Evidence-based interventions for preventing reading failure

Adrea Truckenmiller, Ph.D., NCSP
Ohio School Psychologists Association spring meeting

Disclaimer

Information and materials mentioned or shown during this presentation are provided as resources and examples for the viewer's convenience. The inclusion of specific interventions or assessments is not intended as an endorsement by the Florida Center for Reading Research.

The presenter has no financial interest in the materials mentioned in the presentation. However, several researchers at FCRR do have a financial interest in Lexia's RAPID assessment, the CTOPP, and the TOSREC.

Post questions

http://padlet.com/adrea_truckenmi/OSPA

Objectives

- Analyze the developmental components of reading from Kindergarten through grade 10
- Identify critical considerations for assessment data and choosing instructional practices at the universal, supplemental, and intensive tiers, including for special populations like English learners
- Match assessment data with evidence-based instruction that are identified by the What Works Clearinghouse and FCRR's student center activities
- Identify the critical practical components of implementing evidence-based instruction

Components of Reading

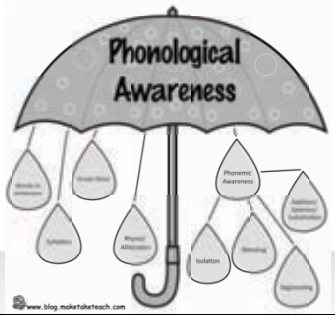
A fresh look at the big 5

The Big 5

Phonological awareness	• Ability to hear, identify, and manipulate the individual sounds in *spoken* language.
Phonics	• Understanding that there is a predictable relationship between the sounds of spoken language and letters in written language.
Fluency	• Ability to read connected text with accuracy, speed, and proper expression
Vocabulary	• Words we must know to communicate effectively (listening, speaking, reading, & writing)
Comprehension	• Mental representation of the text

National Reading Panel, 2000

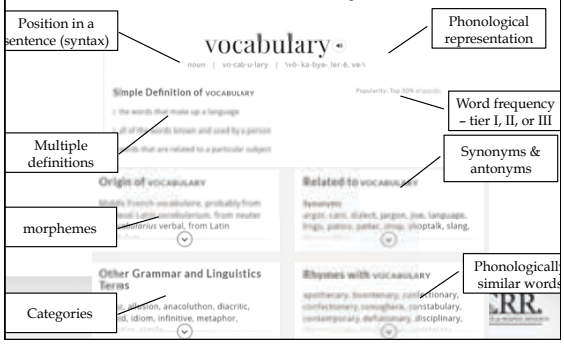
Phonological awareness



Phonics

b bug	d add	f fat	g egg	h hop	j jam	c k click	l lip	m man
n net	p pin	r run	s sit	t top	v five	w why	y yes	z his
a cat	ai maid	e end	ee bee	i it	ie pie	o hop	oa boat	oo look
u lug	oo boot	ou you	oi join	ow now	air chair	ar jar	ir bird	aw paw
ear ear	ur cure	zh azure	ch chip	sh sham	th then	ng ring	ə ticket	

Vocabulary

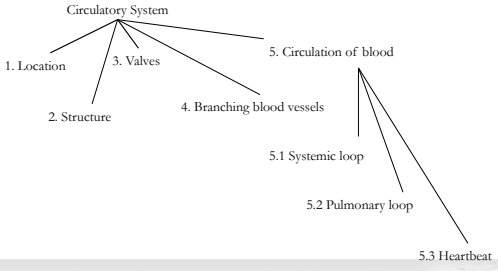


Fluency

tell	first				
black	goes				
much	try				
white	write				
keep	new				
ten	always				

ihoj	vez	ruz	biv	yep	/ 15
ihof	lal	jon	duv	luk	/ 15
sij	yuc	mod	lef	hus	/ 15
mij	vis	kuj	jep	miz	/ 15
wip	pez	fik	vug	az	/ 14

Comprehension: text structure



Kintsch & Rawson, 2005

Quiz

1. How many phonemes are in the word 'through'?
2. What would the word be if you say the word 'enough' and then reverse the order of the sounds?
3. How many morphemes are in the word 'disassemble'?
4. What must every spoken syllable in English have?
   (a)an accent (b) a vowel sound (c) a consonant (d) a letter combination
5. What is the rule for using a 'ck' in spelling?
6. During reading, analysis of word structure would be a useful strategy for understanding which of the following words?
   (a) discriminate (b) inalterable (c) perspective (d) institution
7. Which pair of words most clearly exemplifies the concept of antonyms?
   (a) morning – evening (b) parent – child (c) mean – nice (d) whole – broken
8. Fluency serves as bridge between which two processes?
9. What are the 3 properties of fluent reading?
10. Name two expository text structures.
11. Which of the following is particularly useful for recalling details from a narrative text?
    (a) K-W-L (b) summarizing (c) a story map (d) predicting

Binks-Cantrell, Joshi, & Washburn, 2012
Carlisle, Correnti, Phelps, & Zeng, 2009

What have we learned since 2000? Simple view of reading

Recognizing words in text & sounding them out phonemically

The ability to understand language

The ability to read and obtain meaning from what was read.

