



How do we build a successful future for students struggling with reading in Grades 3 through 5?

Best Practices in Interventions - Assessment and Instruction

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Google Folder of
Materials
Supporting this
Presentation

https://drive.google.com/drive/folders/1oP2Mnz_got1l2eMXkxMgju_YmXwN5tGv?usp=sharing

What do we need to consider when thinking about interventions for students struggling in reading in Grades 3 through 5, and beyond?

- What do we need to understand about literacy instruction as we begin to think about supporting students struggling in reading?
- How will we know what skills the student has mastered and those that are challenged?
- How will we address the skills that we learn are challenging for the student?
- How will we progress monitor the intervention's effectiveness for addressing the student's learning?

What is the Science of Reading? What is *scientifically based reading research*?

[The Science of Reading: The Basics | National Center on Improving Literacy](#)

A Collection of Research

Research, over time, from multiple fields of study using methods that confirm and disconfirm theories on how children best learn to read.



Teaching Based on the 5 Big Ideas

Phonemic Awareness - The ability to identify and play with individual sounds in spoken words.

Phonics - Reading instruction on understanding how letters and groups of letters link to sounds to form letter-sound relationships and spelling patterns.

Fluency - The ability to read words, phrases, sentences, and stories correctly, with enough speed, and expression.

Vocabulary - Knowing what words mean and how to say and use them correctly.

Comprehension - The ability to understand what you are reading.

Ever Evolving

There is new research and evidence all the time. As populations, communities, and approaches evolve, so should practice.



[Science of Reading: Defining Guide \(thereadingleague.org\)](http://thereadingleague.org)

The Simple View of Reading

The Simple View of Reading



0	X	1	=	0
1	X	0	=	0
0.5	X	1	=	0.5
0.5	X	0.5	=	0.25
1	X	1	=	1

(Gough & Tunmer, 1986; Hoover & Gough, 1990)

The simple view of reading applies to poor readers with IDEA disabilities and poor readers not considered [to have a learning disability]. Thus, when asked the question, "Why is this child struggling in reading?" We would no longer answer, "...because the child has an intellectual disability [or other disability]."

(Kilpatrick, 2015, p. 77)

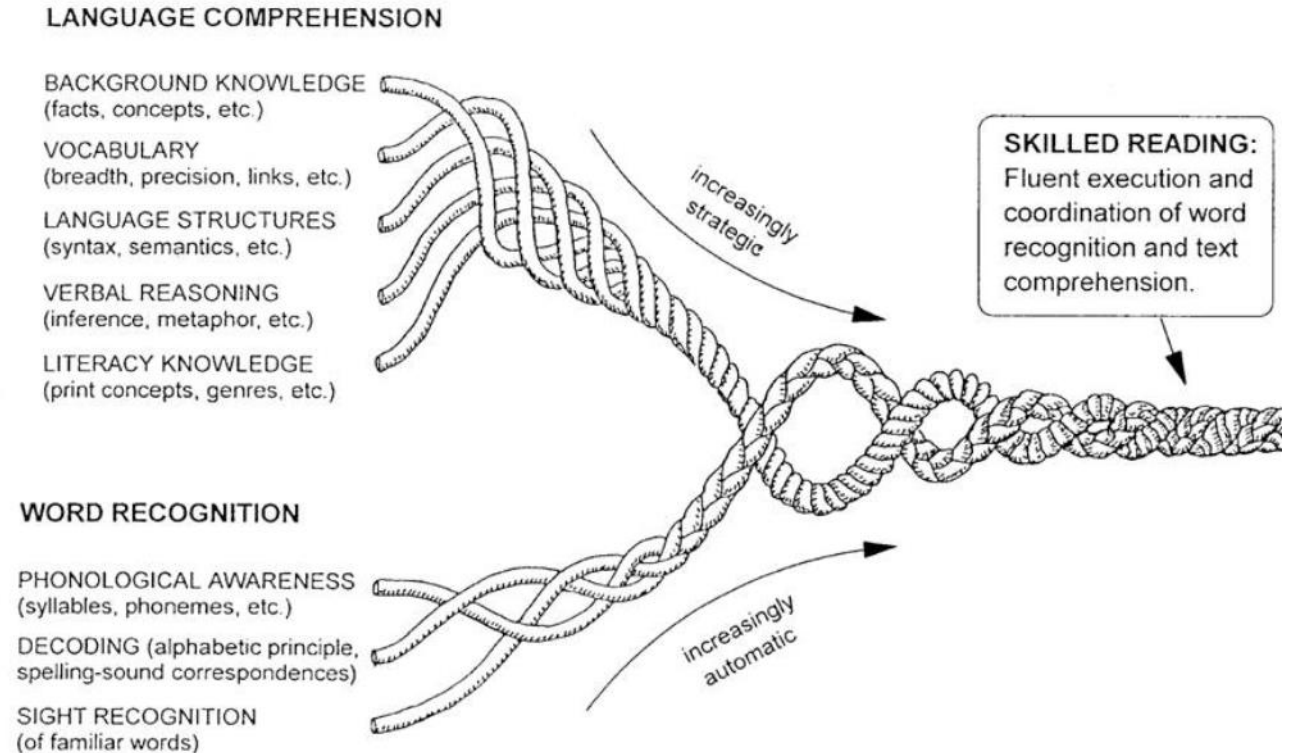
Scarborough's Reading Rope Metaphor – an articulation of the Simple View of Reading

