

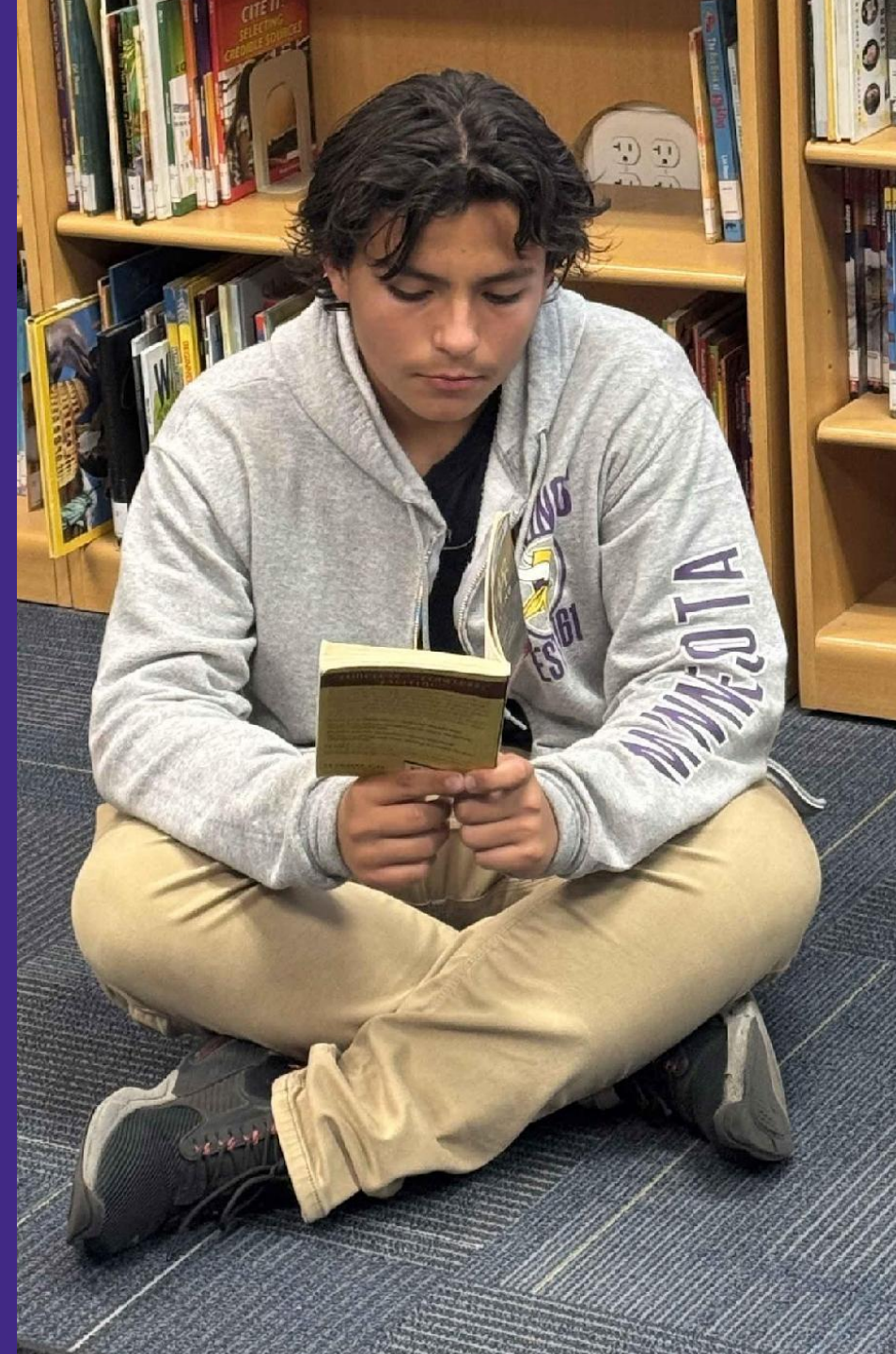
Late Emerging Reading Difficulties: Empowering Secondary Educators to Spot & Address Them

