



IT'S NEVER TOO LATE TO INTERVENE!

RESEARCH-BASED INTERVENTIONS FOR
ADOLESCENT STRUGGLING READERS

PRESENTED BY:

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SIMPLE VIEW OF READING (GOUGH AND TUNMER, 1986)

$$\mathbf{RC = D \times LC}$$

(reading comprehension = decoding x language comprehension)

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

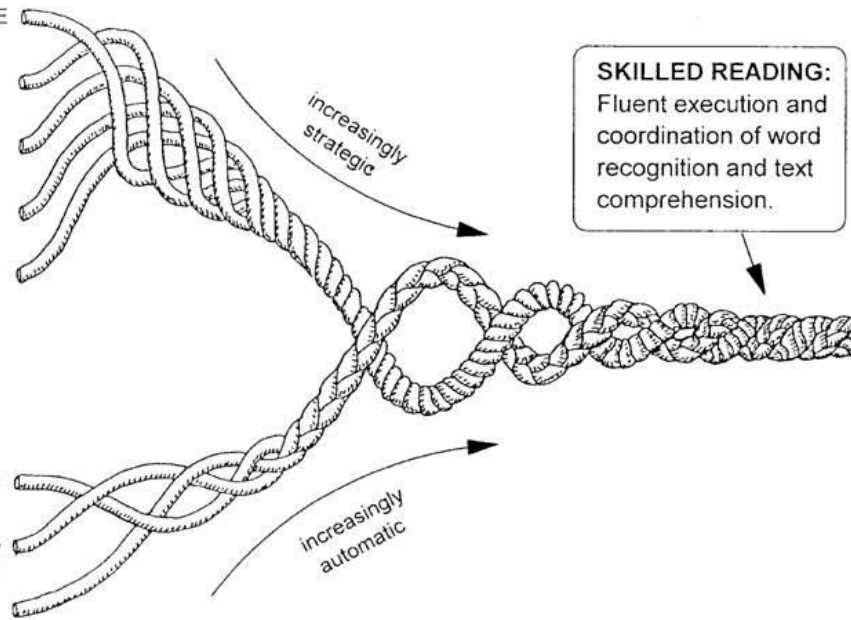
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