Gough & Tunmer, 1986
Wagner et al., 2014

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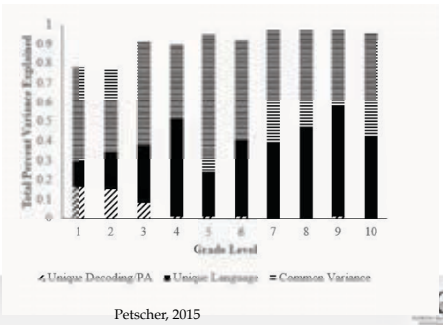
Simple View of Reading



Petscher, 2015

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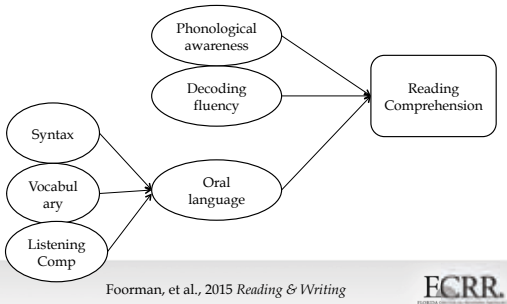
Structure of reading K - 3



Foorman, et al., 2015 *Reading & Writing*

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Assessment for Instruction

"No one test or assessment should be asked to serve all the assessment purposes. We need, at this point, a system made up of articulated components, glued together by their adherence to content standards and serving explicit purposes for assessment."

– National Council for Education Standards and Testing, 1992

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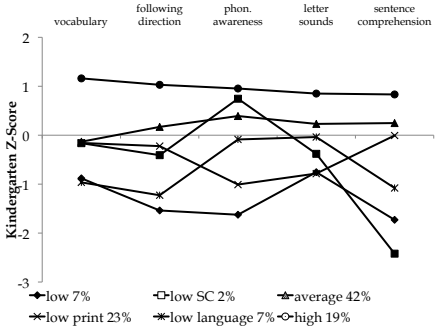

Foorman, Petscher, & Stanley, in review

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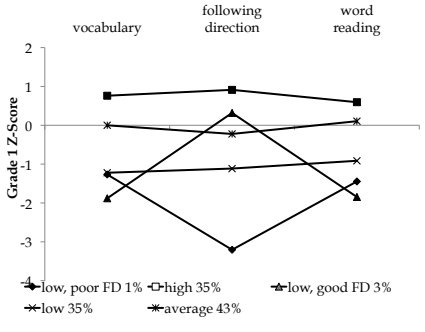

Foorman, Petscher, & Stanley, in review

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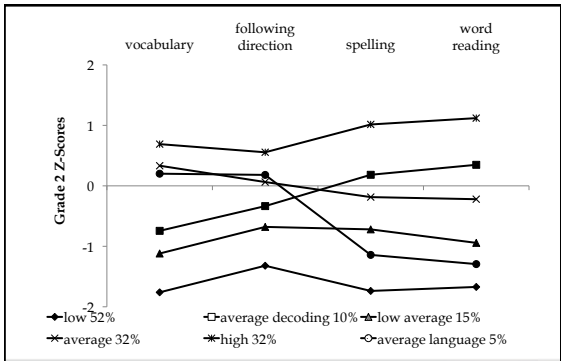
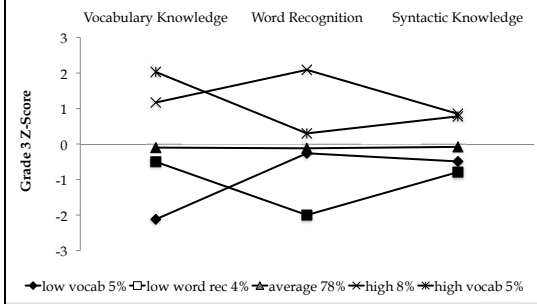
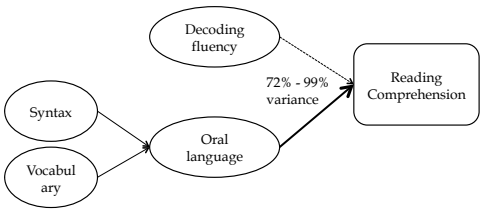


19 Foorman, Petscher, & Stanley, in review

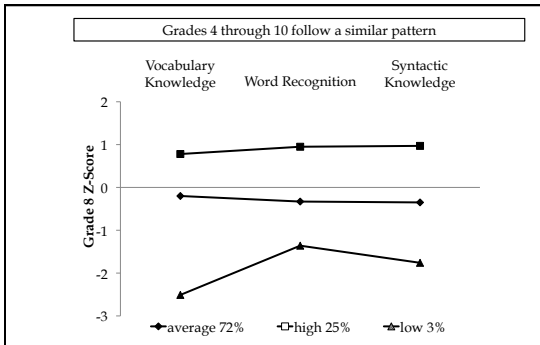


20 Foorman, Petscher, & Stanley, in review

Structure of reading 4 - 10

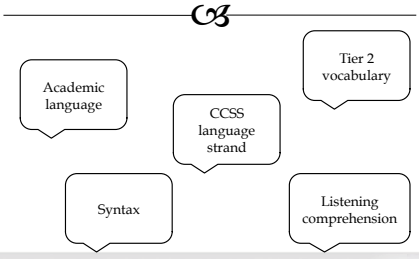


21 Foorman, et al., 2015, *Journal of Educational Psychology*



22 Foorman, Petscher, & Stanley, in review

What is oral language?



