

65th CONFERENCE ON EXCEPTIONAL CHILDREN

GRADUATION:
The Measure of Tomorrow

Complex Skills and Struggling Learners

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Literacy Intervention Specialist

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

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Reading Next and NAEP

- More than eight million students in grades four through twelve are struggling readers.
- Only 33 % of eighth graders perform at or above the reading level.
- American youth need strong literacy skills to succeed in school and in life including social settings, as civil participants, and in the working world.

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The Cost of Illiteracy

"The link between academic failure and delinquency, violence, and crime is **welded to reading failure.**"

-U.S. Department of Justice

- 60% of prison inmates are illiterate
- 70% return to prison if they don't receive reading instruction
 - ❖ Drops to 16% if they do receive instruction

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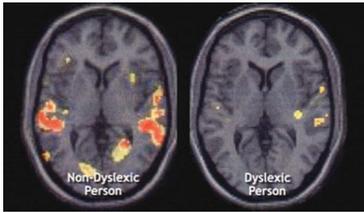
The Science of Reading

“We were never born to read. Human beings invented reading only a few thousand years ago. And with this invention we rearranged the very organization of our brain...”

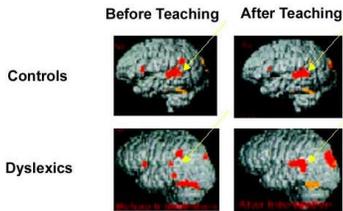


*Proust and the Squid:
The Story and Science
of the Reading Brain*
by Maryanne Wolf

Reading and the Dyslexic Brain



Teaching Corrects Dyslexia Pattern by MRI



80 hrs (1-2 hrs / day) one-on-one instruction
Phonological Processing & Decoding
Multisensory & Visual Imagery Instruction

Shenck, UT Dallas

“Rewiring” the Brain for Decoding

1. Review of sound symbol associations
2. Practice in phoneme analysis and blending
3. Timed reading of previously learned words
4. Oral reading of stories
5. Dictation of words with phonetically regular spelling-sound patterns
6. Students learned 6 basic syllable types
7. Practice reading decodable and trade books

Marshall, A. (2003) Brain Scans Show Dyslexics Read Better with Alternative Strategies

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Building Comprehension Skills

- Activate prior knowledge
- Use graphic organizers
- Teach comprehension monitoring strategies
- Teach summarization skills
- Teach students to ask and answer questions

Boardman, A.G., Roberts,G., Vaughn, S., Wexler, J., Murray, C.S., & Kosanovich, M. (2008). Effective Instruction for adolescent struggling readers: A practice brief. Portsmouth, NH: RMC Research Corporation, Center for Instruction

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Vocabulary Instruction for Struggling Readers

- Provide rich, varied language experiences
- Teach individual words
- Teach word-learning strategies
- **Foster word consciousness**

Sweeny, S.M., Mason, P.A., (2011) Research-based Practices in Vocabulary Instruction: An Analysis of What Works in Grades PreK-12, Massachusetts Reading Association.

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Reaching the Top Step

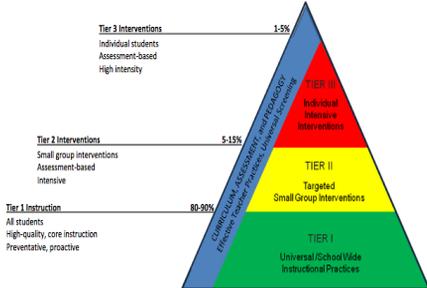




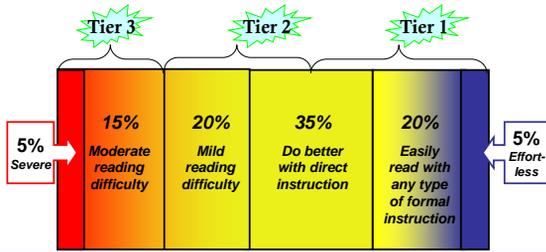
Students in Tiers 2 & 3

Response to Intervention

RESPONSE TO INTERVENTION: Three Tiered Model for Instruction & Support²



Reading in a Three Tiered System



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Where Does Instruction Begin?