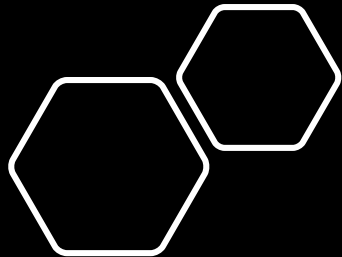
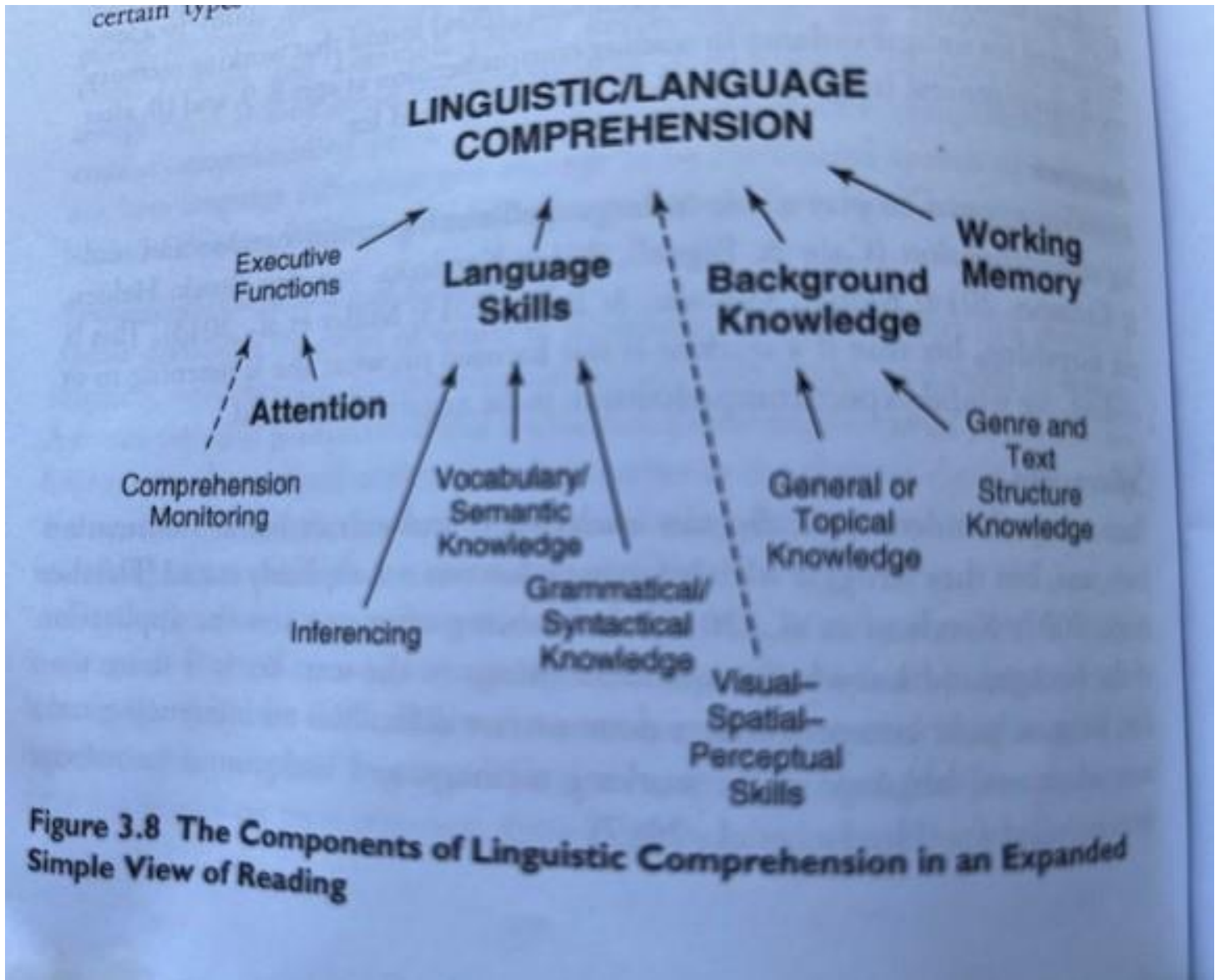
[Q&A with Hollis Scarborough – YouTube](#) (begin explanation at 12:45 minutes)