Katharine Bonasera

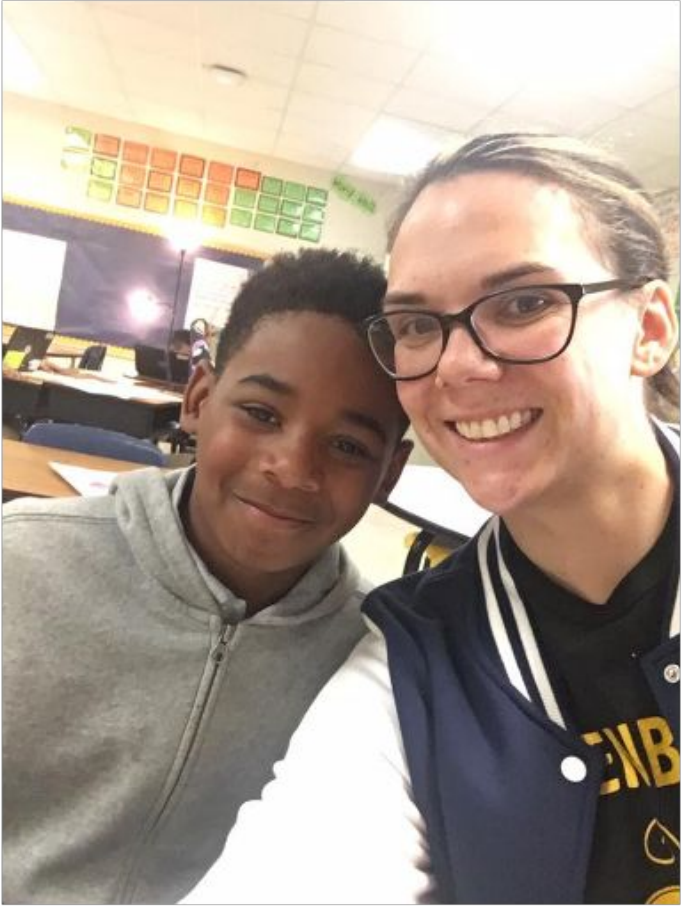
Manager of Educational Partnerships



Learning
Reimagined™



Hi, I'm Katharine.





Collaborative Classroom is a mission-driven, nonprofit organization committed to ensuring that *all* students become readers, writers, and thinkers who learn from, care for, and respect one another.



What would make this time together a success?



Our Goals

- Explore *why* there is a need for urgency when it comes to addressing the needs of adolescent readers
- Examine *what* skills adolescents might be missing and the instructional techniques for closing these gaps
- Explore *how* we can create the conditions for success



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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 correspondence

SIGHT RECOGNITION

Of familiar words

INCREASINGLY AUTOMATIC

INCREASINGLY STRATEGIC

SKILLED READING

Fluent execution and coordination of language comprehension and word recognition

Adapted from Scarborough, H. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. in S. B. Neuman & D. K. Dickinson (Eds.). *Handbook of Early Literacy* (pp. 97–110). NY: Guilford Press.

Reading Science Considerations for Middle and High School Literacy Intervention

Reading Science Considerations for Middle and High School Literacy Intervention

by Stephanie Petricone-Turchetta

Intervention frameworks such as Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) emphasize the use of evidence-based practices and the use of data for instructional decision-making in K-12 educational settings. These frameworks offer opportunities to improve teaching and learning, but complexities and challenges persist in implementing strong intervention processes, particularly at the middle and high school level (Miciak et al., 2014). Reading difficulties that either go undetected or are not present in elementary school can emerge in adolescent readers, yet secondary-trained educators are not always equipped with the knowledge and skills necessary to identify and remediate late-emerging reading difficulties (Oslund et al., 2018). This article aims to provide instructional leaders with background on the existing research on late-emerging reading difficulties as well as assessment and instructional considerations grounded in the science of reading that are necessary to strengthen intervention frameworks at the middle and high school levels.



“

Some may have been relying on compensatory strategies such as memorization of words, appearing successful in beginning word reading, but struggling when memorization becomes inefficient in later grades as they encounter more complex words and texts.

Reading Science Considerations for Middle and High School Literacy Intervention

Stephanie Petricone-Turchetta



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The current system is designed around the assumption that all students are fluent decoders by third grade which ignores the complexity of late-emerging reading difficulties.



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“

“However, it is important for those implementing intervention frameworks at the secondary level to note that reading difficulties not apparent during the early years of schooling can emerge in the middle and high school years, despite comprehensive primary-grade screening and interventions”.

Reading Science Considerations for Middle and High School Literacy Intervention

Stephanie Petricone-Turchetta



The South Carolina College and Career Ready ELA Standards

What's New?

- Foundations of Literacy standards
- An emphasis on student mastery of these standards

What does this mean for older readers?

- “If students are not prepared to master grade-level indicators, educators should refer to previous grade-level skills for guidance and instructional support.”

What does this mean for educators?

- Consideration of evidence-based interventions and how they will be used to support students who have not mastered foundational skills is essential.