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What these Struggling Readers Need:

- Explicit, Systematic Phonological Awareness and Phonics Instruction
- Explicit Instruction of Comprehension Skills and Strategies
- Explicit Instruction of Targeted Vocabulary Words
- Multisensory Instruction
- Scaffolded instruction, leading to independence

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I hear and I forget
I see and I remember
I do and I understand
 -Chinese proverb



Auditory

- Phonological Awareness
- Encoding
- Spelling
- Oral Language
- Visualization
- Auditory Memory

Visual

- Sound Symbol Relationships
- Decoding
- Reading
- Reading Comprehension
- Visualization
- Visual Memory

Kinesthetic

- Speech Sounds • Written Language
- Articulation/Speaking • Visualization
- Handwriting • Kinesthetic Memory

Scaffolded Instruction

“I do, you watch
 I do, you help
 You do, I help
 You do, I watch”

Classroom Strategies for Interactive Learning, 4th Ed (2013)
 By Doug Buehl
 Published by the International Reading Association

PROFICIENT READERS

Research shows that it takes between **4** and **15** successful attempts to read a word before it becomes automatic.

POOR READERS

For students with reading problems, it may take up to **?** exposures to a word; this is one of the signs of a serious reading problem.



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Practice Makes Perfect



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Strategies for Decoding



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English Language

44 Phonemes

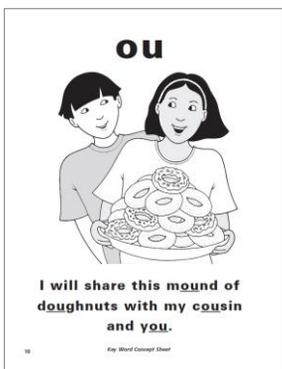
26 Letters

250 Graphemes
with which to spell the 44 phonemes

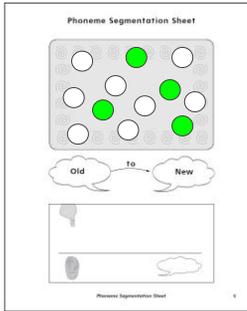
Decoding Activity



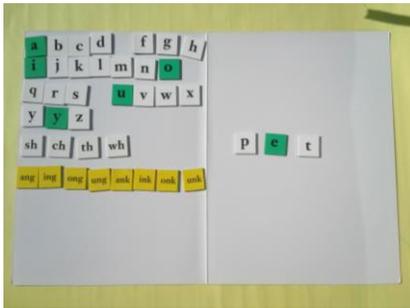
Keyword Demonstration



Phonemic Awareness Activity



Decoding & Spelling Activity



Word Markups

- Underline vowels and vowel teams
- Mark vowel consonant e patterns with arrow going through silent e
- Link together consonant digraphs
- Box suffixes and prefixes
- Divide words into syllables

fast treat bike chest sifted around reptile

Word Decoding

hop trip ditch
chat small wing
slide blame athlete
melted shout playing

Say the name of the vowel and its' sound before decoding the word.



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Decoding & Spelling Activity

 nap | kin  muf | fin



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Decoding & Spelling Activity

muf fin	sub ject
tri pod	con crete



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Instructional Strategies for Vocabulary

Skills and Strategies to Develop Word Consciousness

- Multiple meanings
- Visualizing
- Modeling
- Prior knowledge
- Classifying words
- Compare/contrast
- Multisyllabic words
- Greek & Latin Roots
- Rephrasing
- Multiple exposures
- Use of words in context
- Word analysis
- Synonyms
- Homonyms
- Use vocabulary in writing

Marzano's Six Step Process for Learning New Vocabulary

1. Provide a description, explanation or example
2. Students restate the description
3. **Students construct a picture, symbol, or graphic representation**
4. Engage in activities to enhance knowledge
5. Periodically have students discuss words
6. Involve students in games using words