[Scarborough's Reading Rope: A Groundbreaking Infographic - International Dyslexia Association \(dyslexiaida.org\)](#)

[Matrix](#) to begin to thinking about assessing the skills of the student through the lens of SRR.

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING





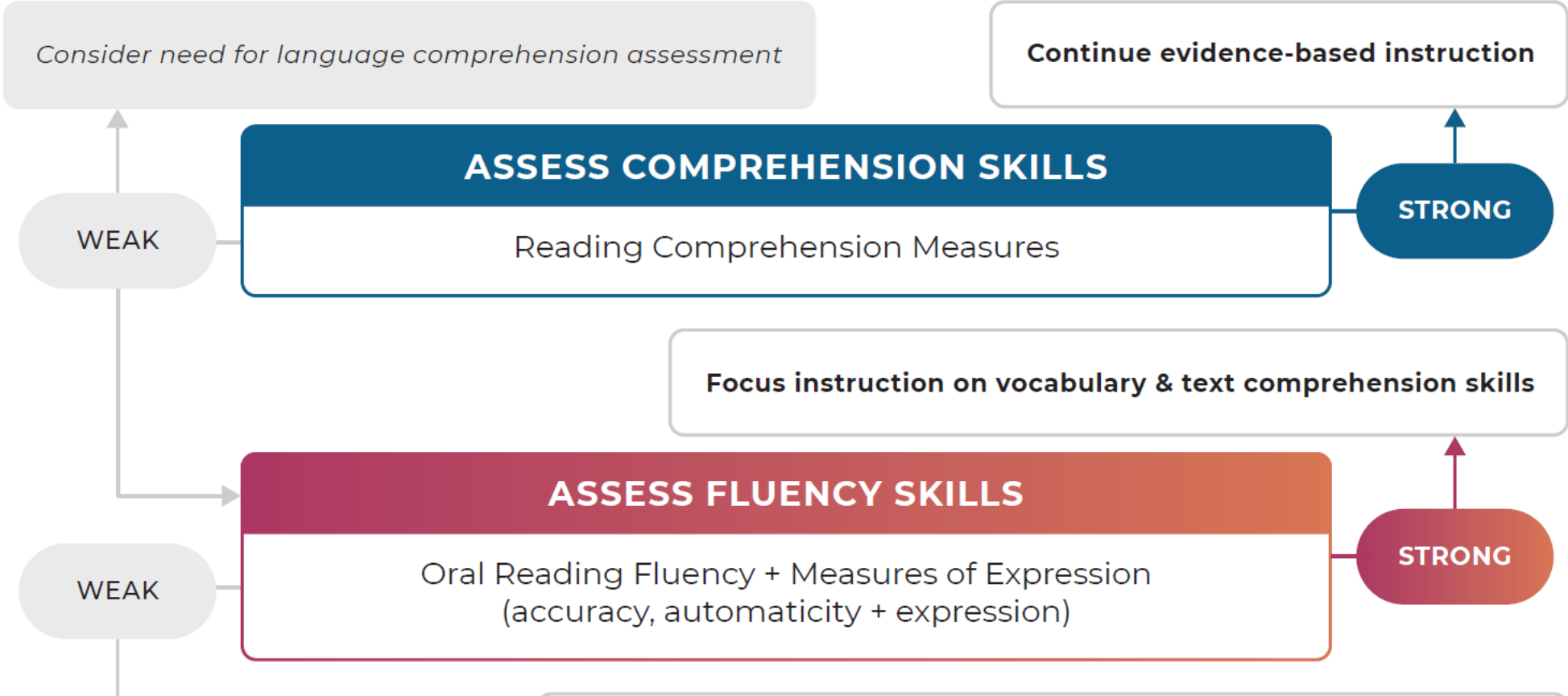
View the similarities between the views from Drs. Kilpatrick and Scarborough.

