Creating a Reading Profile

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SST 6

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Outcomes

- Understand the source of reading difficulties for students
- Define the data, systems, and practices needed to improve school-wide reading outcomes
- Understand how creating reading profiles for students improves language and literacy outcomes.
Agenda

1.0 Defining the Simple View of Reading

2.0 Data, Systems and Practices to improve reading outcomes

3.0 Creating a reading profile
1.0 Simple View of Reading
A Reading Simulation
The Blimbat

My tmloydn and I were standing in line to buy xtlofms for the Blimbat. Finally, there was only one puvdrm between us and the xtlofm tmnutzq. This puvdrm made a big ampler on me. There were eight utzs all probably ord the age of 12. You could tell tures did not have a lot of willen. Their pard weer not yanker but tures were clean. The utzs were well-behgaved, all of them standing in line, two-by-two zors their potent holding zibits. Tures were telly temering about the plums, fints, and other yoks tures would wit that noster.
Think, Turn, Talk, and Share

Was anything difficult about the passage on the previous slide?
Temple et al examined fMRI scans during a visual phonological rhyming task in 24 dyslexic children aged 8–12 years (mean 10.7) and controls. The normal reading controls activated both the left inferior frontal gyrus and the left temporoparietal area. The dyslexics activated the inferior frontal region well (though in a somewhat more anterior location), but temporoparietal activity was virtually absent. Additionally, on a parallel test of orthographic processing (judgements as to whether two visually presented letters were the same) the dyslexic children activated a greatly reduced area of the extrastriate occipital cortex.
Was anything difficult about the passage on the previous slide?
Reading is a very complex process in which students must integrate several cognitive and linguistic skills simultaneously.
Simple View of Reading

Gough & Tunmer in 1986
Activity 1.1 Reading Rope Sort

From Scarborough's "Rope" Model in *Handbook of Early Literacy Research*, Volume 1, Susan B. Neuman and David K. Dickinson, 2001
From Scarborough's "Rope" Model in Handbook of Early Literacy Research, Volume 1, Susan B. Neuman and David K. Dickinson, 2001
Reading Rope & SVR Aligned

From Scarborough's "Rope" Model in Handbook of Early Literacy Research, Volume 1, Susan B. Neuman and David K. Dickinson, 2001
Effective Readers

- Can **decode** new words
- Use **background** knowledge
- Are aware of **multiple meaning words**
- Are aware of **word origins**
- Understand word parts
- **Generalize** word meanings across content areas
- Use strategies to understand new words
- Are **motivated** to learn new words
Big Ideas of Reading

<table>
<thead>
<tr>
<th>Elementary K-3</th>
<th>Adolescent 4-12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>Advanced Decoding</td>
</tr>
<tr>
<td>Phonics</td>
<td>Fluency</td>
</tr>
<tr>
<td>Fluency</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Comprehension</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Motivation</td>
</tr>
</tbody>
</table>
## Changing Emphasis of the Subskills of the Five Components of Reading
(Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI), 2017)

<table>
<thead>
<tr>
<th>Component</th>
<th>K</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>4&lt;sup&gt;th&lt;/sup&gt;</th>
<th>5&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>Blend &amp; Segment</td>
<td>Phoneme Analysis: Addition, Deletion &amp; Substitution; Spelling Dictation</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>Sounds/Basic Phonics</td>
<td>Advanced Phonics &amp; Multisyllabic</td>
<td></td>
<td>Multisyllabic &amp; Word Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>Sounds and Words</td>
<td>Words &amp; Connected Text</td>
<td></td>
<td></td>
<td>Connected Text</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Speaking &amp; Listening</td>
<td>Listening, Reading &amp; Writing</td>
<td></td>
<td></td>
<td>Reading &amp; Writing</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>Reading &amp; Writing</td>
<td></td>
</tr>
</tbody>
</table>
Students may struggle due to traditional reading approaches which did not include instructional methods to allow all students to become proficient in the **code of printed English** and to build a large sight vocabulary.