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Defining new(ish) concepts

- ***syntax***, or ***grammar***, is the set of rules governing the arrangement of words to form meaningful sentences. The rules of syntax include adding the right inflectional endings or suffixes to words (*morphology*), as well as knowing the proper order of words in a statement, question, or command. By the time children are school-age, the vast majority of these rules have been acquired in a native language and have become essential to effective oral communication
- ***inferential language***, or ***decontextualized language***. This is language that moves beyond the here and now and allows students to predict, hypothesize, reason, problem-solve, or compare and contrast (e.g., discussing what life would have been like if we lived on the Mayflower). The second function is *narrative language,* which students use to organize information in a logical sequence and connect pieces of information through grammatical structures to produce a coherent account (e.g., telling a story about the first Thanksgiving)
- ***academic vocabulary***, which refers to words that are rarely used in daily conversations but occur often in written text (e.g., *contrast, define, estimate*) and in other school contexts

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The Academic Language of Disciplines				
	English	**Mathematics**	**History**	**Science**
text type	literary	informational or technical, symbolic, diagrams	expository, argumentative, persuasive	Informational or technical, diagrams
text structure	plot, setting, characterization, point of view, verse, rhyme	sequence, cause and effect, problem and solution, supporting ideas and evidence, graphical features	sequence, cause and effect, problem and solution, author's perspective supporting ideas and evidence, contrasting viewpoints, graphical features	sequence, cause and effect, problem and solution, supporting ideas and evidence, graphical features
author's craft	diction, dialogue, symbolism, imagery, irony, figurative language	rhetorical structure, examples, logical arguments	figurative language, rhetorical structure, examples, emotional appeal	rhetorical structure, examples, logical arguments

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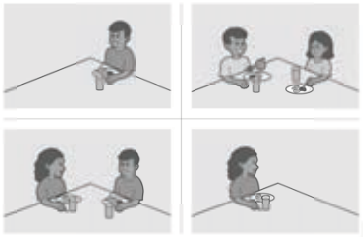
Foorman, 2013

Early oral language



"The girl is eating dinner by herself."

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Lexia's RAPID K-2 assessment (Foorman, Petscher, & Schatschneider, 2015)

Early oral language

"Before you put the book at the end of the row, click on the cat."

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Lexia's RAPID K-2 assessment (Foorman, Petscher, & Schatschneider, 2015)

Syntactic Knowledge

Lexia's RAPID grades 3-10 assessment (Foorman, Petscher, & Schatschneider, 2015)

I am going to say a sentence. I want you to listen carefully and repeat exactly what I say.

The Scarecrow and the Tin Woodman stood up in a corner and kept quiet all night, although of course they could not sleep.

CELF recalling sentences subtest

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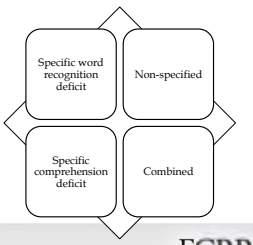
Poor readers

- Easy vs. difficult to remediate
- Early vs. late-emerging
- Deficits in 1 area affects growth in the other area



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Catts & Kamhi, 2005

Questions

http://padlet.com/adrea_truckenmi/OSPA

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Choosing evidence-based practices in reading

Tier 1 –practice guides & recommendations for differentiated instruction

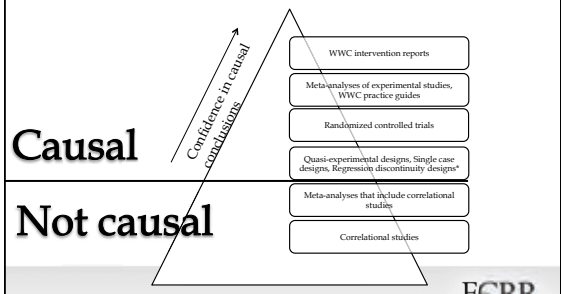
Tiers 2 & 3 – WWC intervention reports, single study reviews, quick reviews

"Enough is already known about adolescent literacy – both the nature of the problems of struggling readers and the types of interventions and approaches to address these needs – in order to act immediately on a broad scale."

" However, we do yet possess an overall strategy for directing and coordinating remedial tools for the maximum benefit to students at risk of academic failure, nor do we know enough about how current programs and approaches can be most effectively combined."

- Biancarosa & Snow, 2006, p. 3 & 10

Evidence is a continuum

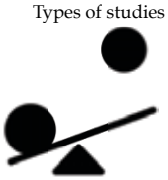


Using the WWC

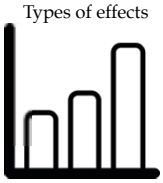
- http://ies.ed.gov/ncee/wwc/default.aspx
- Choose an intervention report

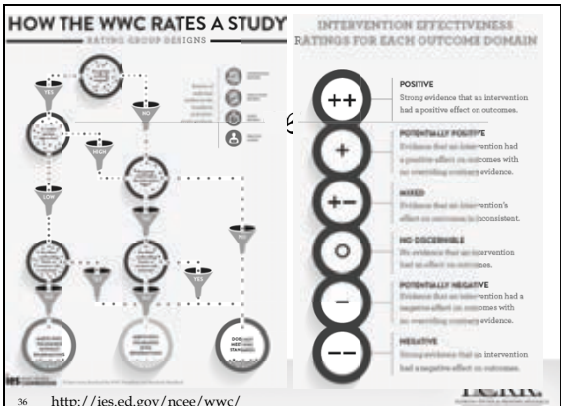
Getting to a definition of evidence-based