(Kilpatrick, 2015, p. 76)

Given these considerations, teachers might want to administer more than one reading comprehension assessment before being able to confidently make recommendations based on a child's reading ability.

(Oakhill, Cain, & Elbro, 2015, p, 27)

Quick Guide For Reading Assessment



DIBELS 8th Edition

(Dynamic Indicators of Early Literacy Skills)

[DIBELS 8th Edition | DIBELS® \(uoregon.edu\)](https://uoregon.edu/dibels)

Let's examine an avenue for assessing and determining difficulties that students are experiencing in comprehension but will need additional data points as well. ?

Student Detail by Question [Reports](#) and Using Statewide SOL Results to Guide [Instruction](#)

VDOE Progression Charts – [Reading](#) and [Writing](#)

Student Detail by Question

First Name MI Last Name
State Testing Identifier: 1111111111
Grade: 5 Group: Sample Group
School: 0000 - SAMPLE ES
Division: 000 - SAMPLE COUNTY
GR 5 MATHEMATICS FALL 2021

Vertical Scaled Score: 1359

The item descriptor, SOL measured, and level of difficulty for each test question presented to the student during this Gr 5 Mathematics Fall 2021 test are grouped by reporting category and shown below.

H Item difficulty level is high. ✓ Student answered item correctly.
M Item difficulty level is medium. ✗ Student answered item incorrectly
L Item difficulty level is low. or did not provide a response. ‡ Indicates the test item was administered in a section of the test where students were not provided with a calculator.

