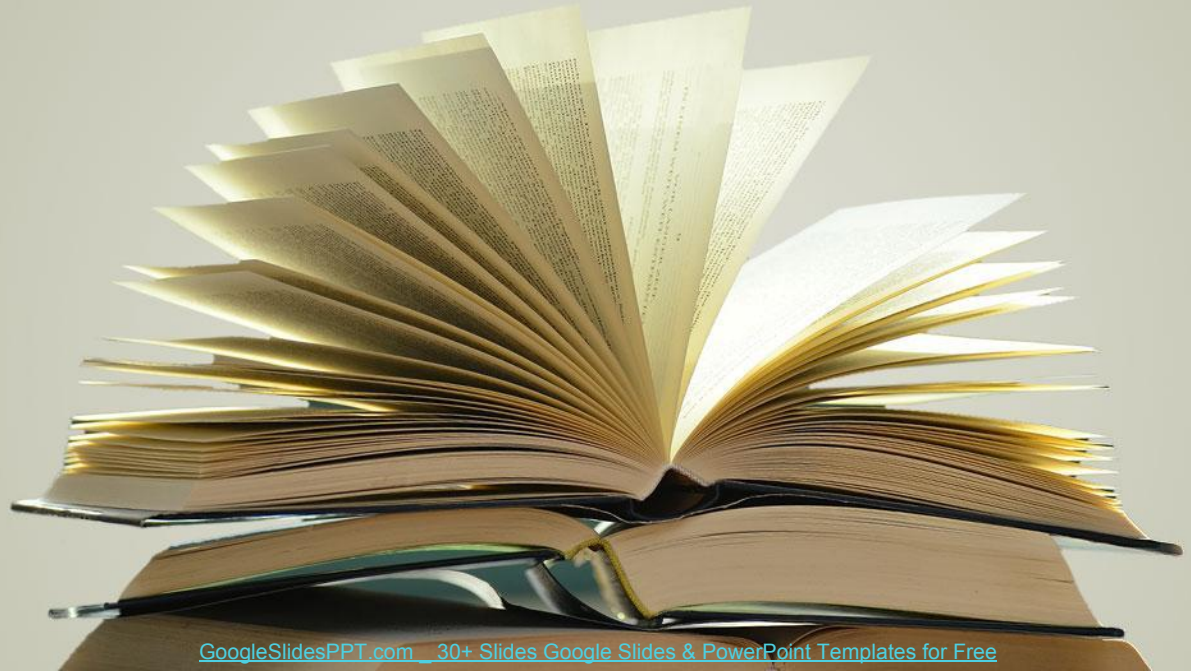
Readily Reading: Propelling Essentials that are More than Just Back to the Basics

Cook County Schools Intervention Team



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PROPEL

Mnemonic device to help you remember...

PROPEL

Readily Reading: Propelling Essentials that are More than Just Back to the Basics

The goal is to propel students forward by reaching back...

P — Phonological Awareness

R — Reading Comprehension Strategy

O — Oral

P — Phonemic Awareness

E — "E"nscription (Writing)

L — Language/Vocabulary Fluency

Remember:

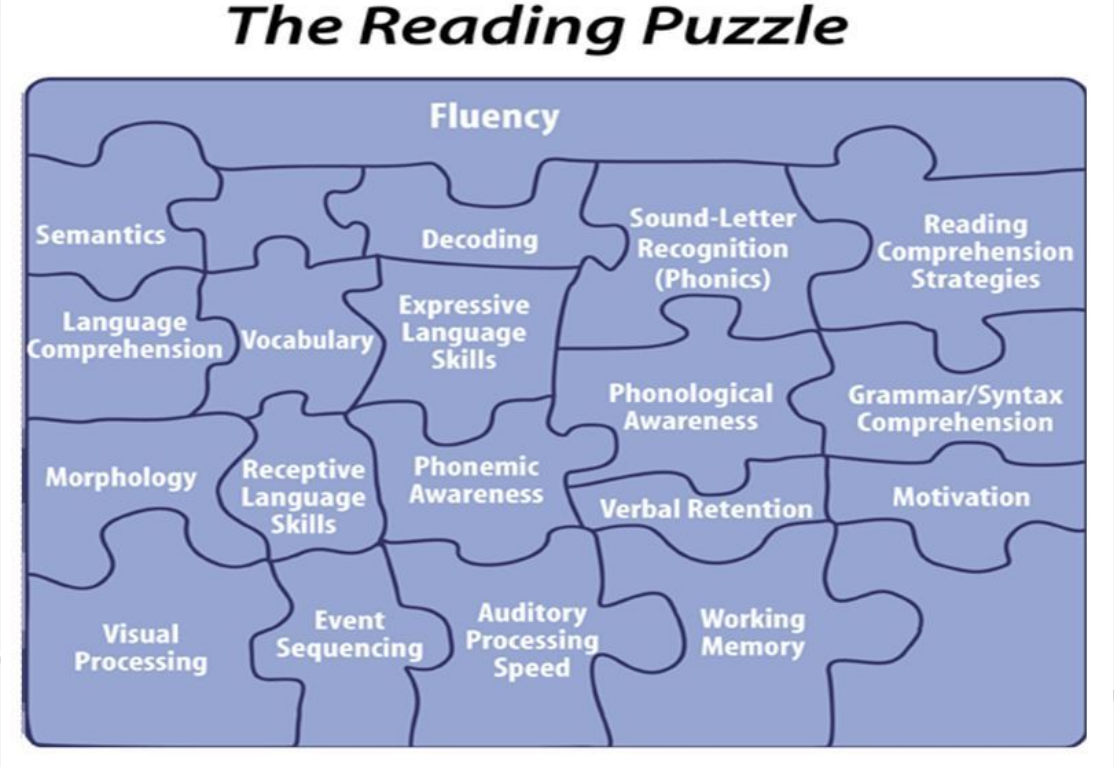
PROPELLing

Taking “one step forward and two steps back” is not negative in the MTSS process because, like a slingshot, we propel students by reaching back to the essentials in order to move them forward with confidence and permanence.

Phonemic/ Phonological Awareness → **Vocabulary** → **Fluency** → **Comprehension** → **Writing**

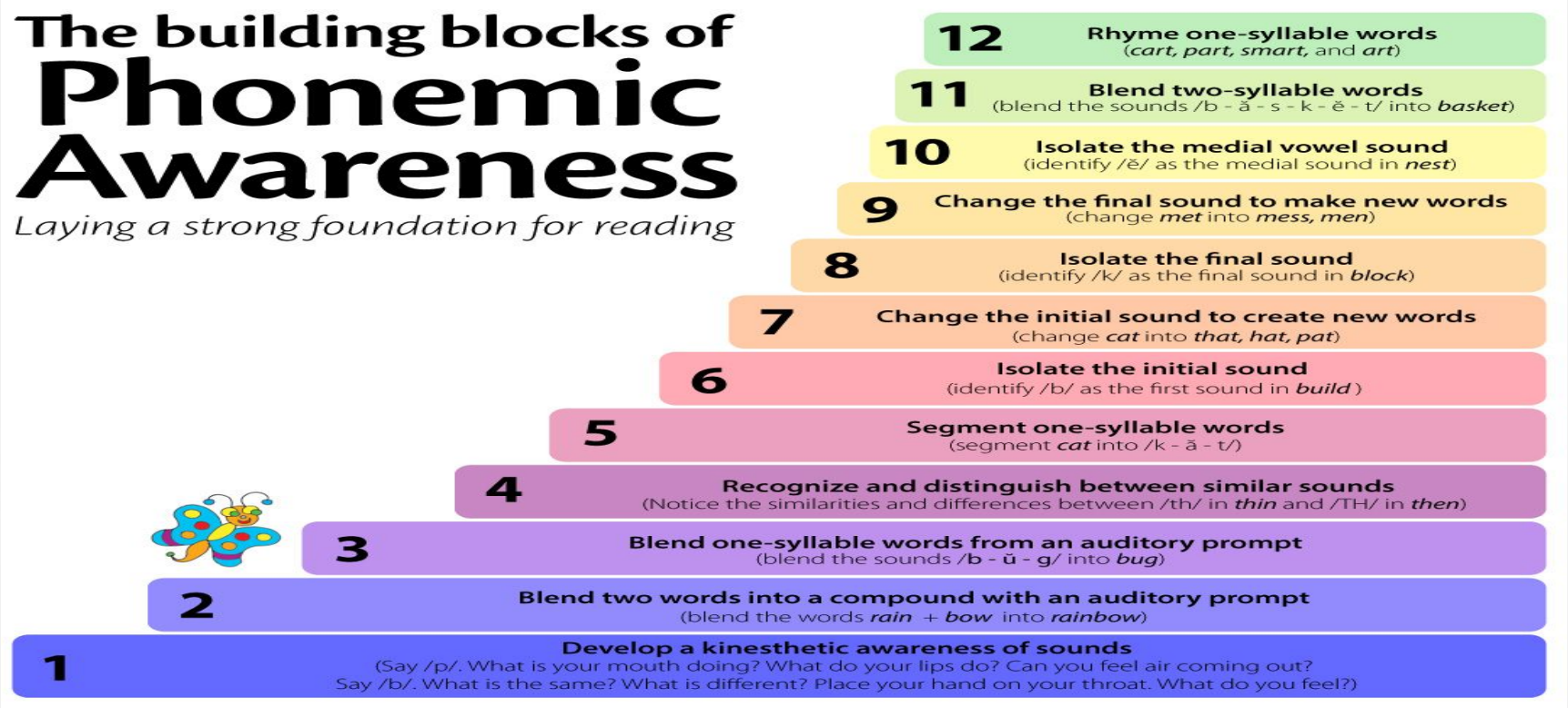
Putting together the reading puzzle

One piece at a time...