Types of studies



Types of effects





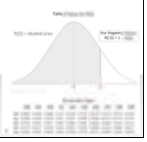
 http://ies.ed.gov/ncee/wwc/

One definition of evidence-based

WWC term	Definition
Study rating	
Meets standards without reservations	Studies receiving this rating provide the highest degree of confidence that an observed effect was caused by the intervention. Only well-implemented randomized controlled trials that do not have problems with attrition may receive this highest rating.
Meets standards with reservations	Studies receiving this rating provide a lower degree of confidence that an observed effect was caused by the intervention. Randomized controlled trials that are not as well implemented or have problems with attrition, along with strong quasi-experimental designs, may receive this rating.
Intervention effectiveness rating	
Positive effect (++)	2 or more studies show statistically significant positive effects, at least 1 of which meets WWC standards without reservations (i.e., randomized controlled trial)
Potentially positive effects (+)	At least 1 study shows statistically significant or substantively important positive

Interpreting WWC Improvement Index

Increase in percentile rank	
How- to: Look up the effect size in a z-score table to find the area under the curve. Subtract 0.50 from the area under the curve. ES = 0.44 Area = 0.67 Improvement index = (0.67 – 0.50) x 100% Improvement index = 17%	**Interpretation:** If the average student in the control condition had received the treatment, that student would have moved from the 50th percentile to the 67th *assumes normal distribution & homogeneity of variance



(WWC handbook, page F.10
http://ies.ed.gov/ncee/wwc/documentsum.aspx?sid=19)

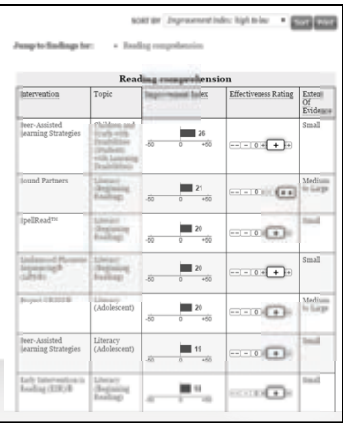
Extent of evidence

- Small
  - Includes only 1 study OR
  - Only 1 school OR
  - Sample size < 350 students (14 classrooms)
- Medium to large
  - > 1 study
  - > 1 school
  - Sample size > 350 students

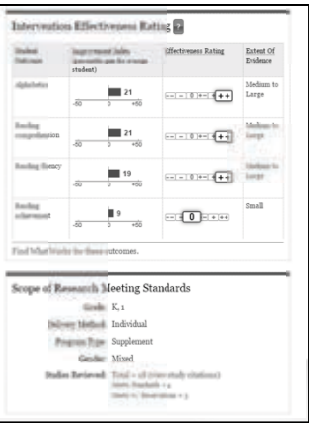
Limitations

- Power is not considered
- Implementation is not considered
- Many relevant constructs do not have measures with high reliability
- Some educational concepts do not have a defined causal mechanism
  - Standards
  - Universal design for learning
- Some instructional approaches are difficult to measure
  - Examples: design studies, talk moves
- RCTs may be inappropriate
  - Ethical reasons
  - Low-incidence phenomenon

CAUTION!
Rank ordering by improvement index is NOT the first & last stop in choosing an intervention



http://ies.ed.gov/ncee/wwc/findwhatworks.aspx



Factors affecting improvement index

- Improvement Index reflects the specific design of the studies; **designs vary widely**
- Type of outcome used in the study
  - Researcher-created (e.g., unit test) vs. norm-referenced (e.g., WJ Test of Achievement)
  - Proximal (vocabulary words taught) vs. distal measure (SAT-10 vocabulary)
- Type of comparison group used in the study
  - 'Business as usual' reading instruction prior to 2000 vs. core curriculum with established scope and sequence

Questions

http://padlet.com/adrea_truckenmi/OSPA

Activity

1. Go to http://ies.ed.gov/ncee/wwc/Publications_Reviews.aspx
   - Search for an intervention used at your school
   - Read the intervention report or single study review
   - Create a summary of the evidence as if a teacher asked you the proven effectiveness of this particular intervention
2. Go to http://ies.ed.gov/ncee/wwc/findwhatworks.aspx
   - Based on your school's data, choose an area (e.g., reading comprehension/achievement for adolescents, mathematics achievement) where you need to identify an evidence-based intervention
   - Compare 3 different interventions for best match to your school's needs (student outcome, effectiveness rating, delivery method, various aspects of teaching or training needed, comparison group, population)

Activity debrief

- Share summaries
- When browsing interventions, did you notice any other important considerations that others in this group may find constructive?

General evidence-based instructional practices

For elementary & secondary students

Practice guides

General qualities of instructional practices that have worked across several studies.