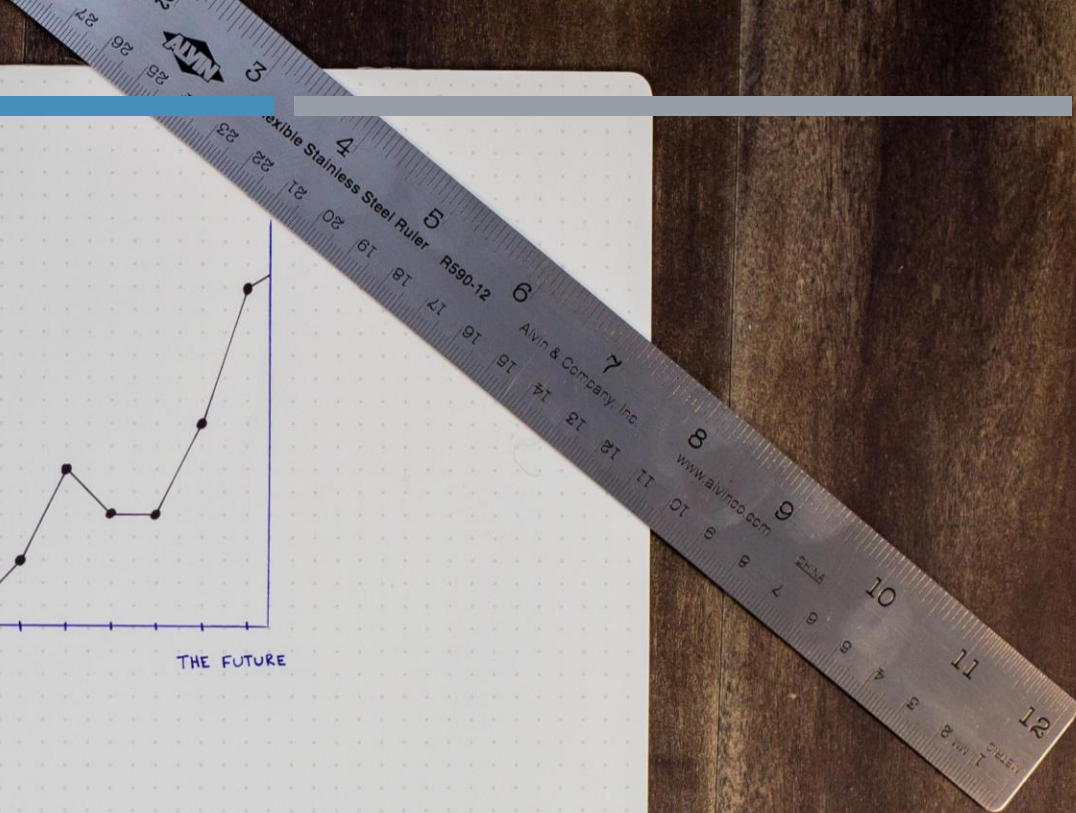
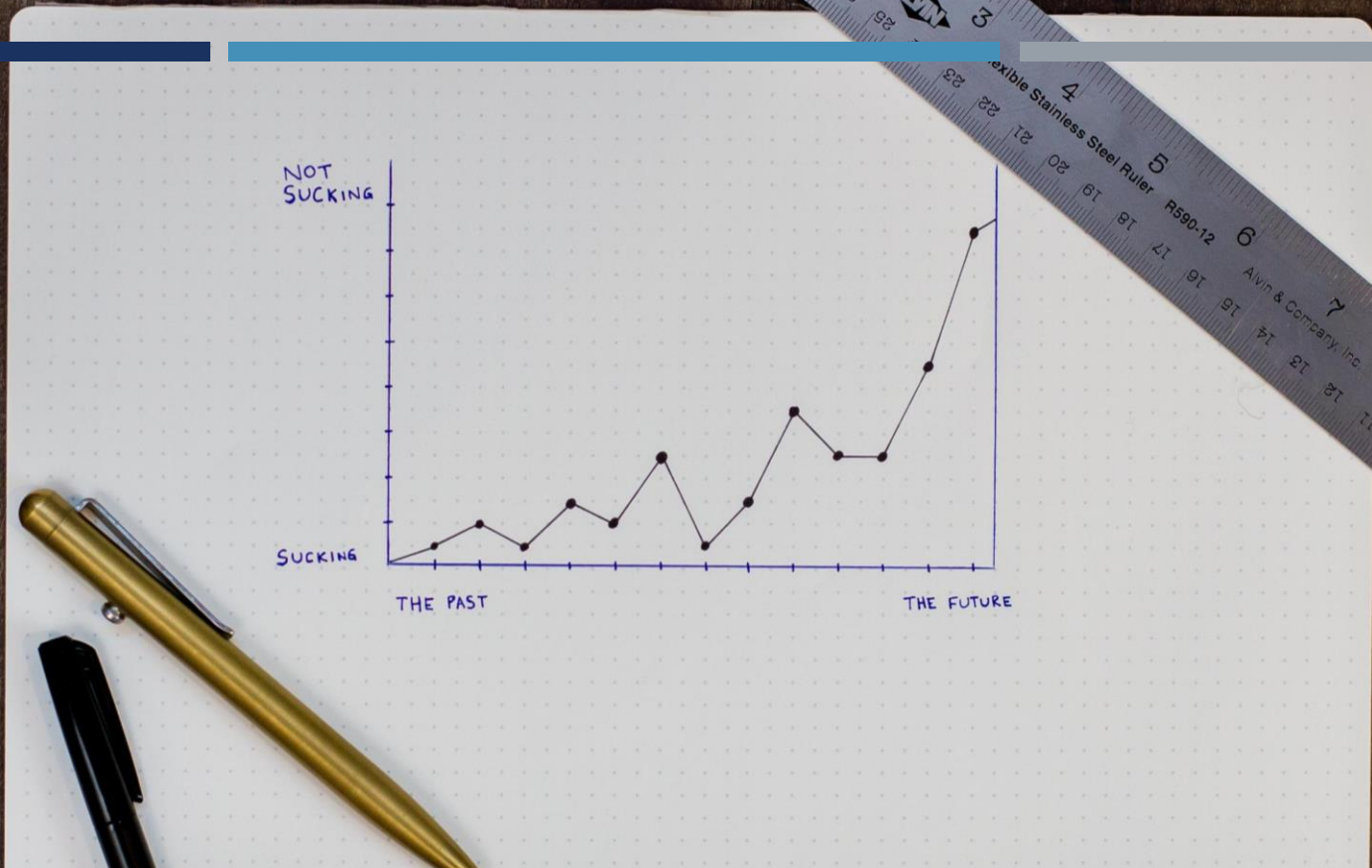
DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



FACTORS THAT INFLUENCE SUCCESSFUL READING COMPREHENSION:

1. READER ABILITY
2. TEXT FACTORS
3. READING TASK



ASSESSMENT

READING COMPREHENSION ASSESSMENT

- Identify areas of strength and weakness
- Inform group/individual instruction
- Monitor the progress of students



**READING IS AN *INTERACTIVE*
AND *REFLECTIVE* PROCESS-**

**HOW DO WE MEASURE READING
COMPREHENSION?**

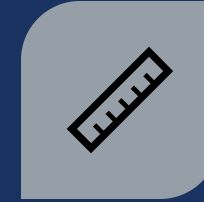
POTENTIAL ASSESSMENT TOOLS



NORM BASED
REFERENCES
TOOLS



INFORMAL
READING
INVENTORIES



CURRICULUM
BASED
MEASUREMENTS



INTERVIEWS AND
QUESTIONNAIRES



OBSERVATION



RETELLING



FREE WRITING



THINK ALOUDS

SELECTING APPROPRIATE ASSESSMENT TOOLS

Decoding

Oral reading fluency

- the ability to read connected text quickly, accurately, and with expression.

Adventure on Highway 66	
A snowstorm can be exciting. But too much snow can ^{cause} cause	11
^{tro-uble} trouble . I ^{learned} learnd this in a way I will never forget.	22
My name is John ^{hero} hearon . I'm a bus driver. At five o'clock one	35
morning I turned my bus onto Highway 66. It was snowing. But I was	49
used to driving in all kinds of ^{weether} weether . Maybe this storm wouldn't last	62
long.	63
As I drove, I ^{co-unted} counted my passengers. There were 14 – nine men,	75
four women and a little two-year-old boy. It was so ^{erie} erly that most of	91
them were still asleep. No one seemed to worry about the storm.	103
But after an hour or two, I felt the wind getting stronger. The bus	117
swayed from side to side. It was snowing harder, and I had to drive more	132
and more slowly. I wished I had never started out. I didn't like the look of	148
things.	149

Language comprehension

Cloze maze

- a reading assessment is a task that measures how well students understand text they read silently.