Phonological Awareness

The general appreciation of how language can be divided into its components. Phonemic awareness is a sub skill of the broad category of phonological awareness.



Phonemic Awareness

You can do it

in the dark!

Quick Phonemic Awareness Assessment

These are some ways to assess a students phonemic awareness

Phonemic Awareness

Phonemic awareness is a subset of phonological awareness in which listeners are able to hear, identify and manipulate phonemes, the smallest units of sound that can differentiate meaning. Separating the spoken word "cat" into three distinct phonemes, /k/, /æ/, and /t/, requires phonemic awareness.

Ages 3-4

*** Familiarize Children with Nursery Rhymes**
***Segment Sentences**
***Produce Nursery Rhymes**

Age 5

*Recognize Phonemic changes
*count Syllables

Ages 5 1/2

*Recall a series of phonemes
*Blend onset and rime
*Produce rhymes
*Isolate initial sounds

Age 6

.* Blend 2-3 phonemes
* Segment phonemes in words
*Substitute phonemes

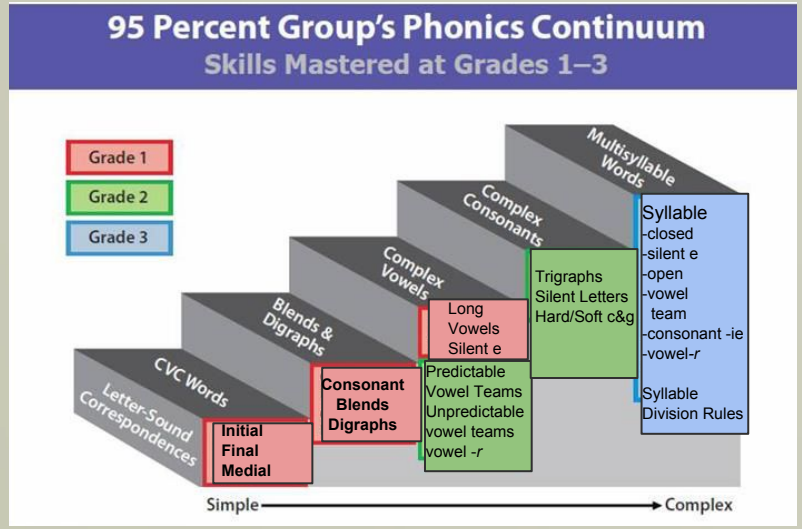
Ages 7-9

Sound Deletion
*7(Initial and Final)
*8 (Initial with Blends)
*9 (Medial and final)

Building Blocks of Phonics

These strategies are used to identify students requiring intervention:

- ❑ Letter Recognition
- ❑ Sound Recognition
- ❑ Blends
- ❑ CVC/CVCC
- ❑ Long Vowels
- ❑ R-Control
- ❑ Digraphs
- ❑ Syllabication



Lexile BR

BR= Beginning Reader: This is a code given to a reader who scores below 0 on the Lexile rating scale.

- If a number is followed after the BR that indicates how far below the reader is. For example a BR150 means the student is 150 units below.
- The higher the number after the BR the less complex the book is

Strategies to improve BR Levels

- Decodable Books
- Strong emphasis on phonics/ phonemic awareness
- Repeated Reading
- High Interest Books

Lexile Based Differentiation

Lexile: An educational tool that links text and readers under a common metric.

Grade Band	"Stretch" Lexile Band
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L
9-10	1050L-1335L
11-CCR	1185L-1385L

Richard Woods,
l Superintendent
Georgia's Future"
gadoe.org

These "stretch" Lexile bands are the basis for determining at what text complexity level students should be reading—and at which grades—to make sure they are ultimately prepared for the reading demands of college and careers.