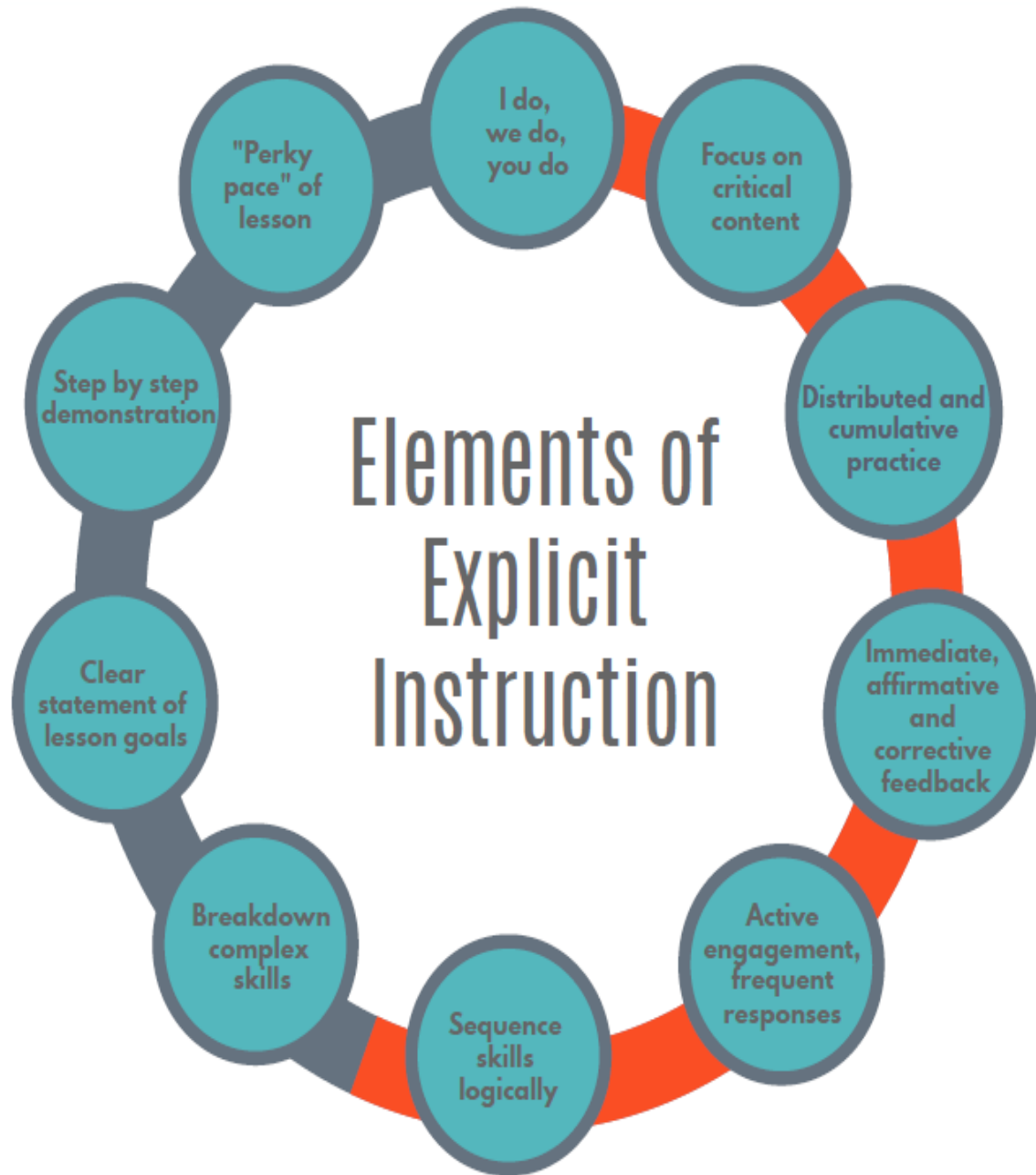
Reporting Category	Item Difficulty	Item Descriptor and SOL Measured
Number and Number Sense	H	‡ Compare fractions or mixed numbers. (4.2A)
	M	✗ Represent fractional/decimal equivalence using models. (4.3D)
	M	✗ Use the place value structure to round whole numbers. (4.1C)
	L	✓ Compare and order whole numbers. (4.1B)
Computation and Estimation	H	‡ Estimate or determine sums, differences, or products of whole numbers. (4.4B)
	M	✗ Estimate and solve problems involving division of whole numbers. (4.4C)
	M	✗ Create and solve practical problems involving addition, subtraction, multiplication, or division of whole numbers. (4.4D)
	M	✗ Find common multiples or common factors of up to three numbers, including the least common multiple or the greatest common factor. (4.5A)
	L	‡ Solve addition or subtraction problems with fractions. (4.5B)
	L	‡ Solve addition or subtraction problems with decimals. (4.6A)
	L	✓ Solve practical problems involving addition and subtraction of fractions. (4.5C)
Measurement and Geometry	H	✗ Estimate or determine the perimeter or area of a given figure. (4.7)
	M	✗ Solve practical problems involving U.S. Customary units. (4.8D)
	M	✓ Determine elapsed time. (4.3)
	L	✓ Describe, compare, and contrast characteristics of plane and/or solid geometric figures. (4.11)
Probability, Statistics, Patterns, Functions, and Algebra	H	✗ Analyze and interpret information presented in a bar graph or line graph. (4.14B)
	M	✗ Demonstrate equality in equations. (4.16)
	M	✗ Demonstrate equality in equations. (4.16)
	L	✓ Determine and represent the outcomes of events using fractional representations from 0 to 1, including representations on a number line. (4.13B)