Score: / 16
03.04.2015 09:16
Name: _____ Subject: Year 3 History
Date: _____ Sheet: Bronze Age

Cloze Exercise - Bronze Age

prehistoric	small	cooked	copper
cooking	tin	hole	boil
circles	metal	fire	water
jewellery	henges	farming	tombs

Fill in the missing words from the word bank.

The Bronze Age was a time in early human history when people first started to use the _____ and _____ bronze. Bronze is a mixture of _____ and _____ and replaced stone as the best material for tools. People were able to use bronze to build stronger tools for _____ and also began to produce weapons and jewellery.



People in the Bronze Age built _____ made of standing stones called _____. Stonehenge in England is one of the most famous _____ monuments in the world. They also built new burial _____ that were often found under _____ mounds called round barrows. Bronze, flint, and stone tools have been found in the burials and also amber and bone _____.

Houses in the Bronze Age were often built in a round shape and had a _____ in the centre for warmth, light, and _____. When people cooked food they would dig a _____ in the ground and fill it with _____. Large stones were heated in a fire before being thrown into the water to make the water _____. This is how food was _____.



JEN'S CLASS!

LAVAL SENIOR ACADEMY



English senior school for all of Laval

Secondary 3, 4, 5, WOTP and Challenges program

WOTP

60 students

1 semiskilled group

2 Peworkk year 1

2 Peworkk year 2

1 Peworkk year 3



MY ELA YEAR ONE GROUPS

Group 1

- Class of 9
- Street smart
- Behavioral difficulties
- Difficult to motivate
- Academic levels between elementary cycle 2 and 3

Group 2

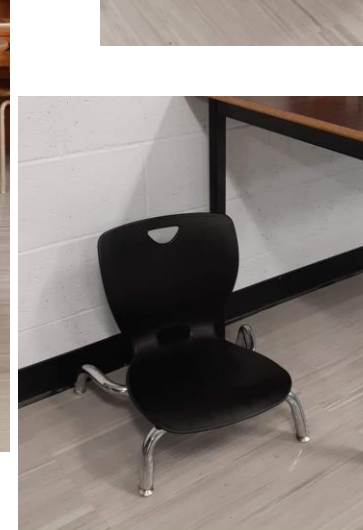
- Class of 11
- Need more individual support
- Easier to motivate
- Academic levels between Pre k and elementary cycle 3

SEPTEMBER TO NOVEMBERWHAT IS WORKING ?

