested by the appraisal.

- **Communicate**
  - Share the data and interpretation/appraisal with students and other important stakeholders.
Types of Reading Assessments

- Screening
- Diagnostic
- Progress Monitoring
- Summative
Screening Assessments

- For all students, administered school-wide
- Can be administered by any educator
- A quick assessment that gauges students’ skill levels
- Used to identify which students are at risk of difficulty and requiring further evaluation
- Ideally conducted at the beginning of the school year, but can be done any time
- Can use commercially available assessments normed on large groups
- Consider previous year’s state assessment and teachers’ reports
Diagnostic Assessments

- Only for at-risk students
- Should be administered and interpreted by a literacy specialist
- "Diagnoses" student’s areas of strengths and weaknesses
- Identifies specific areas of need for targeted support and intervention
  - Which reading and writing components are weak?
- Guides instructional decisions
An assessment model for grades 5-12 is different from elementary assessment.

Follow along with the handout details.

Related article: Adolescent Literacy
https://keystoliteracy.com/free-resources/articles/
Efficient Assessment

• Should take a minimum amount of time to give.
• Is not expensive.
• Is easy to interpret and manage the data.
• Addresses all key literacy skills.
• Has a big pay-off in terms of informing instructional decisions.
Related Video Recording

Literacy Planning for Grades 4-12

http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Literacy-Academy/2020-Literacy-Academy
Part 2: Matching Students to Intervention

Joan Sedita, Founder Keys to Literacy
MTSS: Multi-Tiered System of Support

Tier 1: Core Instruction
all students, including students who require differentiation and scaffolds

Tier 2: Strategic Support
students who need more support in addition to core instruction

Tier 3: Comprehensive & Intensive
students who need individualized interventions
MTSS: Essential Components

Adapted from School-wide Reading Improvement Model (SRIM) - Kameenui & Simmons
In order to develop adolescent literacy proficiency, we must:

- Remediate to develop basic skills
- Provide accommodations and/or modifications that ensure struggling adolescent learners can access the same essential disciplinary knowledge as their non-struggling peers
## Content Literacy Continuum

<table>
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<tr>
<th>Level</th>
<th>Instruction Type</th>
<th>Description</th>
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</table>
| **Level 1**  
*(Tier I)* | Enhanced Content Instruction | Instructional approaches that build proficiency in critical content for all students, regardless of literacy levels, that equip them with competitive, high-end skills that ensure successful post-graduate options. |
| **Level 2**  
*(Tier I)* | Embedded Strategy Instruction | Instructional strategies within and across classes for all students using large group instructional methods that allow optimal access to rigorous college-ready curriculum. |
| **Level 3**  
*(Tier II)* | Intensive Strategy Instruction | Instructional approaches that build mastery of specific strategies for students needing short-term, strategic instruction on strategies embedded throughout classroom instruction. |
| **Level 4**  
*(Tier III)* | Intensive Basic Skill Instruction | Instructional practices that build mastery of entry level literacy skills for students needing intensive, accelerated literacy intervention. |
| **Level 5**  
*(Tier III)* | Therapeutic Intervention | Instructional approaches that build mastery of language underpinnings related to the curriculum content and learning strategies occurring throughout classroom instruction for language-disabled students. |

University of Kansas Center for Research on Learning
Struggling Students in Tier I Instruction

- Literacy instruction in the content classroom by all teachers.
- Disciplinary literacy
- Comprehension, vocabulary, writing
- **PLUS: differentiation and scaffolding**

www.all4ed.org

http://www.all4ed.org/publication_material/adlit
Literacy Assessment Plan for Grades 4-12

Step 1
Group-administered reading comprehension screen to all students

- Students At Grade-Level
  Vocabulary and comprehension in the content classroom
- Students Below Grade-Level
  Move to Step 2

Step 2
Assess oral reading fluency

- Students At or Above Fluency Benchmark
  Vocabulary and comprehension in the content classroom and possibly vocabulary/comprehension intervention
- Students Below Fluency Benchmark
  Move to Step 3

Step 3
Assess phonics skills

- Students With Intact Phonics Skills
  Vocabulary and comprehension in the content classroom, possibly vocabulary/comprehension intervention, and fluency intervention
- Students With Weak Phonics Skills
  Move to Step 4

Step 4
Assess specific phonics skills

- Students With Weak Phonics Skills
  Vocabulary and comprehension in the content classroom, plus intensive intervention in all reading components (phonics, fluency, vocabulary, comprehension)

Component | Elementary | Secondary
--- | --- | ---
Phonemic Awareness | ✓ | ✓
Word Study | ✓ | ✓
  (Advanced Word Study for SOME students)
Fluency | ✓ | ✓
  (Fluency instruction for SOME students to promote comprehension)
Vocabulary | ✓ | ✓
Comprehension | ✓ | ✓

From Part 1: Diagnosing Skill Deficits

Analyze assessment data to determine individual student needs.
The expectations should not change.