Determined by an expert panel's review of studies that meet WWC standards

Lessons learned in elementary

- Increase time allocated to vocabulary instruction (academic language).
- Improve quality of letter-sound correspondence instruction through teacher-led lessons on spelling patterns.
- Systematic (scope & sequence) phonics instruction produces significant benefits
- The most effective intervention is prevention in the form of differentiated classroom instruction utilizing assessment
- Highly-informed instructional leaders with a well-articulated long-term (3 years) initiative

Foorman, Carlson, & Santi, 2004
Foorman & Moats, 2002

The case for fully guided instruction

Research has provided overwhelming evidence that, for everyone but experts, partial guidance during instruction is significantly less effective than full guidance.

(Clark, Kirschner, & Sweller, 2012, *American Educator*)

Adolescent literacy: example

Student team reading & writing

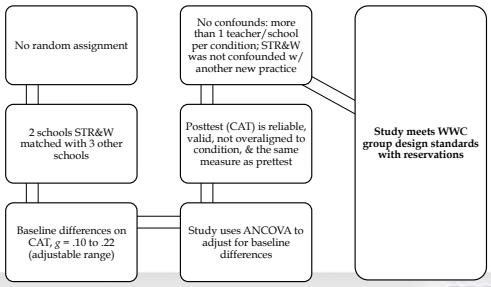
- Partner reading
- Treasure hunts (question guide)
- Word mastery (vocab w/ partner & writing)
- Story retelling
- Story-related writing
- Extension activities (cross-curricular)
- Explicit instruction of comprehension strategies

Business as usual

- Separate reading & English classes
- Basal reading series
- Literature anthology

Stevens, R.J. (2003). Student team reading and writing. A cooperative learning approach to middle school literacy instruction. *Educational Research and Evaluation*, 9(2), 137-160.

Study rating: example



U.S. Department of Education, 2011

Teaching academic language to improve comprehension

AKA oral language, listening comprehension, considerations for teaching English Learners

Recommendations

Recommendations	Levels of Evidence: Strong Evidence	Moderate Evidence	Minimal Evidence
1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.	◆		
2. Integrate oral and written English language instruction into content-area teaching.	◆		
3. Provide regular, structured opportunities to develop written language skills.			◆
4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.		◆	

Baker, et al., 2014, p. 7

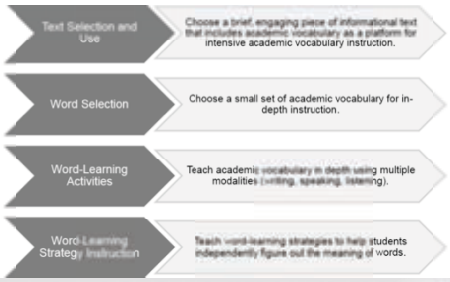
Recommendations also apply to…

- Students in grades 5 through 8
- English Learners
- Economically disadvantaged (high % free/reduced price lunch)
- General education
- Students at-risk for reading achievement

3 additional interventions have studies that meet What Works Clearinghouse standards & support recommendations

55 Truckenmiller, in prep

1. Teach academic vocabulary words



56 IES, May 2014
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/wwc_ellwebinarslides_052114.pdf

1. How to choose words

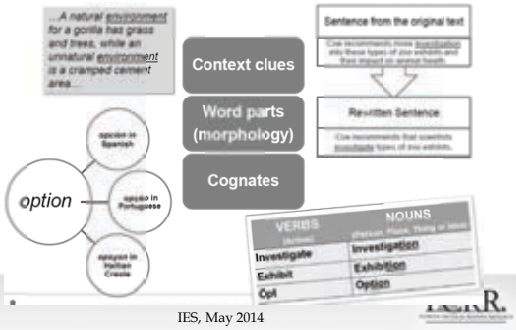
	Frequently used in the text	Central to understanding the text	Appears in other content areas	Affixes	Multiple meanings and uses	Cross-language potential
Environment	☑			☑	☑	
Exhibit	☑	☑		☑		
Impact	☑	☑	☑		☑	☑
Investigation			☑	☑		☑
Option				☑		☑
Pursuit	☑	☑			☑	

57 IES, May 2014

1. Word-learning activities

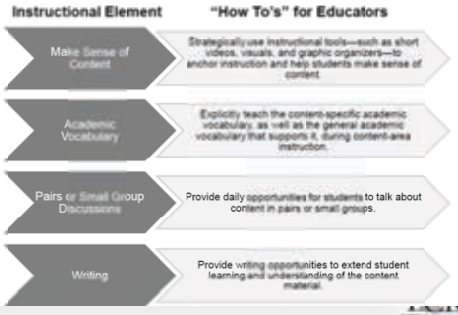
58 IES, May 2014

1. Word-learning strategies



59 IES, May 2014

2. Integrate into content areas



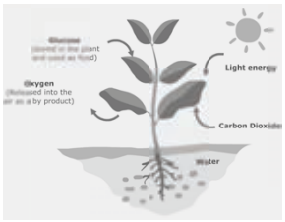
60 IES, May 2014

2. Integrate into content areas

Use everyday language first:
Green plants make a type of sugar as their food by taking in light, water, and gas that humans breathe out.

Then, introduce academic & disciplinary language:
Green plants produce glucose, by taking in photons, water, and carbon dioxide.