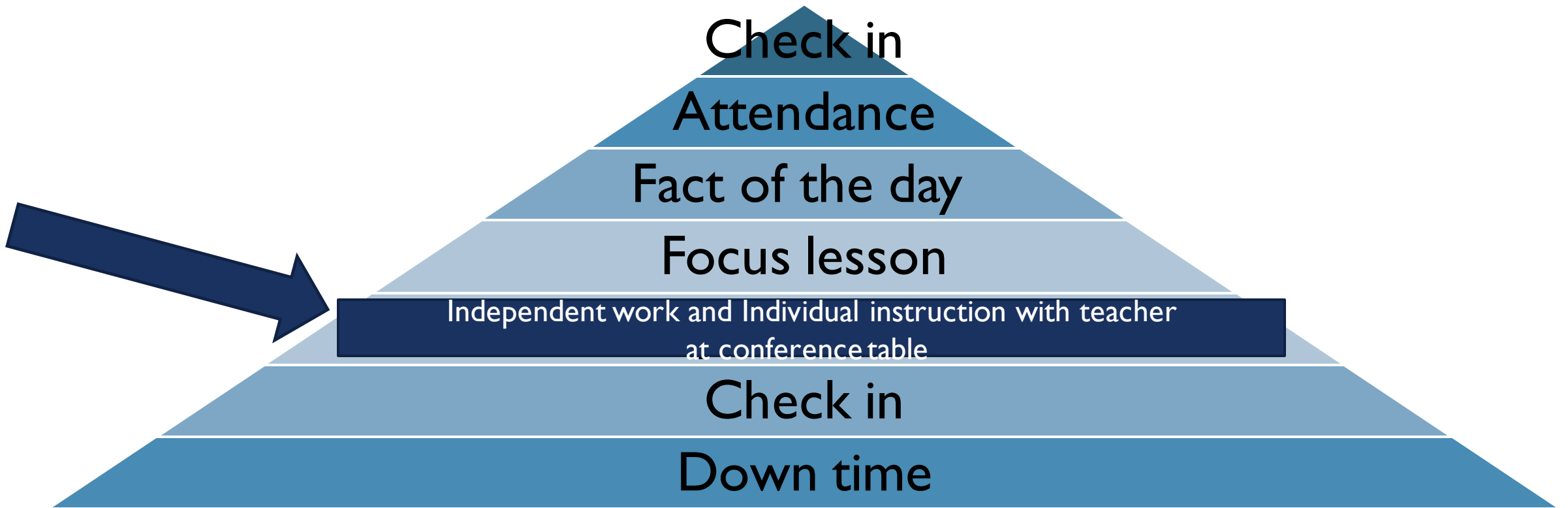


Google Classroom

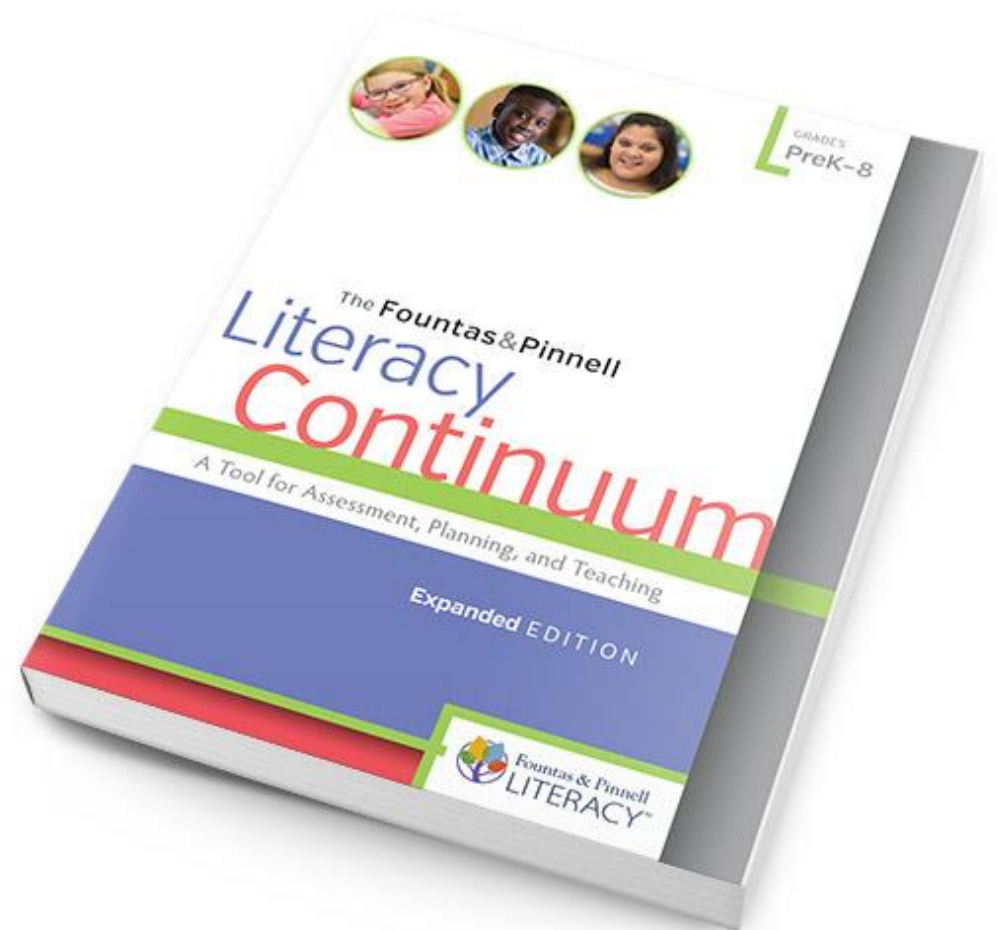
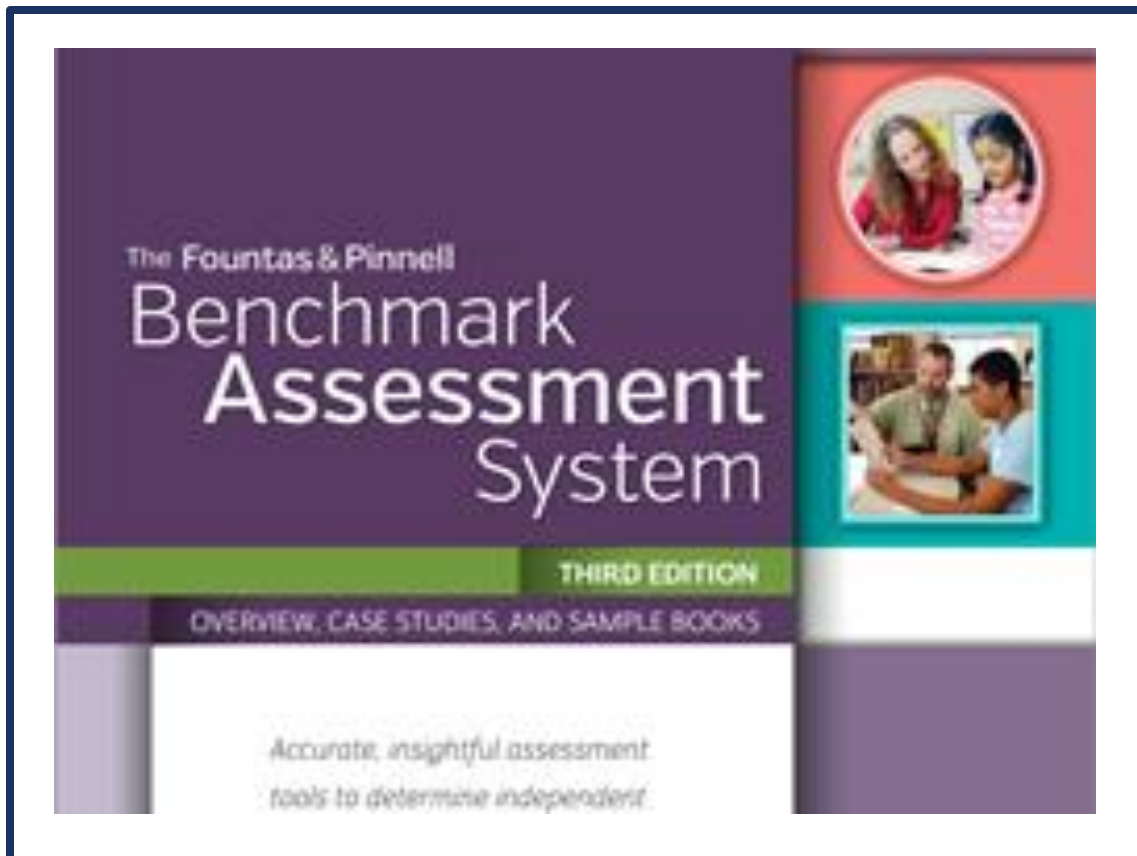
SEPTEMBER TO NOVEMBERWHAT IS WORKING ?