### Whole-word approach:
- Uses multiple exposures to words so the words are memorized

### Three cueing system model:
- Proposes unknown words are read by using context clues, understanding the structure of language (syntax), and by visually recognizing words (recall words based on their appearance)
Addressing the Needs of Struggling Students

1. Administer intervention-oriented assessment

2. Analyze assessment data and apply empirically-proven methods of reading acquisition to address reading deficits

3. Intervene to remediate the skill deficits (e.g., decoding of multisyllabic words)
At the early elementary grades, students are learning how to read. The transition from learning how to read to reading to learn information is where the compensatory strategy take full effect.
2.0 MTSS: Data, Systems, and Practices to Improve Outcomes
MTSS Broad Components

Multi-Tiered System of Support

Supporting Staff Behavior

Supporting Student Behavior

Social Competence & Academic Achievement

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES
Unpacking Data, Systems, Practices

Data
- Assessment measures
- Data analysis
- Plans developed based on data
- Data sharing presentations

Systems
- Teams
- Processes
- Procedures

Practices
- Strategies
- Programs
- Practices
- All are evidence-based
Visual Representation of MTSS

Tier 3 interventions are in addition to Tier 1 and Tier 2 instruction!

Tier 2 interventions are in addition to Tier 1 instruction, not in place of!

Each and every student receives tier 1, core instruction!
Elementary MTSS Components

1. Social-emotional behavioral supports
2. Big Ideas of Reading
3. Evidence-based core reading program
4. Explicit instruction
5. Reliable, valid screening, progress monitoring assessments
6. Decision Rules across the school, grade level, and individual student levels
7. Evidence-based interventions
Secondary MTSS Components

- Social-emotional behavioral supports
- Big Ideas of Adolescent Reading
- Before, during, after comprehension strategies
- Explicit instruction
- Reliable, valid assessment to the best extent possible
- Decision Rules across the school, grade level, and individual student levels
- Evidence-based interventions
Decision Rules

https://goo.gl/3Tv1ut
## Diagnostic Assessments

### Phonological Awareness Screening Test (PAST) Form B

**Adapted from the levels used in McReynolds (1990) & Rosen (1973)**

**INSTRUCTIONS:** See Evaluation for Reading Success: Chapter 11, “Assessment of Phonological Awareness” for detailed instructions on the PAST.

**RESULTS:**

<table>
<thead>
<tr>
<th>Basic Syllable</th>
<th>Correct</th>
<th>Automatic</th>
<th>Highest Correct Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>10</td>
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</table>

<table>
<thead>
<tr>
<th>Onset-Rime</th>
<th>Correct</th>
<th>Automatic</th>
<th>Highest Correct Level:</th>
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<tbody>
<tr>
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<td>10</td>
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<table>
<thead>
<tr>
<th>Basic Phoneme</th>
<th>Correct</th>
<th>Automatic</th>
<th>Highest Correct Level:</th>
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<tbody>
<tr>
<td></td>
<td>10</td>
<td>10</td>
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</table>

<table>
<thead>
<tr>
<th>Advanced Phoneme</th>
<th>Correct</th>
<th>Automatic</th>
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<tr>
<td></td>
<td>10</td>
<td>20</td>
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<table>
<thead>
<tr>
<th>Test Total</th>
<th>Correct</th>
<th>Automatic</th>
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<td>09</td>
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</tbody>
</table>

**Approximate Grade Level (Based on 3rd Edition, Maudsley):**

- Early Kindergarten (PK-K)
- Late Kindergarten (Kindergarten)
- 1st Grade (1st Grade)
- 2nd Grade (2nd Grade)
- 3rd Grade (3rd Grade)

Note: The grade levels listed throughout this PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

### I. SYLLABLE LEVELS

**Basic Syllable Levels (D, E2: preschool to mid kindergarten; E3: mid to late kindergarten)**

**LEVEL D:** “Say flashlight, now say flashlight but don’t say flash.”

**Feedback:** If you say flashlight without saying flash, you get zero. Okay? Let’s try another one.

<table>
<thead>
<tr>
<th>D1 (flashlight)</th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>6 6</td>
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</tbody>
</table>

**LEVEL E (1):** “Say gymnastics, now say gymnastics but don’t say gym.”

**Feedback:** If you say gymnastics without saying gym, you get zero. Let’s try that world.

<table>
<thead>
<tr>
<th>E2 (gymnastics)</th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 4</td>
<td>5 5</td>
</tr>
</tbody>
</table>