Institute of Education Sciences
*Providing Reading Interventions
for Students in Grades 4–9*

bit.ly/WYpracticeguides



What Works
Clearinghouse™

**Providing Reading Interventions
for Students in Grades 4–9**

Educator's Practice Guide

WWC 2022007
U.S. DEPARTMENT OF EDUCATION

A publication of the National Center for Education Evaluation (NCEE) at IES



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 complex ideas and information.		✓	



Alignment to Evidence-Based Practice



Adolescent Reading Intervention Evaluation
Guidelines (Grades 4-12)

20
24



Supporting Secondary Educators

**Create the
Conditions**

**Strategic
Scheduling**

**High Quality
Curricula &
Resources**

**Instructional
Coaching**

Ongoing, Ever-Evolving Capacity Building



Our Goals

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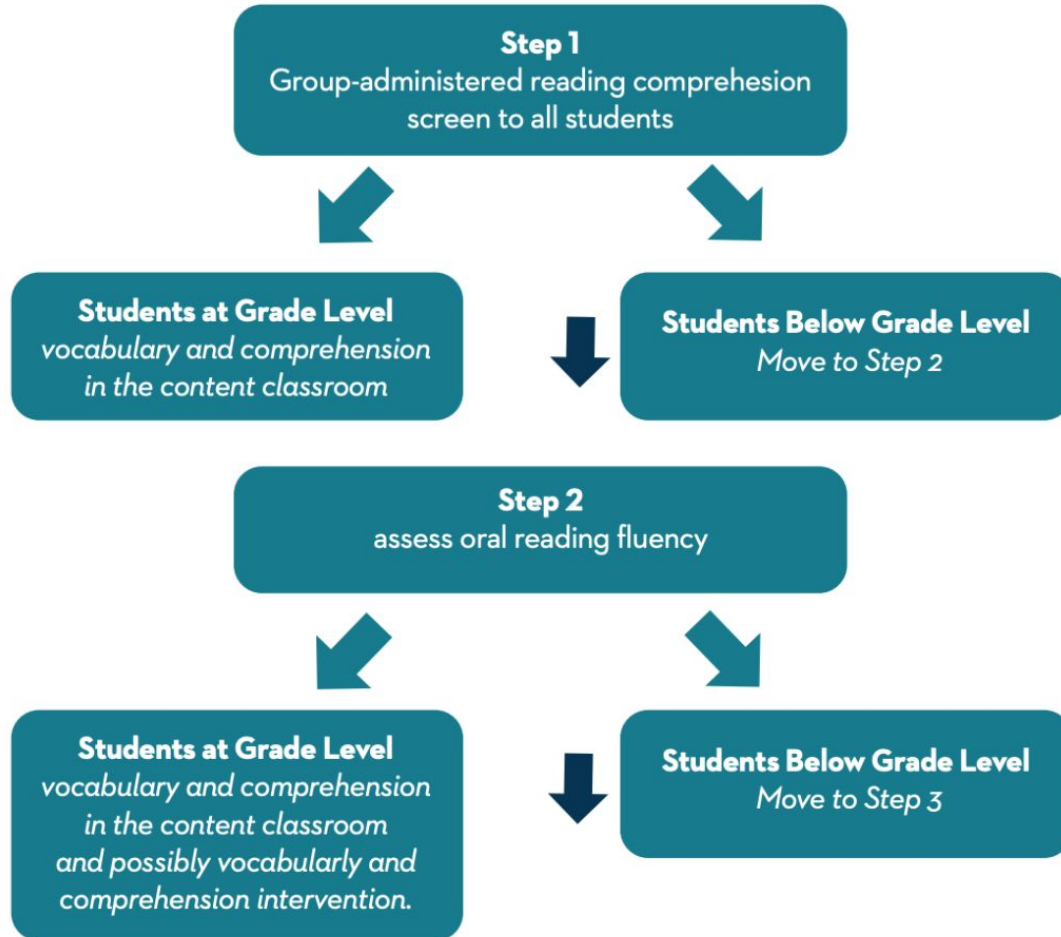
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Step 1: Determine the Starting Point