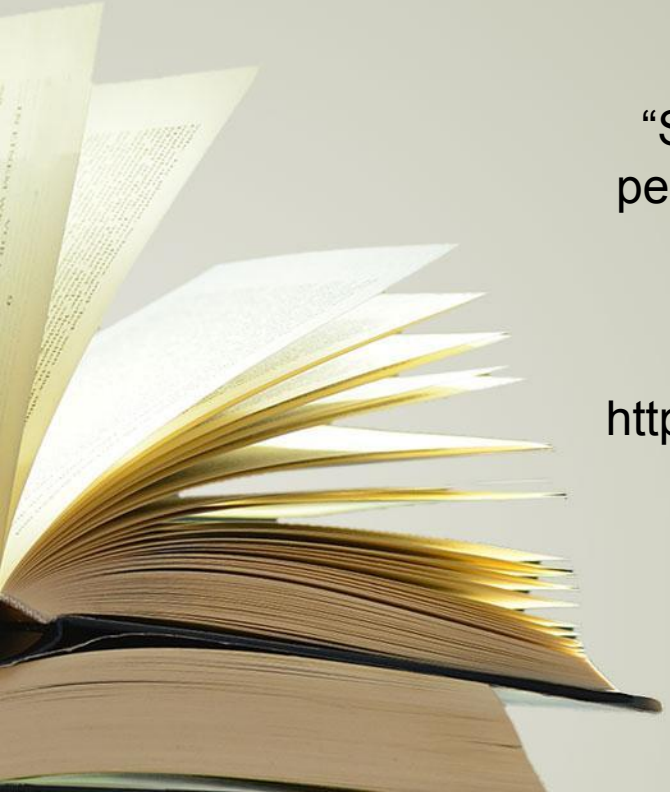
“A big challenge is not mistaking a Lexile measure for a grade-level equivalent. It’s natural for a teacher to want to say a student is reading at such-and-such a grade level, but that’s not accurate.”

“What makes the Lexile Framework unique, and what has led to its widespread adoption, is that it measures both reading ability and text difficulty on the same developmental scale.”

According to Dr. Mark Shinn, at the secondary level it is not always as important to ensure a student’s Lexile is at grade level as it is to ensure their Lexile allows them to function in society (For example, according to MetaMetrics, a newspaper is at 660L)

Fluency

The ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately.



“Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.”

http://www.readingrockets.org/article/fluency-norms-chart-2017-update

COMPILED ORF NORMS

Hasbrouck & Tindal (2017)

From Hasbrouck, J. & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching, University of Oregon.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		97	116
	75		59	91
	50		29	60
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	50	84	100
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	50	83	97	112
	25	59	79	91
	10	40	62	63

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	50	121	133	146
	25	87	109	119
	10	64	84	102
6	90	185	195	204
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91

*WCPM = Words Correct Per Minute

ORF Strategies

- Audio Assisted Reading
- Choral Reading
- Paired/Partner Reading
- Shared Reading
- Timed/Repeated Reading
- Reader’s Theater
  - Interactive Activity

Vocabulary

Language

Kinesthetics

Vocabulary

Giving Students Access to Language, Fluency, and Comprehension

A growing number of language teachers have come to believe that increasing vocabulary is the key to achieving fluency.

The larger your vocabulary, the easier it becomes to learn new words.

Increasing your vocabulary lets you focus on more challenging aspects of language.

A large vocabulary lets you study in different, more interesting ways.

Without Vocabulary Nothing can be Conveyed

Vocabulary represents the meaning-bearing units of language

Vocabulary in Language

A deficit in language is an impairment in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal and graphic symbol systems.

Comprehension in Vocabulary

Learning new words is one of the most difficult parts of studying a new language, especially for beginner and intermediate students.

Kinesthetic Vocabulary Learning Strategy:

- Can be done individually, in pairs, or in small groups
- Each student/pair/group is given a vocabulary word they have struggled to understand and remember
- Students must brainstorm how the word moves and looks if it is being done by someone or something
- Students must move their bodies in a way to remember the word and show that movement to the class
- Classmates must mimic the movement and discuss ways to improve it
- Class must agree on movement
- Movement will be used anytime the word is used by anyone in class

Fluency in Vocabulary

When you no longer need to concentrate on remembering the meaning and spelling of words, you can devote more brainpower to other things that will help you achieve fluency.

It's important to learn not only individual words but also word combinations and phrases – ways individual words are used most commonly with other words, often referred to as "collocations".