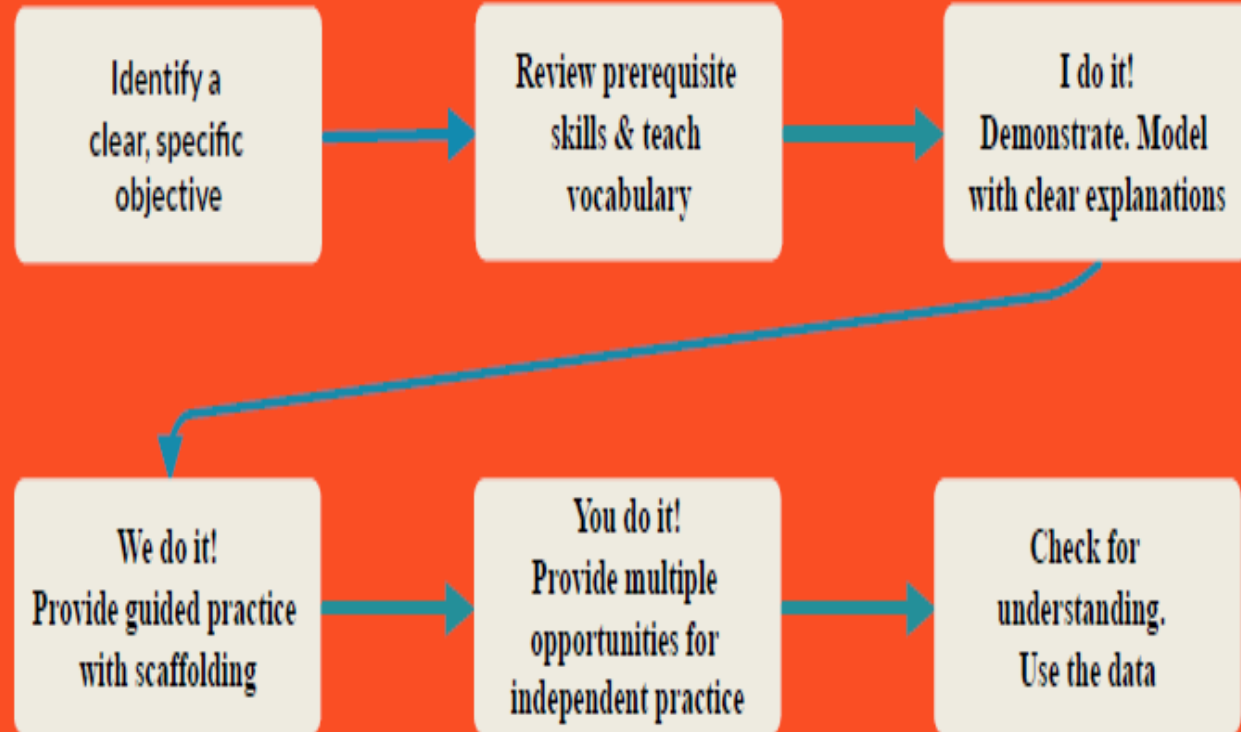
RIDE Rhode Island
Department
of Education