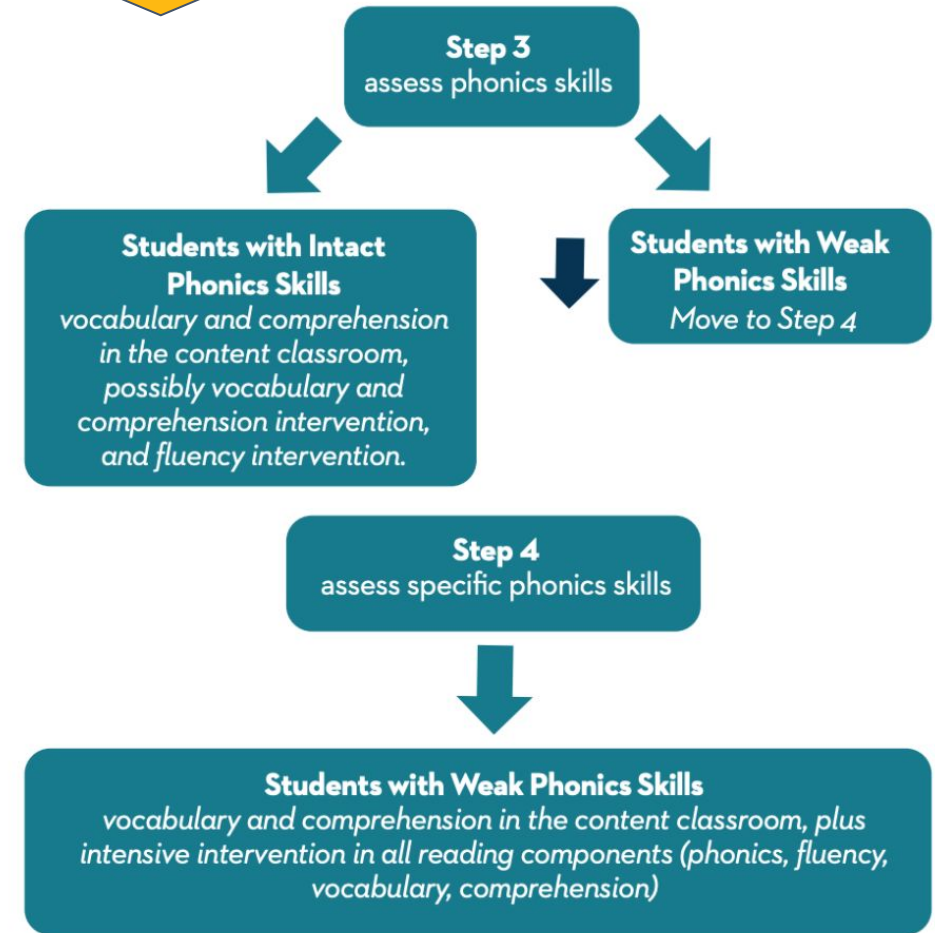


Diagnostic Imperative

Figure 1
Flowchart to Support Intervention Decision Making (Sedita, 2011)



Turn & Talk:
What diagnostic tools are educators using in your schools now? What successes and challenges are you experiencing?



“

“Studies of middle school reading intervention have demonstrated that decoding is a statistically significant predictor of reading comprehension” (Miciak et al., 2014; Oslund et al., 2018).

Reading Science Considerations for Middle and High School Literacy Intervention

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"If students are not prepared to master grade-level indicators, educators should refer to previous grade-level skills for guidance and instructional support."- p. 17, SC ELA Standards

Determining a Student's Starting Line

Short-Vowel Decoding

Single consonants

Short vowels

Consonant digraphs

Consonant blends

jog

shut

black

think

Complex-Vowel Decoding

Long vowels

R-controlled vowels

Complex vowels

Inflectional endings

skate

bright

thirst

pointed

shining

Polysyllabic Decoding

Open vs. closed syllables

Schwa

Prefixes and suffixes

Common word roots

furnace

relative

humidity

maintenance

synchronized





Step 2: Systematic, Explicit, & Respectful Instruction



Important Definitions

Systematic phonics teaches a set of useful sound/spelling relationships in a clearly defined, carefully selected, logical instructional sequence (Armbruster et al. 2001).

Explicit instruction refers to lessons in which concepts are clearly explained and skills are clearly modeled, without vagueness or ambiguity.



True or False?

Researchers are in agreement about the order, or sequence, in which to introduce sound/spelling correspondence.

Scope

A program should introduce a set of sound/spellings that occur most commonly in words. Although there are hundreds of different sound/spellings for English phonemes, only the most useful ones are important enough to warrant instruction



Sequence

A program should introduce high-utility sound/spellings early in the sequence.

This enables students to begin reading words as soon as possible.

Example:

/m/ m and /a/a

Before

/j/ j, /y/ y, /ks/ x, or /z/ z.



Sequence

A program's sequence should progress from simple to more complex sound/spellings.

Example:

Single consonants and short vowels

BEFORE

vowel digraphs and diphthongs.



Sequence

Along with single consonants, a program should introduce a few short vowels early in the sound/spelling sequence, so that words can be formed and read as early as possible.

Example:

Beginning of a sound/spelling sequence of introduction:

/a/a, /s/ s, /m/m, /t/ t, /i/ l, /f/ f



Sequence

In a program's sequence, letters with easy-to-pronounce sounds should be introduced first.

Example:

Continuous sounds at the beginning or middle of words are easier to pronounce and blend than stop sounds.



Sequence

In a program's sequence, letters having similar sounds and shapes should be separated.

Example:

Lowercase letters *b* and *d* are similar in sound and shape, and therefore are easily confused by students.



Just because a program has a scope and sequence doesn't mean it's systematic. The instruction must be cumulative.