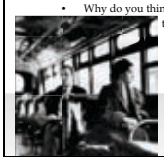
Academic language
Disciplinary language



Brown Ryoo, & Rodriguez, 2012; Ryoo, 2009

2. Use videos, with graphic organizers & discussion support

- Pre-teach vocab, discuss vocab & concepts, write & rehearse responses in pairs
  - Boycott, refuse, colored section
  - Why was Rosa Parks arrested?
  - Why did she refuse to give up her seat?
  - Choose an adjective to describe her.
  - Why do you think she was arrested this time and not previously?



- Compare & contrast

Baker et al., 2014

3. Provide structured writing activities

- Provide content words & transition words to incorporate
- Use graphic organizers
- Provide specific feedback on
  - Content
  - Vocabulary
  - Conventions
- Plan & revise in groups

Baker et al., 2014

4. Provide small-group instruction

Specify content to students' needs	Use assessment information (screening, diagnostic, embedded) to target instruction
Small group format	Group students of same native language but differing abilities in pairs or 3-5 students
Basic foundational skills	For students who struggle with basic foundational reading skills, spend time not only on these skills, but also on vocabulary, and listening and reading comprehension strategies
Scaffolded instruction	Provide scaffolded instruction that includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention

IES, May 2014

4. Scaffolding instruction

- Inferential Question:
  "How would you describe Rosa Parks?"
- Teacher Think-Aloud:
  "In this story a bus driver asked Rosa Parks, an African American woman, to give up her seat to a white person. The author gives us clues about the type of person Rosa Parks was. The author writes that Rosa stayed in her seat; she was quiet and did not resist the police when she was arrested and fined 10 dollars. Based on these clues I would say Rosa was brave or courageous because she knew what the bus driver asked her to do was wrong and unfair, so she showed bravery and courage by staying in her seat, knowing she would be punished. Also, Rosa appeared calm, as she did not struggle when the officer arrested her."

Baker et al., 2014

Effects on adolescent comprehension

Instruction implemented 50 minutes, everyday for 9 weeks in regularly scheduled 7th grade social studies class

Activities: concept learning & focus on big ideas, peer-mediated learning, opportunities for student discourse

Components: explicit vocabulary instruction, use of video & discussion, graphic organizers & writing activities, heterogeneous peer pairing

Coaching, professional development, in-class support, ongoing problem solving

Significant impact on curriculum-based assessments of comprehension (Hedges' g = .47 - .71) & vocabulary (g = .36 - .54)

Vaughn et al., 2009

Summary

- Recommendations are all specific ways to increase and diversify opportunities to respond for whole group, small group, and peer activities, as well as provide needed supports.
- Free evidence-based activities at wordgen.serpmedia.org

Further study - PLC

- Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx
- Center on Instruction, Practical guidelines for the education of English Language Learners
  - Book 1: Research-based Recommendations for Instruction and Academic Interventions
  - Book 2: Research-based Recommendations for Serving Adolescent Newcomers
  - Book 3: Research-based Recommendations for the Use of Accommodations in Large-scale Assessments
- http://wordgen.serpmedia.org/papers_presentations.html

Questions

http://padlet.com/adrea_truckenmi/OSPA

Aligning assessments with decisions

Assessments need to demonstrate reliability and validity for the decisions in which they are being used at YOUR school

Assessments & decisions

Decision	Assessment	Example
Who needs more intensive instruction?	Screening score	MAP RIT score RAPID reading success probability Fails state test
What type of instruction does the student need?	Percentile ranks (look at student's strengths & weaknesses) from diagnostic tasks OR Curriculum-embedded measures	MAP diagnostic RAPID percentile ranks
How do we know if the student made progress?	Growth-sensitive score from screening or diagnostic tasks	MAP RIT score RAPID ability scores
Which lesson or section within the curriculum does the student(s) need?	Curriculum-embedded formative assessment	Curriculum placement assessment SRA check-out

Reliability

- Reliability is most critical
- Reliability is an average and not a stable number
- How are form effects dealt with?
  - Equating
  - Multiple probes
- Administration error (Cummings et al., 2014)
- **Take-away**: reliability is different for each individual student at each time point and the observed score has many sources of error

Validity

- When making a decision, know the validity data that matches that decision
  - Screening http://www.rti4success.org/
  - Progress monitoring http://www.intensiveintervention.org/
- Predictive validity is an average
- There will always be a percentage of students misclassified
- Classification accuracy
  - is dependent on base rates (% students passing the outcome assessment)
  - can be changed by using a different cut-point

Validity

- You can calculate the classification accuracy in your school, with your screening & outcome measure, and your base rate

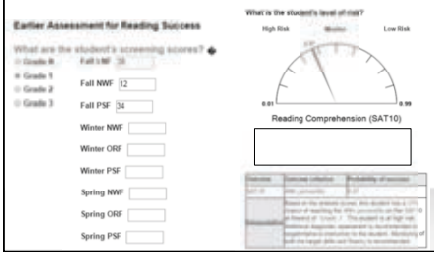
		Outcome	
		Failed outcome	Passed outcome
Screening	Failed screening	# true positive (a)	# false positive (b)
	Passed screening	# false negative (c)	# true negative (d)