Checklist of Foundational Literacy Skills

This checklist provides one possible sequence for teaching foundational literacy skills from simple to complex and may be used as an individualized student checklist of skills mastered. Instructional materials vary in the order in which these skills are taught, so please align this checklist with the scope and sequence within your High-Quality Curriculum or intervention materials. If your materials do not include an order of skills taught, however, this resource may serve as a scope and sequence. This checklist aligns with the Orton-Gillingham approach as well as guidance from Dr. Louisa Moats (Moats, 2020). Furthermore, this checklist is aligned with RIDE's Curriculum Materials Review: Foundational Reading Skills Tool. Skills should be taught explicitly, systematically, and in a cumulative manner, "As quick as you can, but as slowly as you must," (King, 1996) to ensure automaticity.



Six Steps to an Explicit Instruction Lesson



[VALUE Ex Ins \(virginia.edu\)](http://virginia.edu)

1. Address cognitive processes
2. Explicit, systematic instruction
3. More time on task
4. Group size



Methods to Intensify Instructional Delivery

1. More modeling with clearer and more detailed explanations.
2. More concrete learning opportunities with the use of pictures, graphics, manipulatives, or think-aloud
3. Tasks broken down into smaller steps
4. Instruction broken down into simpler segments
5. Step by step strategies
6. Temporary support gradually reduced over time
7. More opportunities for response, practice, and feedback.

(Vaughn et al., 2012; Vaughn & Fletcher, 2021)

Consolidated Methodologies for Intensifying Instructional Delivery

- Segmenting complex skills into smaller manageable tasks (# 3., 4., and 5.);
- Modeling or thinking-aloud to address the important features of the content (#1. and 2.);
- Promoting successful engagement using faded supports and prompts (#6. and 7.);
- Providing feedback (#7.); and
- Creating purposeful practice opportunities (#7.).

(Vaughn & Fletcher, 2021)

[Resource Library | High-Leverage Practices
\(highleveragepractices.org\)](https://highleveragepractices.org)



Institute of Education Sciences Practice Guides

[WWC | Providing Reading Interventions for Students in Grades 4–9 \(ed.gov\)](#)
and Anita Archer session for Voyager Sopris - [Confirm \(voyagersopris.com\)](#)

Recommendation One – Build students’ decoding skills so they can read complex multisyllabic words.

Recommendation Two – Provide purposeful fluency-building activities to help students read effortlessly

Recommendation Three – Routinely use a set of comprehension-building practices to help students make sense of the text (A – world and word knowledge; B – ask and answer questions; C- routine to determine the gist of a short section of text; D – monitor comprehension as read)

Recommendation Four – Provide students with opportunities to practice making sense of challenging text that expose them to more complex ideas and information

Strategic Instruction Model



The Strategic Instruction Model (SIM™) is a comprehensive approach to adolescent literacy, including an evidence-based set of instructional tools and interventions that empower teachers and enable students to better succeed in school and beyond. Strategic schools and teachers select instructional tools and interventions to meet student needs, and strategic students have options for matching an approach to a task.

“I enjoy the simplicity of implementing. Unlike other professional development that is not immediately applicable, I can immediately begin using the strategy with my students.”

sim.ku.edu



Learning Strategies

Are your students experiencing difficulty mastering skills in literacy and math?

The Learning Strategies are designed to be student focused and to assist with mastery of acquiring, storing, expressing, or demonstrating content-related skills in reading, writing, and mathematics.

Through the use of explicit, systematic instruction paired with mnemonics, the Learning Strategies teach students critical skills for academic success.