Blevins, 2006



“

“Another area that should be a significant part of secondary literacy intervention is vocabulary development (Stahl, 1986).

This can be accomplished through explicit instruction of morphology (Goodwin & Ahn, 2010), which is the knowledge of the meaningful word parts. If a student can learn approximately 40-50 prefixes, suffixes, and Latin/Greek bases, they will have the tools necessary to unlock the decoding, encoding, and meaning of many words” (Henry, 2017).

Reading Science Considerations for Middle and High School Literacy Intervention

Stephanie Petricone-Turchetta



Explicit Lessons

SIPPS Plus, Lesson 35

SIPPS Challenge, Lesson 35

LESSON 35

This lesson includes the seventh of eleven mastery tests in *SIPPS Plus*. Frequent assessment is essential for determining whether your teaching pace is satisfactory and for identifying individual needs. Mastery tests usually consist of phonics (spellings that have been taught and reviewed for at least two lessons) and high-frequency words (words that have been taught and reviewed for at least two lessons). For more information, see “Mastery Tests” in the Assessment and Placement section of the *Implementation Handbook*.

LESSON NOTES

- There are no *r*-controlled vowel sounds in Vietnamese, Hmong, and Korean and no exact equivalents in Chinese dialects. Tell the students that /*ar*/ is made of two sounds: /*ʌ*/ and /*r*/. To produce /*ar*/ they start with the mouth open and place the tongue flat in the mouth. As they say the sound, they curve the tongue up. The vocal cords vibrate. Provide time for the students to hear, feel, and experiment with the sound.
- In Spanish, the sound that the spelling *ar* stands for is similar to that in English, but with a trilled *r* (/rr/). Point out that the English sound /*ar*/ is like the sound students hear in the middle of the Spanish word *parque* (pah-R-KAY), “park.” Help the students compare the sounds in *parque* to its English cognate *park*. Spanish-speaking students may benefit from additional practice identifying the sound /*ar*/ at the beginning, middle, or end of words. Say words with the sound /*ar*/, such as *arm*, *mark*, *jar*, *ark*, *dart*, *bar*, *hard*, and *car*. Have the students tell whether they hear /*ar*/ at the beginning, middle, or end of each word.

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LESSON 35

1 SINGLE-SYLLABLE PHONICS (OPTIONAL)

INTRODUCE SPELLING-SOUND RELATIONSHIPS

For spellings on the wall chart: [1] (Point to the picture on the wall chart and say the mnemonic.) [2] (Point to the spelling on the wall chart.) “The sound is—.” (Explain the features of the spelling.) [3] (Point to the sound card.) “Sound.” “Again.”

OU_ (“clown”)

Explain that *ou_* can be used at the beginning and middle of words but not at the end.

REVIEW SPELLING-SOUND RELATIONSHIPS

(Mix order.) “Sound.” “Again.”

Review the sounds of the spellings you have taught.

READ MIXED LISTS OF WORDS AND SYLLABLE TYPES

(Point. Pause.) “Read.”

Easier Words	Harder Words
south, puppy, round, tube, loud, owl	grouch, crop, found, scour, rusty, scorch
Easier Syllables	Harder Syllables
oap, outh, roon, oud	ounce, scor, ouse, oond

2 MORPHEMIC TRANSFORMATIONS

[1] (Display or write the base word and read it.) “Read.” [2] (Add an affix.) “Read (the affix only).” “Read (the whole word).” [3] (Add or change an affix.) “Read (the affix only).” “Read (the whole word).” [4] (Continue through all the transformations.)

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Lesson 35: Review

PREPARATION

- Collect copies of “Build That Word Cards 1” (R). You will need one copy for each pair and one for yourself.
- Locate “Build That Word Definitions 1” (P) and prepare to display it during the lesson. You will complete the first item with the students.
- Locate “Vocabulary Student Record 3C” and make one copy for each student. Locate “Vocabulary Assessment Class Record 3C” and make one copy for yourself. For more information, see the Progress Assessment Note at the end of the lesson.

IN THIS LESSON, THE STUDENTS:

- Review the meanings of previously learned affixes and roots to understand that they have meaning and make new words
- Create words by combining word parts to build morphemic analysis skills

1 Get Ready to Work Together

Have the students bring their folders and sit with a partner. Remind them that they have been learning about the meanings of prefixes, suffixes, and roots and how to look for these word parts in longer words to help them get an idea of the words’ meanings. Ask:

Q *What is a word part you have learned? What is a word you know that uses that word part? Turn to your partner.*

Have a few volunteers share their thinking with the group.

2 Introduce the Activity “Build That Word”

Tell the students that today partners will learn a new activity called “Build That Word.” Explain that in this activity, the students will make words by combining cards with some of the word parts they have learned and discussed. Point out that this activity will help them review the meanings of many of the word parts they have learned so far.