**LEVEL E (2):** “Say elephant, now say elephant but don’t say elephant.”

**Feedback:** If you say elephant without saying elephant, you get zero. Let’s try another world.

<table>
<thead>
<tr>
<th>E3 (elephant)</th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

**Basic Syllable Total:** 10 10

### II. ONSET-RIME LEVELS

**Onset-Rime Levels (Kindergarten to mid first grade)**

**LEVEL F (1):** “Say tree, now say tree but don’t say e.”

**Feedback:** If you say tree without saying e, you get zero. Let’s try another one.

<table>
<thead>
<tr>
<th>F1 (tree)</th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7 7</td>
<td>7 7</td>
</tr>
</tbody>
</table>

**LEVEL F (2):** “Say kite, now say kite but don’t say k.”

**Feedback:** If you say kite without saying k, you get zero. Let’s try another one.

<table>
<thead>
<tr>
<th>F2 (kite)</th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7 7</td>
<td>7 7</td>
</tr>
</tbody>
</table>

**LEVEL F (3):** “Say kite, now say kite but instead of k say k.”

**Feedback:** If you say kite and change the first k in kite, you get zero. Let’s try another one.

<table>
<thead>
<tr>
<th>F3 (kite)</th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 5</td>
<td>5 5</td>
</tr>
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</table>

**Onset-Rime Total:** 10 10

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[https://goo.gl/3Tv1ut](https://goo.gl/3Tv1ut)
Activity 2.1 Schoolwide MTSS

- Look back at the MTSS Components (slides 24-26)
- Discuss with your table the components your school currently uses in a schoolwide MTSS
- Be prepared to share out with the larger group your progress in implementing MTSS
3.0 Creating a Reading Profile
You’re hooked, Bobby. Hooked on phonics. And we’re going to make you better—but this is contraband. Please! No!
Revisiting the Simple View of Reading

Decoding (Word-Level Reading) $\times$ Language Comprehension = Reading Comprehension
Three Profiles for Reading Difficulty are Common

<table>
<thead>
<tr>
<th>Profile</th>
<th>Word Recognition/Decoding</th>
<th>Oral Language Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Recognition Difficulties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension Difficulties</td>
<td></td>
<td></td>
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<tr>
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<tr>
<td>Word Recognition Difficulties</td>
<td>Below Benchmark</td>
<td>Benchmark or better</td>
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<td>Comprehension Difficulties</td>
<td></td>
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<tr>
<td>Mixed Reading Difficulties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Strengths</td>
<td>Intervention Needs</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Decoding below average</td>
<td>Good ability to learn orally (e.g., through class discussions and teacher read-alouds)</td>
<td>Explicit, systematic phonics intervention</td>
</tr>
<tr>
<td>Phonemic awareness (PA) often below average</td>
<td>Reading comprehension is strong when children read texts they can decode</td>
<td>Use a phoneme-level approach that teaches letter sounds, blending, and segmentation (i.e., PA)</td>
</tr>
<tr>
<td>Oral vocabulary and broad listening comprehension at least average</td>
<td></td>
<td>Consider advanced PA instruction if relevant</td>
</tr>
<tr>
<td>Fluency often below average due to decoding problems</td>
<td></td>
<td>Provide ample application of decoding skills in oral text reading, with teacher (or parent) feedback</td>
</tr>
<tr>
<td>Reading comprehension often, but not always, below average due to decoding problems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Word Recognition Difficulties**
### Three Profiles for Reading Difficulty are Common

<table>
<thead>
<tr>
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<td>Intervention Needs</td>
</tr>
<tr>
<td>-------------</td>
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<td>--------------------</td>
</tr>
</tbody>
</table>
| - Decoding at least average  
  - PA at least average  
  - Reading comprehension below average  
  - Oral vocabulary and listening comprehension may be weak  
  - Fluency may be weak due to language limitations (not poor decoding) | - Good foundational reading skills | - Important to determine students’ specific comprehension needs  
- Provide explicit, systematic intervention targeting these specific weaknesses (e.g., vocabulary, summarizing)  
- Include oral language in intervention |