Activities for practicing collocations

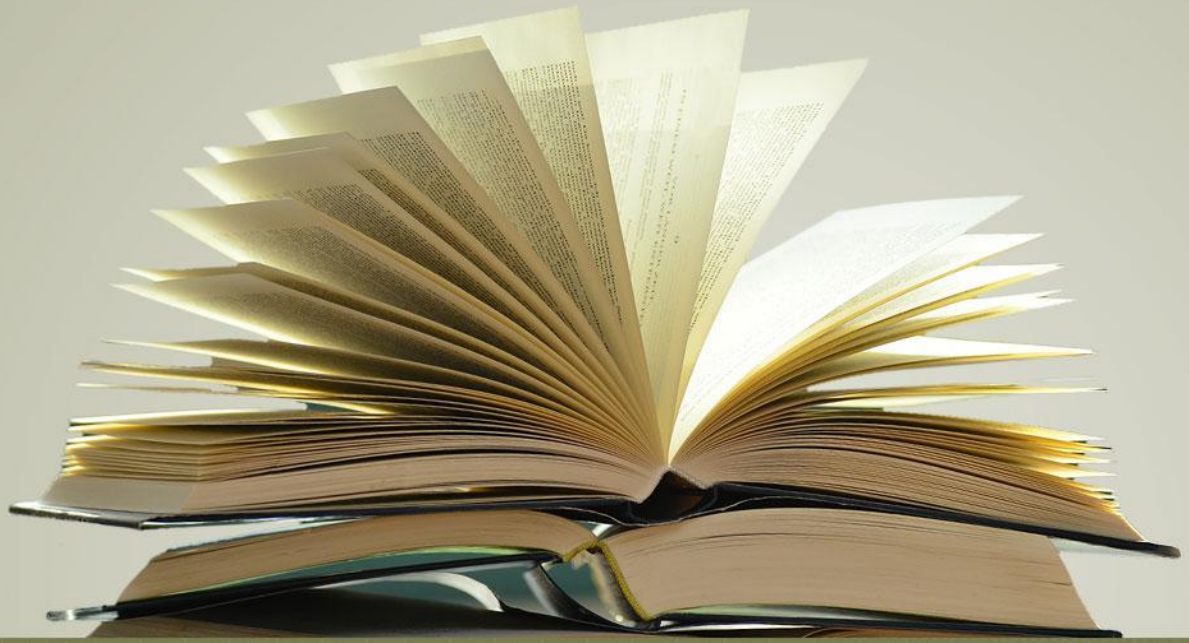
One way to learn collocations is to recognize the patterns within sentences. For example, read the sentences below and try to identify the words that might be the best fit in that sentence. The blanks represent one part of a collocation. Some of these collocations are more fixed than others, so in some cases, there might be several words that could be used in the blanks.

Example: He only sees his sister once in a _____.

Almost every native speaker in the U.S. would almost immediately write either "while" or "blue moon" in the blank. The phrases "once in a while" and "once in a blue moon" are collocations, learned as chunks of language.

Now try the following sentences:

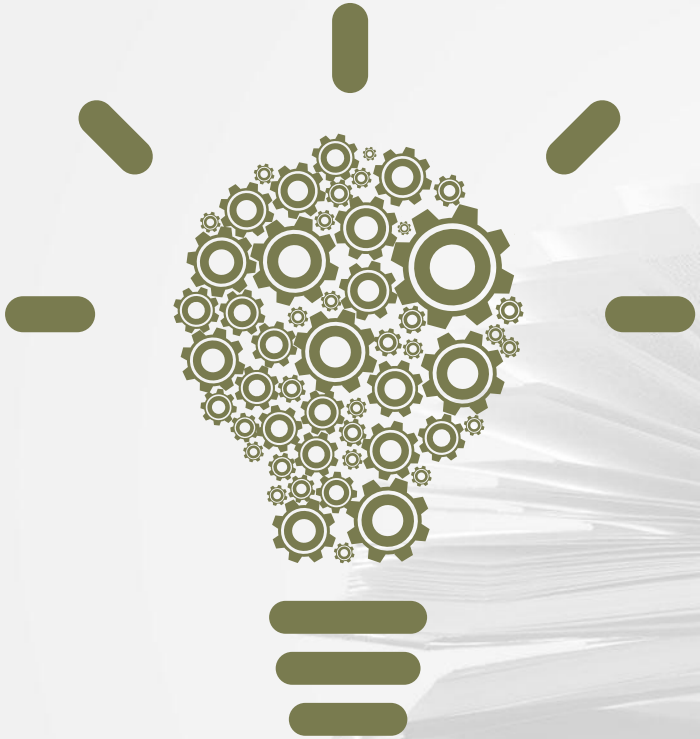
She was excused for being late due to extenuating _____.
"Can you give me directions to the the freeway from here?"
"Yes, 45th Street is the next left. If you follow 45th for about a mile, you can _____ the freeway there."
I need help. can you give me a _____ with this?
He volunteers so he can _____ a difference in the lives of others.



Reading Comprehension

COMPREHENSION STRATEGIES

Strategies for understanding what a student is reading.