SEPTEMBER TO NOVEMBERWHAT IS WORKING ?



FONTUS AND PINNELL BENCHMARK & CONTINUUM



HOW OFTEN SHOULD I COLLECT DATA?

- Secondary students will take more time to see a change in performance
- Consider:
 - Student motivation
 - Expected rate of growth
 - Which tool is being used

September

D W D V Z Z

1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16
17 18 19 20 21 22 23 24
25 26 27 28 29 30

SEP

this month

1	V
2	Z
3	Z
4	M
5	D
6	W
7	D
8	V
9	Z
10	Z
11	M
12	D
13	W
14	D
15	V
16	Z
17	Z
18	M
19	D
20	W
21	D
22	V
23	Z
24	Z
25	M
26	D
27	W
28	D
29	V
30	Z

students nu ←

back to school
10-14th

WINSOR
NEWTON
WATER COLOUR MARKER



87527



FORMATIVE ASSESSMENT



~~INTERVENTIONS~~
INSTRUCTIONAL
FOCUS

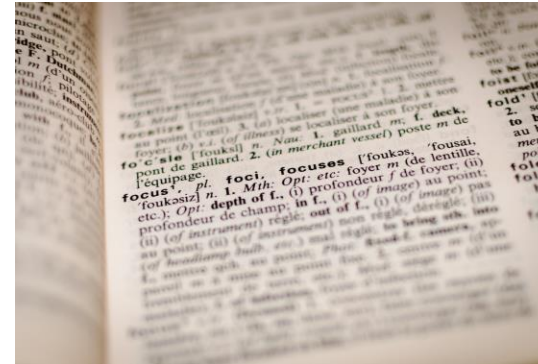
MATCH AREA OF
NEED



Word Recognition



Vocabulary



Specific Reading Strategies



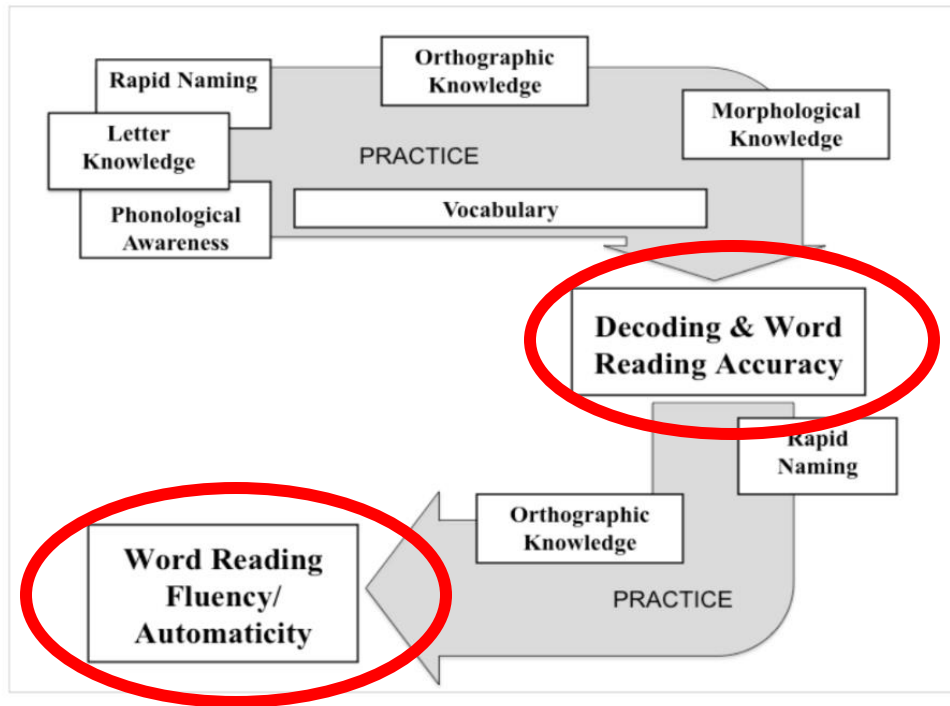
Building background knowledge

COMPONENTS OF EFFECTIVE INSTRUCTION



- Statement of objective or purpose.
- Daily review.
- Explicit modeling and teaching.
- Guided practice.
- Independent practice.
- Teaching for generalization.
- Monitoring student learning.
- Periodic review (multiple opportunities for practice).