Sensitivity = a / (a + c)
Specificity = d / (b + d)
False positive rate = b / (b + d)
False negative rate = c / (a + c)
Positive predictive power = a / (a + b)
Negative predictive power = d / (c + d)
Overall classification rate = (a + d) / total

National Center on Response to Intervention (2013).
Schatschneider, Petscher, & William (2008)
Truckenmiller et al. (under review)

Validity

- Risk can be more precisely conceptualized as a continuum: the likelihood that a student will pass



Best instructional practices

Skill by treatment

- Direct intervention: targets academic skill that is observed in the natural environment
- Extensive research base

NOT aptitude by treatment

- Indirect intervention: targets cognitive processes (sequencing, style, working memory)
- No established empirical effectiveness for academic skill problems

Shapiro, 2004, p. 25

Questions

http://padlet.com/adrea_truckenmi/OSPA

Differentiating instruction

Evidence-based recommendation from IES practice guide: Provide time for differentiated reading instruction for all students based on assessments of students' current reading level (Gersten et al., 2009)

Differentiating instruction

- After a whole group lesson:
  - Peer groups,
  - Centers,
  - Teacher-led small groups that may also be intensive
- Core curriculum
  - Differentiated instruction component
  - Supplementary materials
  - Tier II

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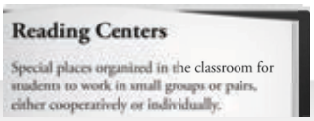
Using student center activities grades K-5

http://www.fcrr.org/for-educators/sca_cc.asp



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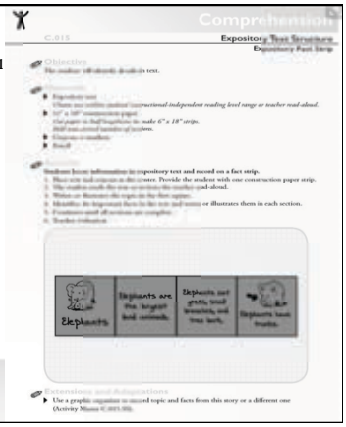
Download activity books by skill

http://www.fcrr.org/for-educators/sca_cc.asp

OR

Access individual activities by standard

https://www.pinterest.com/thefcrr/



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Why use student center activities?

- Research-supported components
  - Explicit instruction
  - ↑ opportunities to practice & generalize skills
  - ↑ engaged time
  - Specific feedback
  - Active participation
  - Small group environment
  - Meets diverse needs

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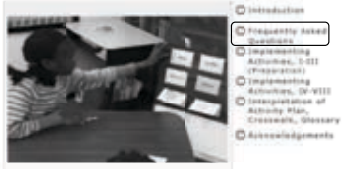
Watch – example set-up



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Materials

Teacher Resource Guide	
Grades K - 1	http://www.fcrr.org/curriculum/pdf/GK-1/TRG_Final_Part1.pdf
Grades 2-3	http://www.fcrr.org/curriculum/PDF/G2-3/2-3TRG_1.pdf
Grades 4-5	http://www.fcrr.org/curriculum/PDF/G4-5/45TRGPartOne.pdf
Glossary	https://www.pinterest.com/thefcrr/glossary/
Printable glossary K – 1	http://www.fcrr.org/curriculum/pdf/GK-1/TRG_Final_Part3.pdf
Printable glossary 2 – 3	http://www.fcrr.org/curriculum/PDF/G2-3/2-3TRG_2.pdf
Printable glossary 4 – 5	http://www.fcrr.org/curriculum/PDF/G4-5/45TRGPartTwo.pdf

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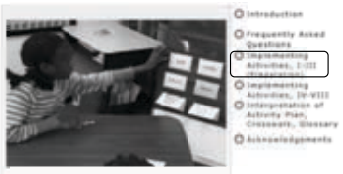
Steps

- Form flexible groups based on data
  - Can use DIBELS or curriculum-embedded
  - Re-shuffle groups based on skill mastery
  - Consult with reading coach if needed
- Identify appropriate center activities
- Design a center management system
- Teach the activities with explicit instruction
- Organize the classroom
- Manage transitions
- Establish accountability

85 Kosanovich, Weinstein, & Goldman, 2009

Watch – example groupings



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Aligning center activities to CCSS

Tool	Web link
Search for activities by strand	http://www.fcrr.org/for-educators/sca_cc.asp
Crosswalk activities by standard	http://centeroninstruction.org/student-center-activities-aligned-to-the-common-core-state-standards
Progression of skills needed to meet the CCSS Foundational Skills standards	http://centeroninstruction.org/files/Building%20the%20Foundation.pdf

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Key considerations

- Plan for classroom management
- Match groups of students with skills, GRADE LEVEL CAN BE IGNORED
- Plan for systemic support for use of center activities or other small group activities
- Use the teacher resource guides
- Use the activities as extra practice and NOT independent learning

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Classroom management

- Teach routines explicitly: taking turns, when a problem is encountered, cleaning up, quick transitions
- Explicitly incorporate school-wide or classroom expectations, acknowledgment system, & consistent consequences
- Monitor participation for behavior, errors, mastery
- Consultant/coach ask about behavior issues during follow-up

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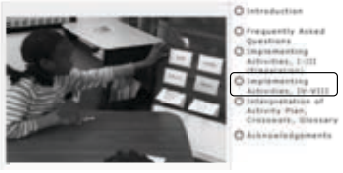
Watch - routine