Show your copy of “Build That Word Cards 1” and tell the students that it has word-part cards that they will cut apart. Point out that these cards have some of the prefixes, suffixes, and roots the students have learned. Explain that in this activity, you will read a definition for a word, then the students will talk with their partner about which of these word parts are needed to build the word you just defined. Then they will use the word-part cards to build that word. Tell the students that they will practice building the first word as a group.

Materials

- Copy of “Build That Word Cards 1” (R) for each pair and one for yourself, prepared ahead
- “Build That Word Definitions 1” (P)
- Scissors for each pair
- Student folders
- “Vocabulary Student Record 3C” (A)
- “Vocabulary Assessment Class Record 3C” (A)

Teacher Note

This activity incorporates the word parts that were taught and reviewed after Vocabulary Lesson 20.

Lesson 35: Review 105



Collaborative Work: Explicit Lessons

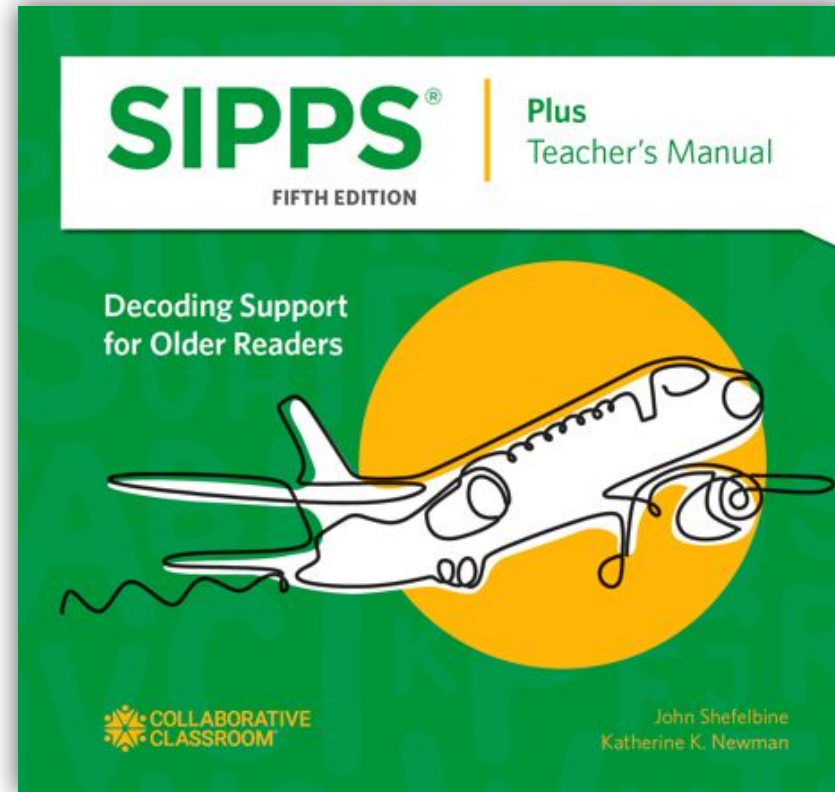
Chat with the group:

- *What did you notice as you reviewed the lesson?*
- *What are your key learnings so far?*
- *What are you wondering about?*



Let's See the Elements in Action!

- Phonological Awareness
- Phonics (Spelling-Sounds)
- High-Frequency Words
- Guided Spelling
- Reading Decodable Text and Fluency Practice



Explicit Instructional Routines

Clear

Consistent

Concise

Choral Responses



The background features a solid orange color with several large, semi-transparent, light-orange geometric shapes. These shapes include triangles and circles, some of which are arranged to form a stylized, abstract figure that resembles a person or a character. The shapes are layered and overlap, creating a sense of depth and movement.