I. WORD RECOGNITION



- "c" + "a" + "t" = "cat"
- The black cat.

WORD STUDY INSTRUCTIONAL FOCUSES

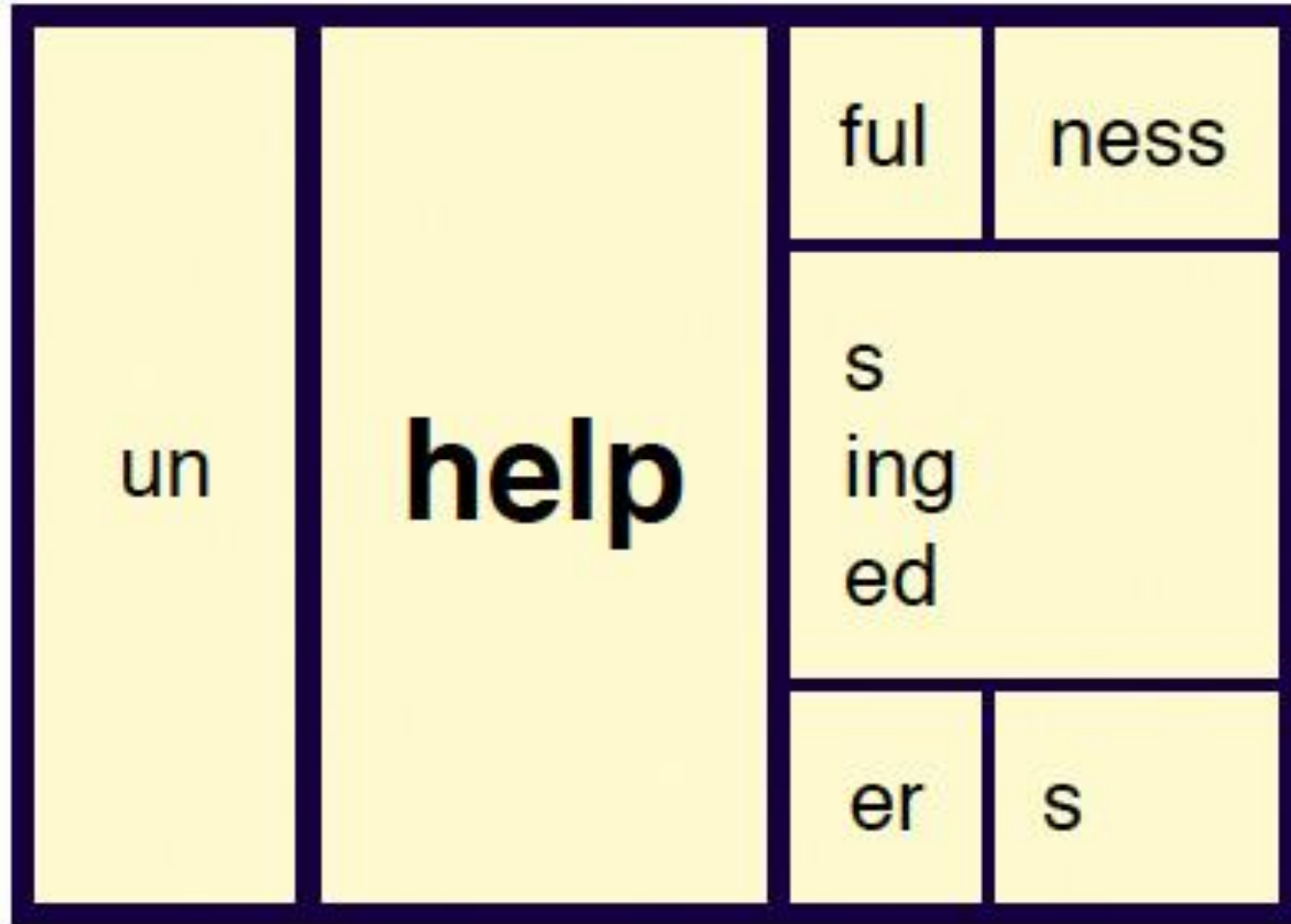
Successful Readers	Struggling Readers
<ul style="list-style-type: none">• Read multisyllabic words and use strategies to figure out unknown words.• Make connections between letter patterns and sounds and use this understanding to read words.• Break unknown words into syllables during reading.• Use word analysis strategies to break difficult or long words into meaningful parts such as inflectional endings, prefixes, suffixes, and roots.	<ul style="list-style-type: none">• May read single-syllable words effortlessly but have difficulty decoding longer multisyllabic words.• May lack knowledge of the ways in which sounds map to print.• Have difficulty breaking words into syllables.• Often do not use word analysis strategies to break words into syllables.

Adapted from Bhattacharya & Ehri, 2004; Nagy, Berninger, & Abbott, 2006.

- Teach students to:
 - Identify and break words into syllable types.
 - When and how to read multisyllabic words by blending parts together.
 - Recognize irregular words that do not follow predictable patterns.
 - Meanings of common prefixes, suffixes, inflectional ending and roots.
 - Break words into word parts and combine word parts to create words based on their roots, bases, or other features.
 - How and when to use structural analysis to decode unknown words.

FIGURE 83. COMMON PREFIXES.