Vocabulary Activity

Table



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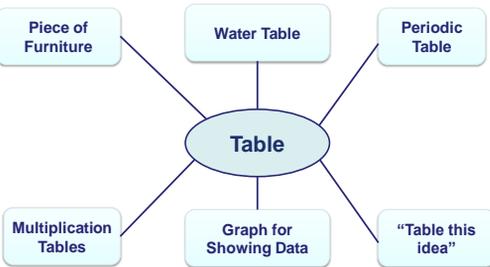
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Multiple Meanings



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Multiple Meanings

Impromptu
Music Session



Fruit Spread to
Put on Toast



Jam

To Get Stuck
in Traffic



Construct a Picture, Symbol, or Graphic Representation

What is this?
A large area of sea or
ocean that is partially
enclosed by land

Example
Gulf of Mexico

Gulf

Non-example
lake, river

What is it like?
salt water
waves
warm

Greek and Latin Roots

Graph

- Autograph
- Biography
- Geography
- Paragraph

Spect

- Spectacular
- Spectrum
- Inspector
- Spectacles

Autograph

Geography Paragraph



Biography

Telegraph

Graph

Origin: Latin

Meaning : to write

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Inspector

Spectacular



Spectacles

Spectrum

Spectate

Spect

Origin: Latin

Meaning : to look

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Instructional Strategies for Comprehension

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Skills and Strategies Instruction

- A skill is something you can do
- A strategy is something that helps you do that skill
- Strategies help students develop comprehension skills

Teach students how to apply strategies to master a comprehension skill



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Teaching the student to form mental images will assist in reading comprehension.

The boy ran up the hill.



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Visualizing

Elaborate with words, expand to sentences, and then paragraphs.

- | | |
|--------------------|-----------------------|
| What is it? | Any movement? |
| What is happening? | Any sound? |
| Where? | What else is around? |
| When? | Do you see colors? |
| Who do you see? | Are there any smells? |
| Feelings? | What shapes? |
| Number? | |



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Multiple Readings of One Text

- First Reading
 - Set Purpose For Reading
 - Circle Unknown Vocabulary and Phrases
- Second Reading
 - Text Marking –Skill Focus
- Third Reading
 - Integration of Knowledge and Ideas

Breaking It Down: Strategies for Comprehension

Before Reading	During Reading	After Reading
<ul style="list-style-type: none"> • Skill Focus • Background Knowledge • Genre and Structure • Preview Text Features 	<ul style="list-style-type: none"> • Read and Mark for Meaning • Vocabulary • Focus Skill 	<ul style="list-style-type: none"> • Practice the Skill • Graphic Organizers • Writing & summarizing • Text Connection • Assessment

Before 1st
Read

During 2nd
Read

After 3rd
Read

Teach Students to Interact with Texts

Be an Active Reader

We want you to write in this book! Marking the text helps you...

- remember what you've read
- understand what you've read
- answer questions about what you've read

As you read the texts in this book, you will

1. mark for meaning by circling words and phrases you can't read, or can read but don't understand. You will learn vocabulary strategies to help you figure these out.
2. mark for skills by underlining examples of the skills you are learning. The skills in this book are

- main idea and details
- compare and contrast
- cause and effect
- conclusions and predictions
- figurative language
- recognizing bias

Below is an example of a marked text. This reader circled words and phrases she found difficult. Then she underlined main ideas in blue and the supporting details in green.

Unfortunately, Apple II got off to a shaky start. First, there were problems with an origin tan on one part of the spacecraft. The launch was delayed to cover it. Then, Electricity was exposed to German missiles. Doctors worried that he would get the disease, so Andrew John Swigert took his place.

Comprehension Activity

Cause



Effect



Comprehension Activity

Information



Conclusion

Find the Main Idea and Details

American leaders realized that it was essential for the colonies to unite against their common enemy, England. To that end, they drafted the Articles of Confederation in 1777. This document set up a central government for all states. It consisted of a representational Congress, with each state having one vote in all decisions. This body was supposed to establish a relationship with the other nations in the world, especially those nations who were helping America fight against the British in the American Revolution.

Thank You!

If you have any questions, e-mail me at:
Julie.Ross@schoolspecialty.com