01 ACTIVATE
How can I connect to the reading?

02 QUESTION
How can I ask specific questions?

03 PREDICT
What will happen next?

04 VISUALIZE
How can I “see” what is written?

05 CLARIFY
How can I use my context clues?

06 INFER
How can I read between the lines?

07 SUMMARIZE
What is the most important?

Why Do We Use Strategies?

Reading Comprehension Strategies will help you...

→ Depth of Understanding

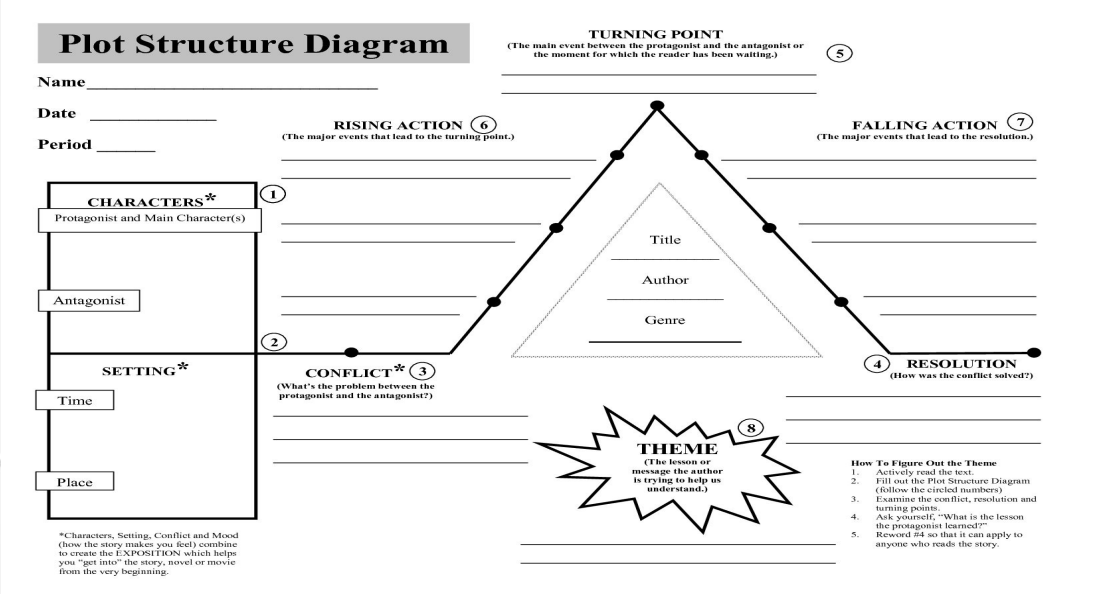
→ Greater Appreciate

When students have a deeper understanding of what they are reading, then they will develop a greater appreciation for reading as a whole.

Determining Importance

Understanding **PLOT STRUCTURE** before giving explicit instruction in reading strategy.

Students should look for main ideas and the MOST important details in a text. By focusing on events that lead to the solution as well as when a character changes, students will have a better understanding of the most important part(s) of a text.



Activate

Making connections to give students greater appreciation for what they are reading and increase “buy in.”

Students should think about the BIG idea(s) presented in a text, and they should connect to those in three ways:

- ❑ Text to Self
- ❑ Text to World
- ❑ Text to Text

Predict

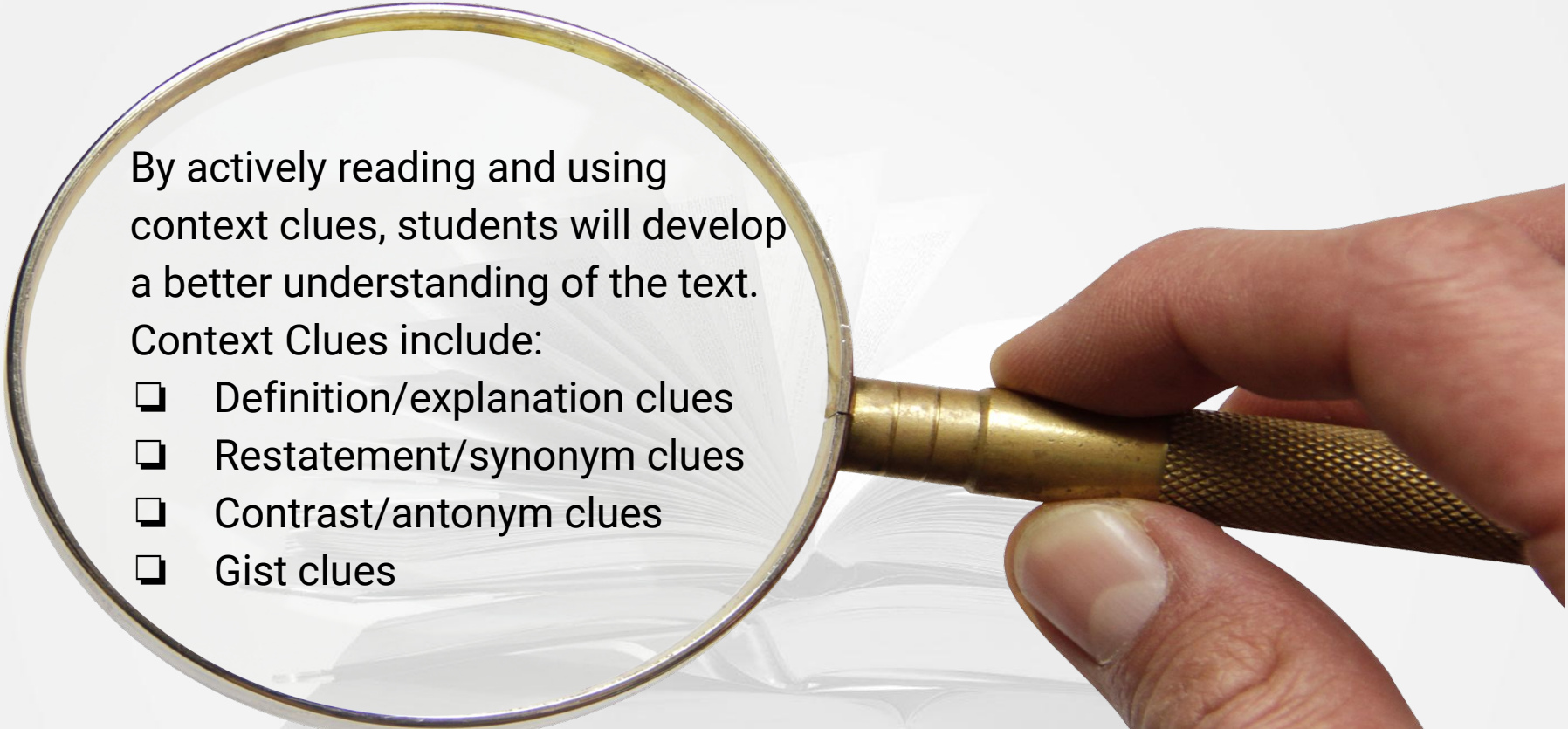
Using current understanding of events to understand what might happen next, and citing current textual evidence

Students need to remember that good readers are ALWAYS thinking and wondering. By predicting, students are constantly wondering “what will happen next.”

- ❑ What will happen?
- ❑ What textual evidence makes you think that?
- ❑ What actually happened?

Clarify

Using context clues and annotation/active reading strategies to make confusing text clearer.



By actively reading and using context clues, students will develop a better understanding of the text.

Context Clues include:

- ❑ Definition/explanation clues
- ❑ Restatement/synonym clues
- ❑ Contrast/antonym clues
- ❑ Gist clues

Question

Using specific strategies to decide how to form a question that gives you the exact information needed.

Students should be aware of the difference between “thin” and “thick” questions. There is a process for forming the right questions, and knowing how to ask the right questions makes all the difference in student learning. Here is the question asking process:

- ❑ Focus
- ❑ Produce
- ❑ Improve (open- and closed-ended questions)
- ❑ Prioritize
- ❑ Reflect

Visualize

Using imagery clues to draw a picture of what is happening

Creating a Visual:

Students use their five senses (sound, sight, touch, smell, taste) to create a mind picture of what is going on in the text. By visualizing what is happening in the text, students are more likely to notice and remember details.

Infer

Using all of your annotations to “read the between the lines” and decide what is happening that is not written.

Students use their background knowledge and context clues to make an inference (something they know that the author does not come right out and tell them). Encouraging students to think about “why” a character did or said something, and “why” an author may have written the text creates an environment where students are naturally making inferences.