PREFIX	% of All Prefixed Words	MEANING	EXAMPLES
Un-	26	Not, opposite of	Unaware, unbelievable, unsure
Re-	14	Again	Redo, replay
Im-, in-, il-, ir-	11	Not	Impossible, incapable, illogical, irregular
Dis-	7	Not, opposite of	Dishonest, disgraceful, discover
En-, em-	4	Cause to	Enable, emblaze
Non-	4	Not	Nonstick, nonfiction, nonexistent
In-, im-	3	In, into	Inject
Over-	3	Too much	Overtime, overeat
Mis-	3	Wrongly	Misunderstand, misuse
Sub-	3	Under	Subsurface, subway
Pre-	3	Before	Prepay, preschool
Inter-	3	Between	International, interact
Fore-	3	Before	Forethought
De-	2	Opposite of	Decaffeinated, dehydrate
Trans-	2	Across	Transatlantic
Super-	1	Above	Superhero, supermodel
Semi-	1	Half	Semiannual, semicolon



PETER BOWER-
STRUCTURED
WORD
INQUIRY

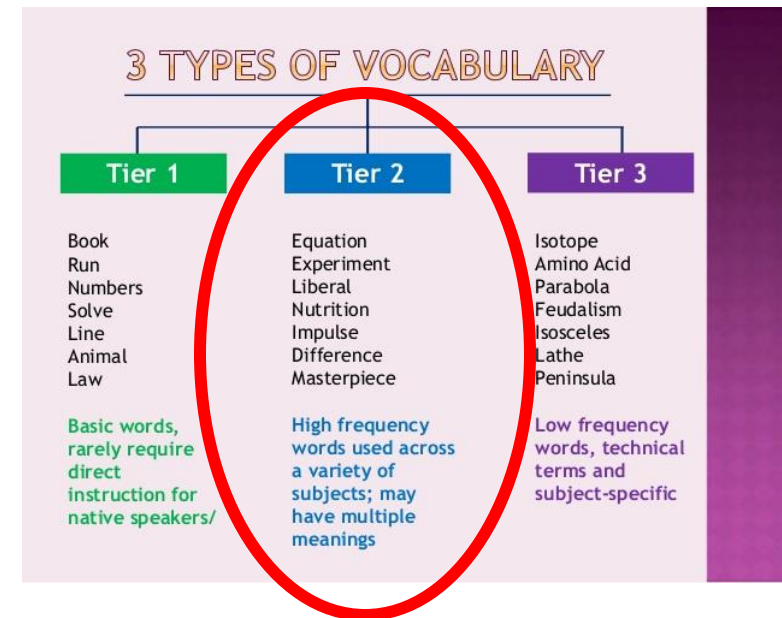
2. EXPLICIT VOCABULARY INSTRUCTION

INCREASES COMPREHENSION SKILLS

THEORY TO PRACTICE

Teaching Sequence

1. Select 3-5 words that are critical to student understanding of the text (uncommon words, multiple meanings, academic words, sophisticated synonyms).
2. Explicitly define the word(s) using student friendly language, a synonym and a sample sentence.
3. Contextualize word from reading example from the text.
4. Students interact with the word- repeat it, use the newly defined word in a sentence with their partner
5. Include a visual of the newly defined word



- Repeated exposures in several contexts: reading activities, writing activities, visuals, physical experiences and discussion.