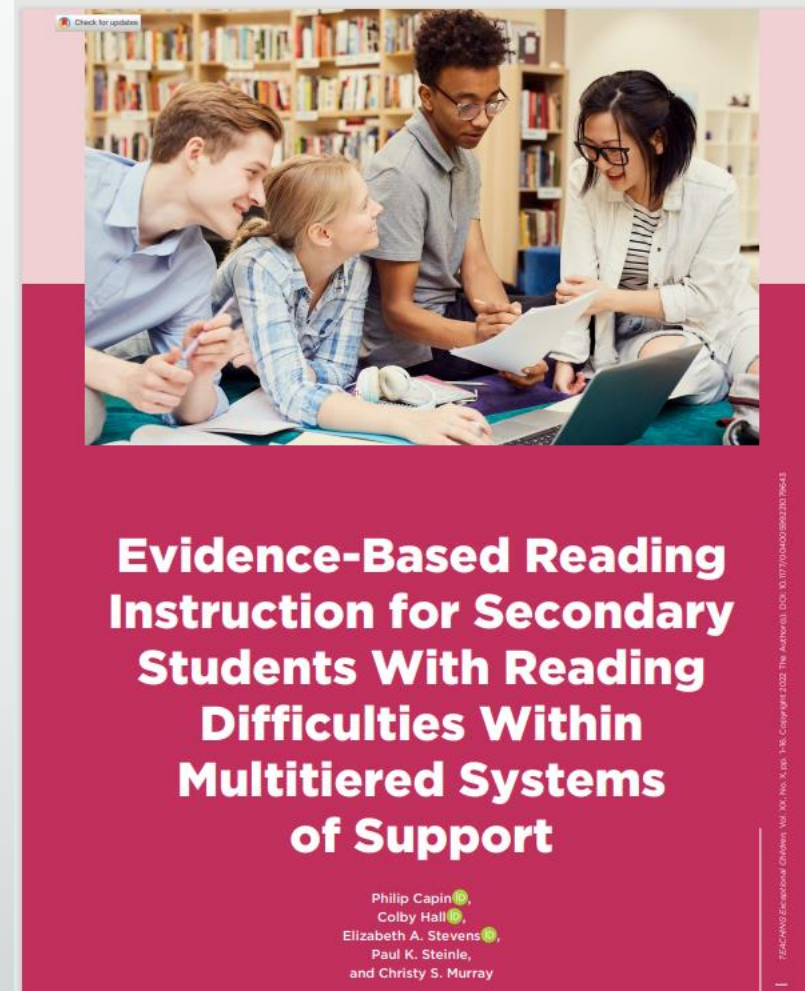


- [SIM Overview Flyer from KU](#)
- [Learning Strategies List and Summaries](#)
- [SIM Frequently Asked Questions](#)
- [SIM TTAC William & Mary](#)
- [SIM University of Kansas](#)

For more information on SIM Learning Strategies contact:
 Mary Stowe mmstowe@wm.edu
 Christine Peterson chpeterson@wm.edu

Evidence-Based Reading Instruction for Secondary Students with Reading Difficulties Within Multitiered Systems of Support

[Evidence-Based Reading Instruction for Secondary Students With Reading Difficulties Within Multitiered Systems of Support \(sagepub.com\)](https://www.sagepub.com)



If students are not reading at grade level, we MUST consider use of audio text to access the general curriculum (requirement of SDI)

[AIM VA](#)



[Critical Decisions](#)



Thank you!

Virginia Department Of Education's presentation on the **Virginia Literacy Act**

<https://www.youtube.com/watch?app=desktop&v=9HnjGmBhyaQ>

The presentation discusses aspects of the 2022 Virginia Literacy Act.

Understanding the Five Areas of Reading

Instruction

from

National Center for Improving Literacy

[Big 5 in Under 5 - YouTube](#)

Podcast with Carrie Coyner and Emily Solari -

<https://podcasts.apple.com/us/podcast/melissa-and-lori-love-literacy/id1463219123?i=1000580403695>

How a Science of Reading Bill Became Law in Virginia!

Within the last section of the podcast, Delegate Coyner and Dr. Solari discuss what is being planned for Grades 4 – 8.