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Early completion activities

- Extension activities on the SCA lesson
- Puzzles
- Magnetic letters & boards
- Research library

Grade labels NOT needed

- The grade level label is based on when schools typically teach the skill and is NOT a label for the student
- Use the extension activities for older students
- Adjust the activity by requiring a written response instead of oral
- Use the activity with core text or words

Considerations for support

Ohio schools

-
-
-

Involve others

- Parent volunteers to make packets or monitor
- Use in afterschool or summer program
- Interns, practica students, volunteers, mentors, peer tutors

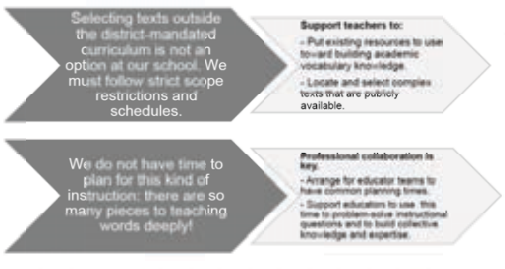
Activity

- Which grade levels and teachers will implement differentiated instruction and during which content area?
- What materials do these teachers need?
- What orientation and training do these teachers need? When will it occur?
- What supports do the teachers need?
  - Who is responsible for providing follow-up question-answering, consultation for classroom management issues, observations? When?
  - Specifically, what will administration do to make this a priority?
- Add progress update as agenda item to leadership team's regular meeting agenda.

Differentiating in secondary

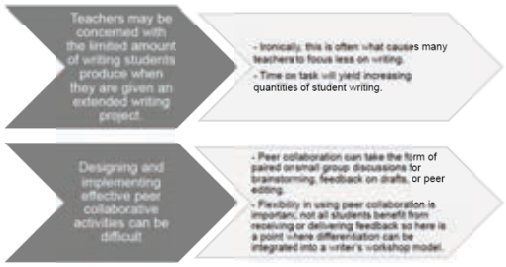
- Heterogeneous peer pairing
- Small groups with different levels of text on a similar topic
- Read 180 rotation
  - Whole group teacher directed instruction
  - Individualized computer-assisted instruction
  - Teacher-directed small homogeneous groups
- Reciprocal teaching in groups

Lessons learned



IES, May 2014
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/wwc_ellwebinarslides_052114.pdf

Lessons learned



IES, May 2014
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/wwc_ellwebinarslides_052114.pdf

Example from Tampa, grades 6-8

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
Grades 6 – 8 Administer FAIR-FS for students scoring below expectations on the state accountability assessment.	Assessment Period 1: August/ September 2014 Assessment Period 2: January 2015 Assessment Period 3: April 2015	Student's Probability of Literacy Success (PLS) score is 84% or less (Yellow or Red Success Zone)	**WRT is below 30th percentile** • Assess fluency (rate, accuracy and expression) through having the student orally read a passage. If the student reads fluently, then work on comprehension strategies. • If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy). • If the student has a high error rate, provide instruction in basic. phonics (letter/sound patterns, syllable types, etc.) **VKT is below 30th percentile** • Provide instruction in base/root words and prefixes/suffixes. • Provide other intensive vocabulary instruction. **SKT is below 30th percentile** • Provide explicit instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text.	**If a student's scores indicate difficulties with word recognition (WRT, fluency) only.** Expert 21; Rubicon Issues21; Literacy Design Collaborative; Classroom Novel Sets; Classroom Libraries; Comprehensive Instructional Sequence **If a student's scores indicate difficulties with oral language (VKT, SKT) only.** READ180;Rubicon Issues21; Literacy Design Collaborative; Classroom Novel Sets; Classroom Libraries; Comprehensive Instructional Sequence **If a student's scores indicate difficulties with both decoding (WRT) and oral language (VKT, SKT).** Academy of Reading; MCI; S.P.I.R.E; Literacy Design Collaborative; Classroom Novel Sets; Classroom Libraries; Comprehensive Instructional Sequence

Activity #4	**Who needs instruction?**	**What materials or resources will we use?**	**What additional materials or resources do we need?**	
Alphabetics Decoding, phonics, phonology, morphology, spelling				Differentiated
				Intervention
Oral language word meanings, academic language; ,morphology, syntax, grammar, cohesion				Differentiated
				Intervention
Comprehension connected text, text organization & structure, strategies, metacognition				Differentiated
				Intervention

Questions

http://padlet.com/adrea_truckenmi/OSPA

Coming Soon!

- Consider for your professional learning communities
  - Early literacy intervention: A self-study guide for implementation
    - By Dombek, Foorman, Garcia, & Smith http://rel-se.fcrr.org/
  - Is There an Evidence Base for Response to Intervention in Reading?
    - By Gersten, Gonchar, Haymond, & Dimino http://rel-se.fcrr.org/
  - Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade
    - By Foorman, Coyne, Denton, Dimino, Hayes, Justice, Lewis, & Wagner http://ies.ed.gov/ncee/wwc/Publications_Reviews.aspx
  - Summary of 20 years of research on the effectiveness of adolescent literacy programs and practices (grades 6 - 12)
    - By Herrera, Truckenmiller, & Foorman http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=464