Step 3: Robust Practice



Deliberate & Purposeful Practice

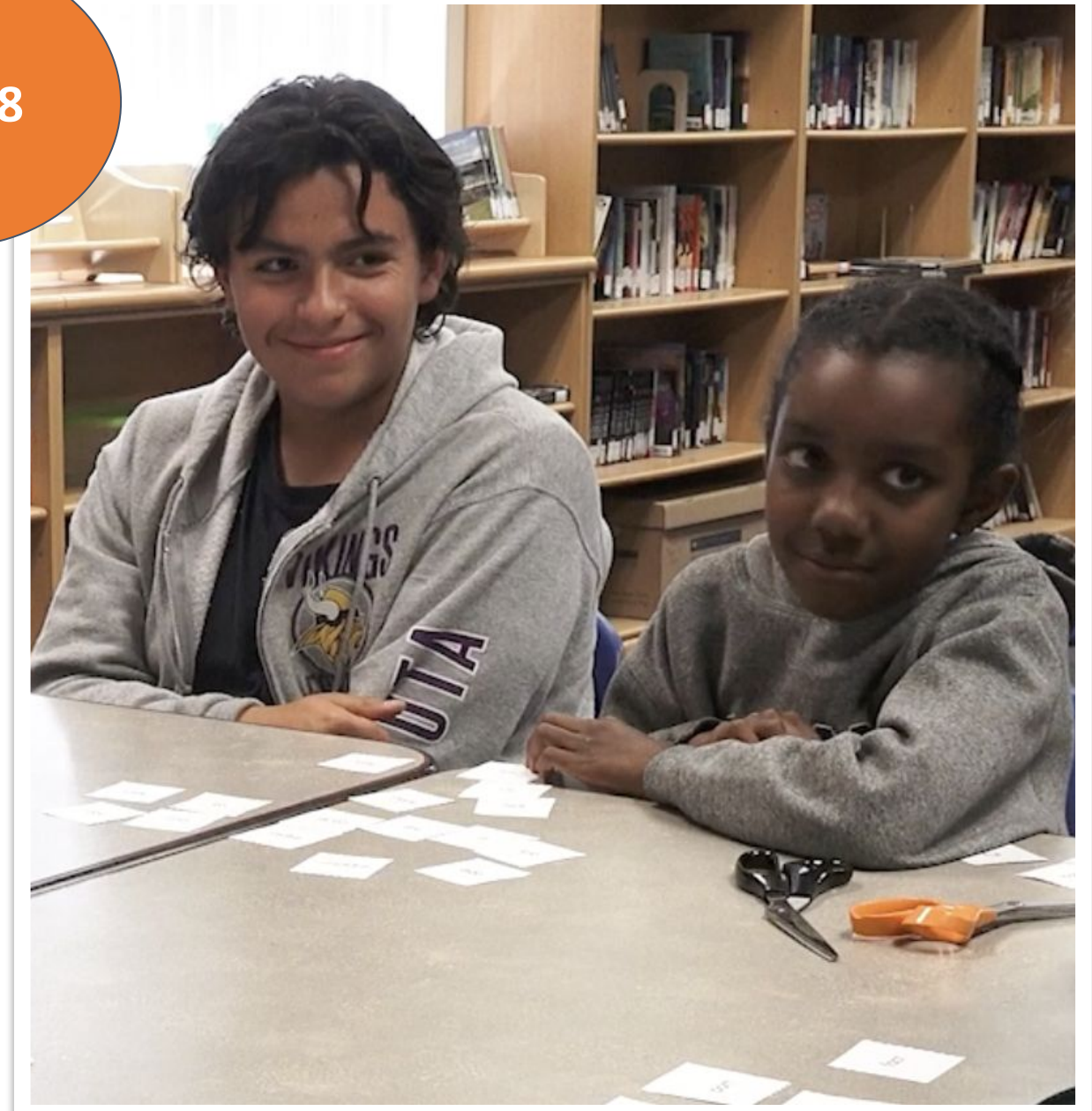
Retrieval Practice

Spaced or Distributed Practice

Cumulative Practice

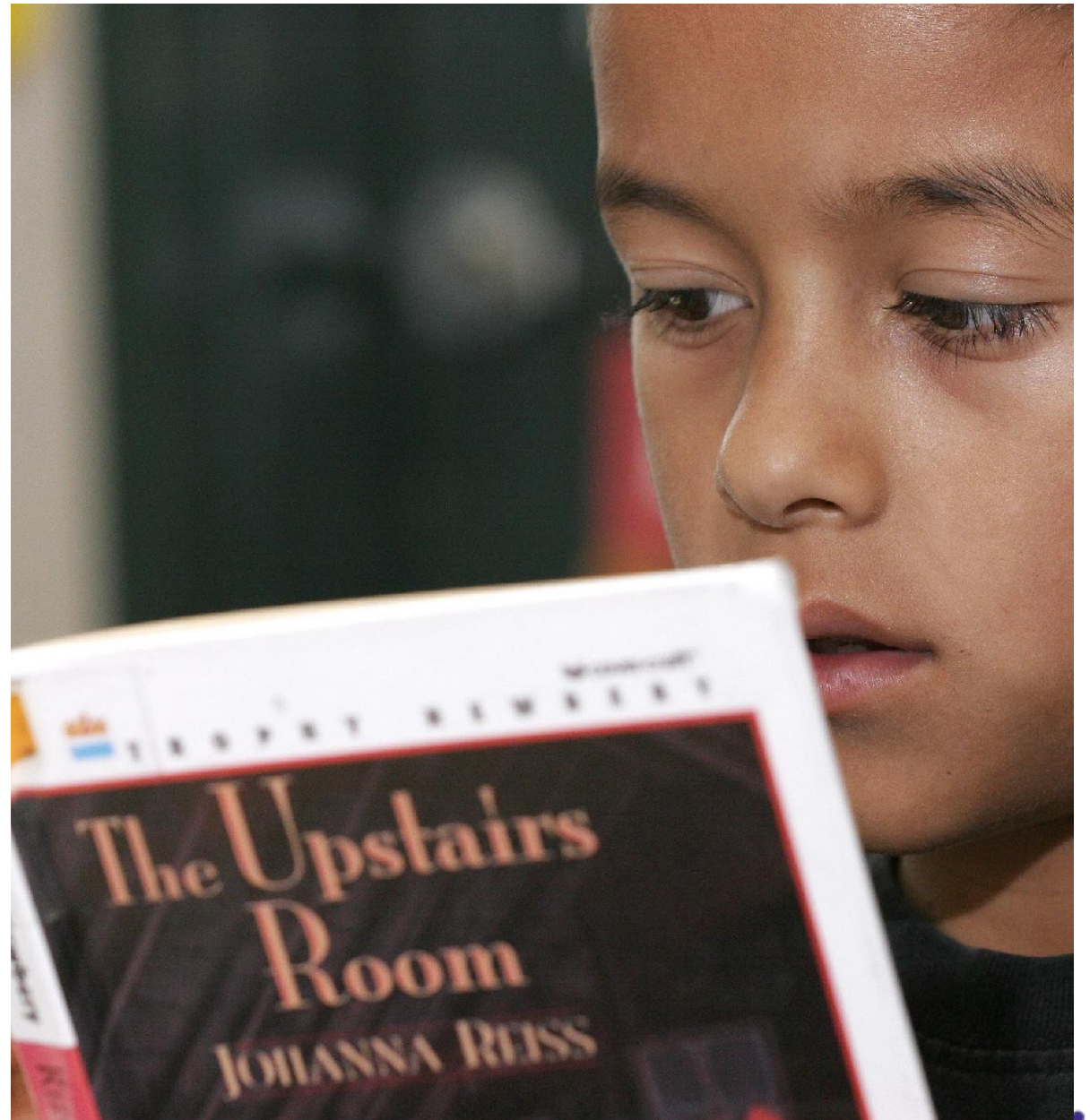
Interleaved Practice

Page 8



Text Quality and Accessibility

- High-quality, accessible texts
- Honoring students' interests
- Knowledge building



Respectful Text



Sharks



Sharks are fish that live way down in the cold. Most fish have thin skin, but sharks have thick skin.

No other fish is as long as the big sharks. Some sharks are as big as a bus! But what would you say if I told you that some sharks are so small that they can fit in your hand?



Most fish have fins that help them swim. The big fin on the back of a shark helps it swim fast. Some sharks dash down by old ships for food. Many fish can swim fast, but not as fast as a shark.

Some sharks have many teeth. When a shark gets a small fish, it will crush the fish with its teeth.

Some people wish to have small fish as pets. But most would not wish for a big shark.





Step 4: Monitor & Adjust



Data-Informed Instruction

Mastery Tests within each level are given at regular intervals to ensure that all students:

- Have mastered the skills taught.
- Receive additional instruction and support if they haven't.
- Progress at an accelerated pace to close reading gaps effectively.

SIPPS® Beginning Level

Student: _____

Beginning Level Mastery Tests