The services, supports, and specialized instruction should change.
Tier II or III Interventions for Comprehension & Vocabulary

**COMPREHENSION**

- Predicting and making connections to background knowledge prior to reading
- Categorizing and main idea skills
- Awareness of text structure
- Using graphic organizers
- Annotating text and taking notes
- Summarizing
- Generating and answering questions
- Visualizing

**VOCABULARY**

- Previewing new vocabulary prior to reading
- Activities that make connections between known and unknown words
- Explicit instruction of high utility words
- Use of online word reference tools
- Use of context and word parts to determine meaning of unfamiliar words
Tier II or III Interventions for Writing

The Strands That Are Woven Into Skilled Writing
(Sedita, 2019)

Composing
- Generating ideas, gathering information
- Planning and organizing
- Reviewing and editing

Syntax
- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

Text Structure
- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words/phrases

Writing Craft
- Word choice
- Awareness of task, audience purpose
- Literary devices

Transcription
- Spelling
- Handwriting, keyboarding
Targeted Accelerated Growth Loop

- Diagnostic testing to determine the deficient sub-skills of those behind
- Proportional increase in direct instructional time
- Teaching to the deficient sub-skill
- Retesting to assure that adequate catch-up growth actually occurred

(Fielding, Kerr, & Rosier, 2007)
What do we know about the characteristics of effective interventions?

• They almost always increase the **intensity** of instruction

• They almost always provide many more opportunities for re-teaching, review, and practice

• They are focused carefully on the most essential learning needs of the students.

There is no ONE SIZE FITS ALL!
Tier II or III Interventions for Dyslexia & Problems with Word Reading

• Phonics instruction to support decoding and spelling of words
  – *Explicit phonics concepts along a continuum*
  – *Practice in decodable text*
  – *Syllable types, strategies for reading multi-syllable words*
  – *Morphology: prefixes, suffixes, roots*

• Fluency instruction & Practice
  – *To develop automatic word reading: accuracy, rate, prosody*

• PLUS vocabulary & comprehension to for skills not developed due to lack of reading
Tier II or III Interventions for Executive Functions for Comprehension and Writing

- Organizing
  - Awareness of text structure
  - How to use graphic organizers

- Goal Setting
  - Previewing skills before reading and writing
  - Meta-cognitive and self-monitoring strategies

- Cognitive Flexibility
  - Comprehension strategies: note taking, main idea skills, summarizing, question generation
  - Inferencing skills

- Working Memory
  - Prewriting planning strategies and tools

- Self-Monitoring
  - Revision strategies and tools
  - Calendars, assignment books, and other organization support tools
Tier II or III Interventions for English as a Second Language

- Substantial coverage of any of the five essential components of reading that are weak

- Development of language skills: vocabulary, syntactic awareness, speaking & listening skills

- Content should be consolidated, and the language load should be reduced to make content accessible by using pictures/visuals, graphic organizers, summaries.
Intervention Decisions

- Use of a prescribed program with fidelity to prescribed instruction?
  **OR**
- Flexible use of a prescribed program’s resources in correlation with teacher-generated materials?
  **OR**
- Unique, individualized teacher-generated materials?

Consider 4 elements:

1. **Program’s target audience**: Does it focus on adolescent struggling readers/writers?
2. **Strength of literacy focus**: Does its vision match your instructional goals?
3. **Resources**: Are there adequate instructional & assessment materials?
4. **Research-base**: Is there evidence to support reliability?

Does the program offer the school...

- Clear goals and benchmarks?
- Professional development opportunities?
- Assessment tools?
- Flexibility of use?
Part 3: Progress Monitoring

Joan Sedita, Founder Keys to Literacy
Assessment Terminology

Reliability
Refers to how consistently a test provides dependable, consistent measurement of a skill or ability. If a test is reliable, the same result should be achieved regardless of who administers the test. Personal judgment to determine a score should not be part of the process.

Valid tests can be measured in the following ways:
- Are the test scores reliable between test administrators? Testing contexts? Test forms?

Validity
A test is valid if it measures the skill or ability it says it is measuring. The results from a valid test are used to make useful, accurate, and beneficial decisions. A test is only valid if it is being used for the purposes for which it was designed.

Valid tests can be measured in the following ways:
- Are the tests being used for the purposes for which they were designed?
Screening vs Progress Monitoring

Screening Purpose

Identification of students at risk

Progress Monitoring Purpose

Track individual growth

Review the definition of Progress Monitoring
Progress Monitoring: Definition

Scientifically based practice of assessing students’ academic performance on a regular basis for three reasons:

1. Determine if students are benefiting from curriculum and instruction
2. Build more effective programs for students who do not benefit
3. Estimate rates of student growth

Johnson et al., 2006
Where does progress monitoring fit in?

Screening: Is the student progressing in the general curriculum?

Diagnostic Information: If not, what are the needs?

Instruction: Choose and implement instruction likely to address the needs.

CBM probes: Is the intervention helping the student make effective progress?

Analyze data, draw conclusions, and decide next steps.