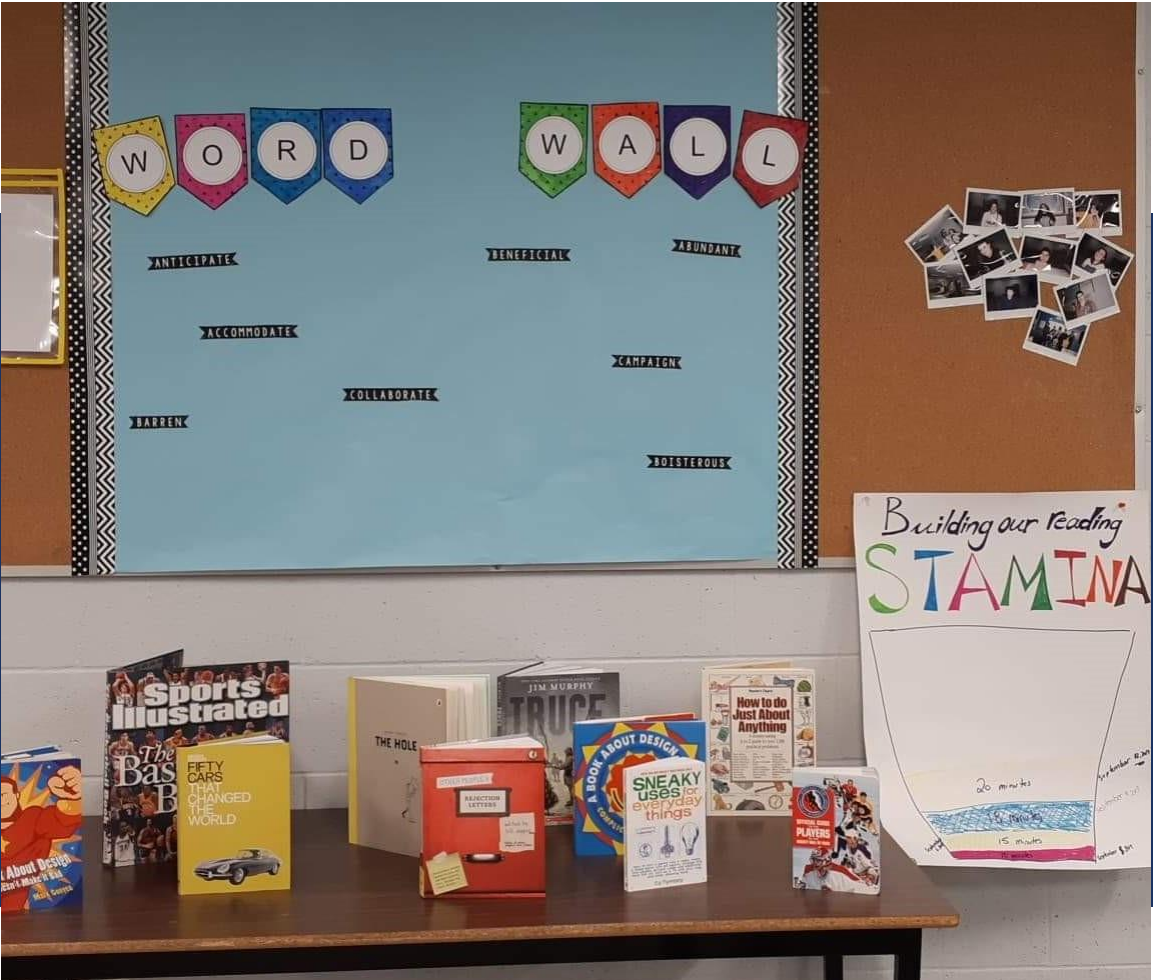
3. SPECIFIC READING STRATEGIES

SOME EXAMPLES

Before Reading	During Reading	After Reading
Establish purpose for reading	Identify main ideas and supporting details	Summarize
Activate background knowledge	Create mental images: "Make a movie in your head" Make inferences Reread or use "fix-up" strategies when they do not understand	Make inferences
Make predictions	Make informed predictions/verify predictions	Verify predictions
Generate questions about the text	Generate questions about the text	Generate questions about the text Summarize what was learned to respond to the questions
Evaluate text structure	Use text structure as a framework for comprehension Monitor understanding of words and use vocabulary strategies such as recognition of word parts	

1. Carefully select the text that applies to teaching a given strategy (e.g. main idea summary/expository text). Select a text that is at an appropriate reading level of the student(s).
2. Make the strategy explicit- what it is, when to use it and why it is important.
3. Model how to apply the strategy (think aloud, guided practice with feedback, independent practice).
4. Continued discussions with students about what strategy they are using and why, before, during and after reading.

WORD OF THE WEEK



TEXT SELECTION

Purposeful selection to

- Improve vocabulary
- Increase background knowledge
- Enhance reading comprehension strategies
- At the instructional level of students- requires support of the teacher.

TEXT SELECTION

ReadWorks®

Example



Find & Assign Articles

award-winning, authentic,
nonfiction and literary articles



Create Classes

for assignments and formative
assessments



Students Read Online

students engage with articles and
curriculum online



Support Progress

view and evaluate formative
assessment data

USING A VARIETY OF STRUCTURES

- Interactive Read-Alouds
- Video-Alouds
- Minilessons
- Guided Reading
- Partnership and Book-Club Conferences
- Small-Group Strategy Lessons
- Close Reading
- Research-Compliment-Teach Conferences



TEXT OF THE WEEK

Whole Class Focus Lesson

1- Discuss the purpose for reading

- Knowledge is stored in these articles.
- We will learn new and valuable knowledge reading the article
- Build their own new personal vocabulary
- Become stronger independent readers with better stamina

2- Make predictions (RC strategy)

- What we think the text is about

3- Read text independently

- Take notes
- Vocabulary words they are not familiar with

4- Discuss as a class (guided practice)

5- Teacher reads text to the class (modelling)

6- Notebook of knowledge (building background knowledge)

7- Share what we have learned

8- Answer comprehension questions

questions, if you want students to type their answers, consider writing the word(s) on the board for them to copy. You may also consider having students draw their answers or answer orally, depending on their progress.

1. What do we call a group of people who live, work, and play near one another? ⌵

Answer

(A)



a community ⌵

(B)



a family ⌵

2. Where can communities be? ⌵

Answer

(A)



a city or town ⌵

(B)



in a tent ⌵

3. What do the grown-ups in a community do to help one another? ⌵

Answer

Social Studies: Geography & Societies
Social & Emotional Learning: Relationships

Grade: K

Words: 89

Lexile: 130L

Nonfiction

Vocabulary

firefighter

group

teacher

Standards

CCSS.ELA-LITERACY.CCRA.R.1

CCSS.ELA-LITERACY.CCRA.R.2

CCSS.ELA-LITERACY.CCRA.R.10

Author

ReadWorks

RELATED



Life in the Middle Ages

ARTICLE-A-DAY SET

Grade: 4 Nonfiction



Staying Fit and Healthy

ARTICLE-A-DAY SET

Grade: 6 Nonfiction



Food and Farming

ARTICLE-A-DAY SET

Grade: 5 Nonfiction

INDEPENDENT WORK

INTERACTIVE WHOLE GROUP VIDEO-ALOUDS

- **Fiction**

- * Short films

- *Movie Trailers


- *Music Videos

- *Clips from different movies or television series students are interested in.

- **Non-Fiction**

- * Short documentaries

- * Clips from reality shows



thanks!

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