**Comprehension Difficulties**
### Three Profiles for Reading Difficulty are Common

<table>
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<tr>
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<tbody>
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<td>Comprehension Difficulties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixed Reading Difficulties</td>
<td>Below Benchmark</td>
<td>Below Benchmark</td>
</tr>
<tr>
<td>Description</td>
<td>Strengths</td>
<td>Intervention Needs</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Decoding below average</td>
<td>• Individual children usually have strengths in specific areas of language or reading (e.g., their knowledge base about specific interests)</td>
<td>• Combination of intervention needs for first two patterns</td>
</tr>
<tr>
<td>• Reading comprehension below average, even in texts children can decode</td>
<td></td>
<td>• Multicomponent interventions may be especially useful</td>
</tr>
<tr>
<td>• Reading fluency often weak due to limitations in both decoding and language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mixed Reading Difficulties**
Three Profiles for Reading Difficulty are Common

<table>
<thead>
<tr>
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<tbody>
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<tr>
<td>Comprehension Difficulties</td>
<td>Benchmark or better</td>
<td>Below Benchmark</td>
</tr>
<tr>
<td>Mixed Reading Difficulties</td>
<td>Below Benchmark</td>
<td>Below Benchmark</td>
</tr>
</tbody>
</table>
A Case Study:

Celeste

Beginning of Year Grade 2

I DO

- Reading difficulties starting middle of year K
- Early difficulties on learning letter sounds, phoneme blending, and decoding
- Language skills are strong
- Does well with teacher read-alouds and class discussions
- Has good ideas and vocabulary for writing, but poor spelling
- Some phonics intervention in 1st grade
- DIBELS BOY NWF – Below Benchmark in CLS and WWR
- DIBELS BOY DORF – Below Benchmark in Accuracy and WCM
Celeste’s Profile and Next Steps

Word Recognition Difficulties

Administer **decoding diagnostic** and plan for intense, explicit, and systematic phonics interventions **based on skill deficit**

Evaluate **advanced phonemic awareness** and consider advanced PA intervention

Begin to increase focus on transfer of decoding skills to reading of real words

**Application of decoding skills** in reading text including oral text reading with a knowledgeable teacher who provides appropriate scaffolding and cues

Integrate systematic spelling intervention with the decoding intervention
Activity 3.1 Case Study

Martin – Beginning of Year Grade 4

- Native Spanish speaker, immigrated to U.S. in 2nd Grade
- Conversational English very good
- No history of language delay in Spanish and does not appear to be a history of literacy difficulties in Spanish
- Some difficulty with common high frequency words
- Difficulty with longer, complex words
- Inconsistently applies decoding skills, word errors reflect language 
  canopy = cuh-NOP-ee
- Vocabulary weakness impacts comprehension
- Syntax errors in writing (double negatives, unusual word choice)
- DIBELS DORF – At benchmark fluency and accuracy (lowest level of OK)
- DIBELS Retell – Below Benchmark
Martin’s Profile and Next Steps

Mixed reading difficulties

Administer multi-syllabic word diagnostic for specific skill deficit

Instruction in structural and morphemic awareness of multi-syllabic words with attention to cognates

Teach recognition of common roots, prefixes, and suffixes to apply to reading words

Explicitly teach vocabulary and academic language central to understanding texts

Oral language and oral discussion of texts
Activity 3.2 Case Study
Nicolette – Middle of Year Grade 3

- History of early speech and language delay
- Decoding and spelling problems in kindergarten and Grade 1
- Some explicit, systematic phonics intervention
- Overreliance on context to recognize words
- DIBELS DORF – Below benchmark fluency and accuracy
- DIBELS Retell – Below Benchmark
Nicolette’s Profile and Next Steps

Word Recognition Difficulties

Administer advanced word diagnostic and possibly beginning phonics diagnostic for specific skill deficit

Plan for intense, explicit, and systematic phonics interventions based on skill deficit

Application of decoding skills in reading text including oral text reading with a knowledgeable teacher who provides appropriate scaffolding and cues

Integrate systematic spelling intervention with the decoding intervention

Explicitly teach vocabulary and academic language central to understanding texts
Final Thoughts…

• Every student is unique, but you don’t have to reinvent the wheel for every student – use Decision Rules to guide you

• Reader profiles provide a valuable starting point for interpreting assessment data and planning instruction and interventions

• Reading profiles can be used along the language and literacy continuum for students with and without disabilities

• Can give insights into performance in areas beyond reading such as writing
Special Thanks


- Michigan’s Integrated Behavior and Learning Support Initiative (MIBLSI)

Thank you!

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