Return to choose different instruction if results are not made.
Changes in Instruction

In the general curriculum, changes in instruction may be decided upon after a beginning of term general screening. At the Tier 2 and 3 intervention levels, changes in instruction should be considered if effective progress is not demonstrated after 5 data points.

Tier 1
- Assess at least 3 times per year.
- Is the student progressing in the generally effective curriculum?

Tier 2 & 3
- Assess monthly or more.
- Is the instructional intervention helping the student make effective progress?
Basic Steps in Progress Monitoring

1. Obtain grade-level sets of reading passages.
2. Establish baseline performance for students.
3. Identify the proficiency standard.
4. Set a growth goal.
5. Identify a data recording system.
6. Set a progress monitoring schedule.
7. Provide instruction and record data.
8. Determine if instruction is effective.

What to use:
- CBM Oral Reading Fluency (for fluency, word reading)
- CBM MAZE (for comprehension)
- Use formative assessment (for vocabulary, comprehension, writing)
- Phonics progress assessments built into phonics intervention program
CBM: Oral Reading Fluency

WCPM: 130
AC: 92%

WCPM: 64
AC: 68%

Grade 7 Goal: WCPM = 150+ Accuracy = 95%+

What is the difference between these 2 students?
A City Walk

The light changed to green, and Ted and his mother walked across the street. They were on their way to (for, the) meat food store.

Ted liked walking to (and, is, the) store. The city was a busy (place, hat, want). He saw lots of different things. (Them, He, Say) also saw many of the people (bad, fat, who) worked near his house.

“Hello Ted, (once, hello, you) Mrs. Gomez,” said Mr. Hill. He (grow, happy, was) standing outside his store. He sold (books, name, stay). On rainy days after school, Ted (bark, would, cold) visit the store. Mr. Hill would (show, ride, frog) him books that he thought Ted (got, glad, would) like.

A little bit later, the (mat, two, soon) of them reached the food store. (Mrs., How, Noise) King ran the store, and she (but, truck, always) had a special treat for Ted. (Today, Little, Paint), she gave him some fresh grapes. (day, be, Ted) thanked her and shared the grapes (out, with, fish) his mother. She said they were (just, the, chair) best grapes she had ever tasted. (Ted, Girl, See) thought they were really good, too. (Let, Cry, Then) Ted and his mother got a (duck, cart, late) and started their shopping.

Number Correct  11  Number of Errors  3

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<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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Diamond & Thorsnes, 2018

- Measures how well students understand text they read silently.
- Based completely on the text.
- Every 7th word in passage is replaced with choice of 3.
- 3 minutes
Charting Progress

Student Fluency Progress Chart

SCORE (Average of 2 Maze Passage Scores)
Formative Assessment

Provide teachers with constant feedback on student learning, including curriculum associated tests, quizzes, or assignments.
Writing vs Reading Assessment

• More difficult!
  – No equivalent of quick CBM’s
  – Numerous sub-skills to measure vs. 5 components of reading

• Problems With Using State Assessments
  – Writing tasks combine comprehension with writing
  – Unrealistic setting compared to real-life writing (timed, one sitting, TAP not provided)

• Use Rubrics/Checklists
  – Establish common rubrics & anchor papers for consistency across grade levels

Free Sample Rubrics/Checklists for Informational & Argument Writing:
https://keystoliteracy.com/free-resources/templates-printables/
What is effective progress?

• Effective progress will be different for each student depending upon how large the gap is between current performance and grade/age-level expectation.

• Effective progress is being made when the student is demonstrating increased performance at a rate that will close the gap between current performance and proficiency standards.
The assessment process should be efficient, accurate, and transparent.

- Reported in a form that assists teachers in making instructional decisions
- Informs students about their skills and needs
- “Ideally, test data can provide common information to both teacher and student that results in a shared plan of assistance and commitment to improvement.”
  (Denti and Guerin, 2008)

### Levels of Data Analysis

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<thead>
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<th>Levels of Data Analysis</th>
<th>Purpose</th>
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<tr>
<td>District</td>
<td>District Team</td>
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<tr>
<td>School, Grade, Class</td>
<td>School Team, Grade Level Team</td>
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<tr>
<td>Students</td>
<td>Teacher, Specialist, Problem-Solving Team</td>
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MA DESE: Adolescent Literacy Professional Development
Educators Working Together

• Data Collection

• Date Interpretation

• Data Use
Related Video Recording

Literacy Planning for Grades 4-12

http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Literacy-Academy/2020-Literacy-Academy
Reading Intervention for Older Students: Wrap Up

Part 1: Identifying Student Needs
- Reading & writing components, categories of skills (basic, intermediate, disciplinary)
- Causes of literacy difficulty, including dyslexia, EF, ESL
- Using assessment to identify student needs; grades 5-12 assessment model

Part 2: Matching Students to Intervention
- Tiered instruction in an MTSS model
- Interventions targeted to decoding, fluency, vocabulary, comprehension, writing
- Different interventions for different causes

Part 3: Progress Monitoring
- Progress monitoring within a literacy assessment framework
- Progress monitoring tools/assessments
- Data-based problem solving

THANK YOU!