Teacher's Cumulative Record

Have the student read from the student card for each test as you record their responses. Place a blank piece of paper or an index card under each row to help the student follow the row. If the student is taking the mastery test for a second time, mark their answers with a different color pencil. Write the total correct in the blank at the right. Circle scores that fall below the criterion given for each section

Word correct: write a check mark (✓)

Word incorrect: write exactly what the student said

No answer given: write NR (no response)

Mastery Test 1 (follows Lesson 10)

Date: _____

LETTER SOUNDS

"Tell me the sound of each letter."

m _____ s _____ n _____ t _____

Number right: ____/4 Pass (4 right) or Not Pass

HIGH-FREQUENCY WORDS (2-second limit per word)

"Read these high-frequency words."

the _____ can _____ me _____ and _____ see _____

I _____ you _____

Number right: ____/7 Pass (6-7 right) or Not Pass

Mastery Test 2 (follows Lesson 20)

Date: _____

LETTER SOUNDS

"Tell me the sound of each letter."

ï _____ r _____ ä _____

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“

Competence precedes confidence.

— Zaretta Hammond



“

Confidence precedes motivation.

— Zaretta Hammond





New



Knew



You



Let's Continue the Conversation

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Collaborative Literacy

Being a Reader™

Being a Writer™

SIPPS®

Pinecone Path™