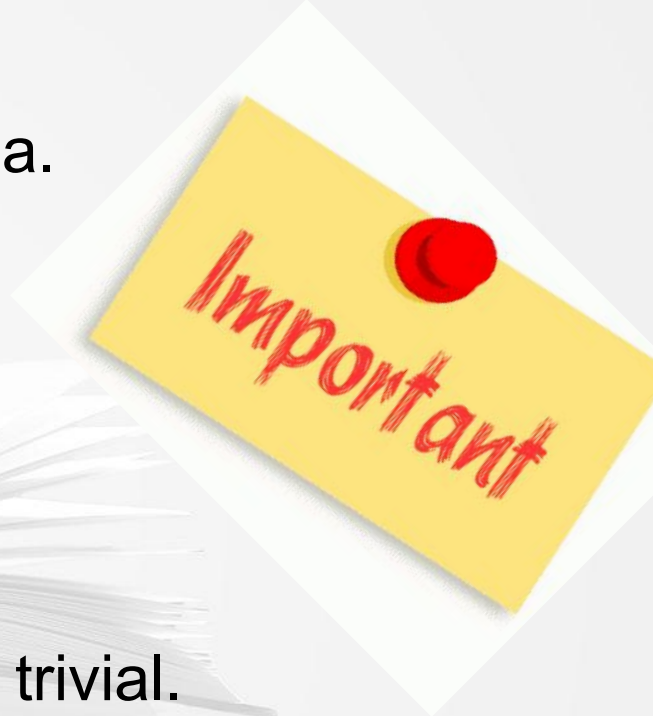
Example *Baby Shoes* by Ernest Hemmingway:
For sale. Baby shoes. Never worn.

Summarize

Discerning the most important information, events, and characters, and including that information in a shorter version of the text.

Steps to synthesizing a text:

- ❑ State the author's most important idea.
- ❑ Use your own words.
- ❑ Go over each point the author uses.
- ❑ Pay attention to detail.
- ❑ Present your ideas in order.
- ❑ Discard information from the reading assignment that seems redundant or trivial.



Writing

"A child's writing development parallels their development as a reader."

Writing skills are closely tied to reading skills, and the student's progress is cyclical. When students read well-written content and practice writing on a regular basis, their abilities improve. Lexile measures help teachers provide personalized reading materials and writing activities to accelerate student growth in language arts.

Relevance

- Making connections with your interventionists/classroom teachers
- Materials/strategies to share with teachers and parents
- Using our skill sets, training, and knowledge to educate others on student learning in the area of reading development
- Basing screener tools off of information researched and shared
- Remembering and using the information during classroom and student observations in order to assist in the MTSS process, referrals, and eligibility process

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P — Phonological Awareness

R — Reading Comprehension Strategy

O — Oral

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E — "E"nscription (Writing)

L — Language/Vocabulary Fluency

Remember:

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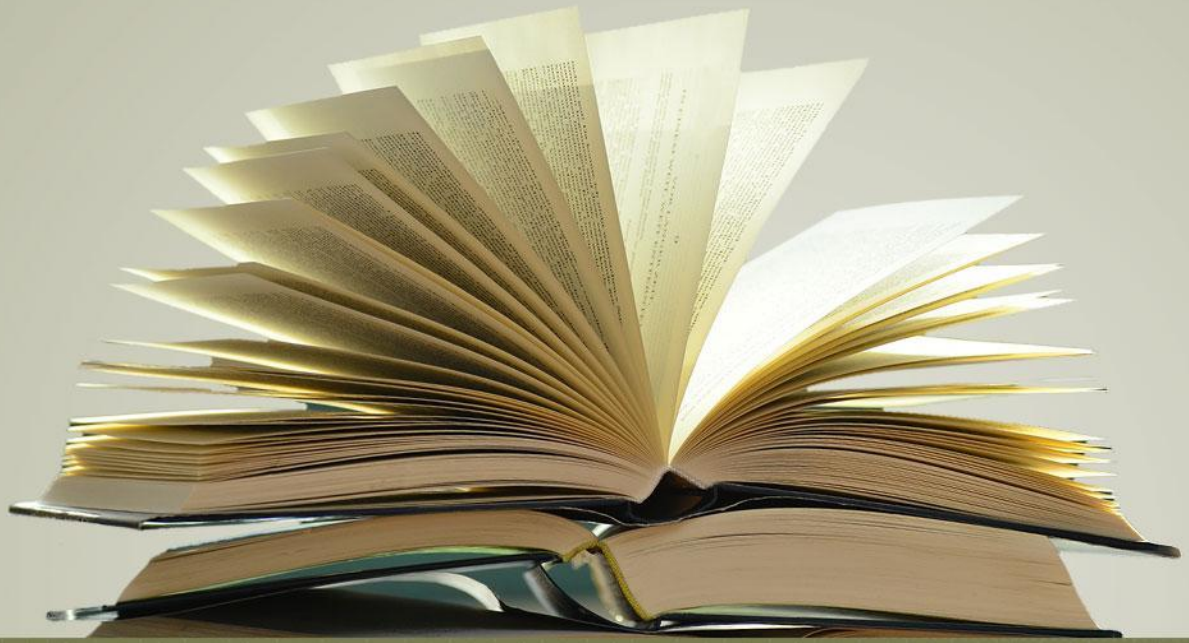

Thank you

Don’t forget to PROPEL your students...