

Why Students Struggle to Read and What We Can Do to Intervene

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Goals

- **Investigate what research says about teaching reading**
- **Identify the elements of effective reading instruction**
- **Discuss and plan next steps to improve reading instruction**

Literacy Instruction!

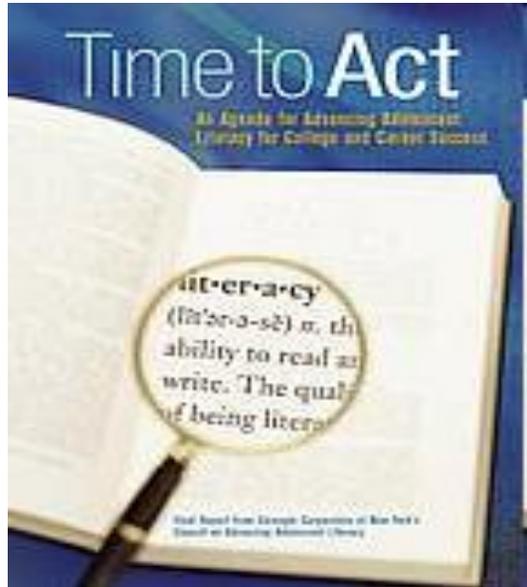
It took the species 2000 years of insights to develop an alphabetic system. A child is given 2000 days to gain the same insights.

MARYANNE WOLF

PROUST AND THE SQUID, 2007



Time to Act:

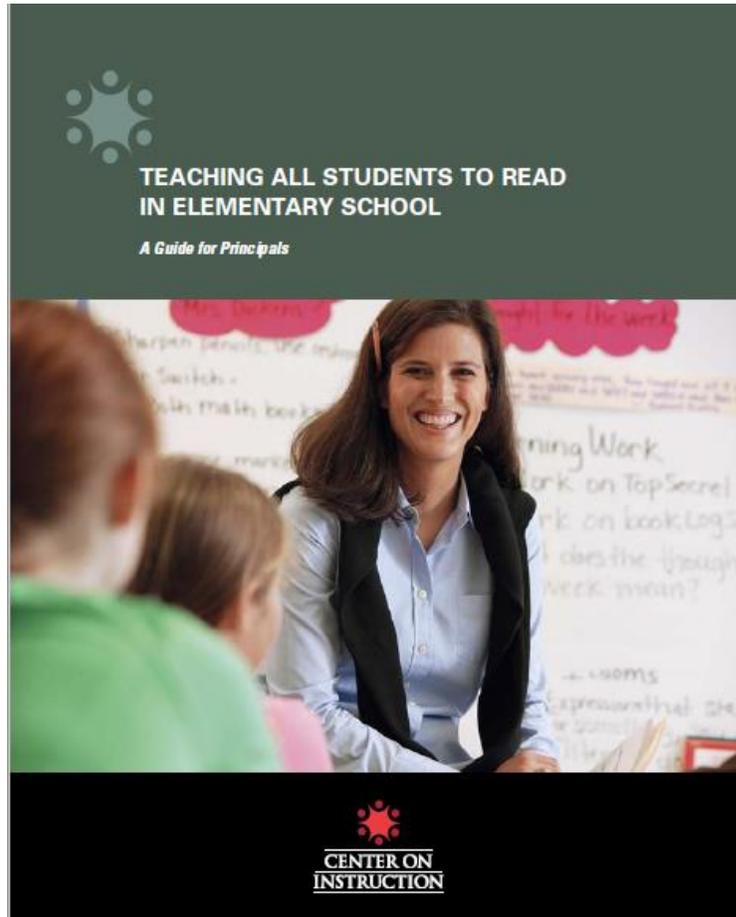


A Carnegie Report

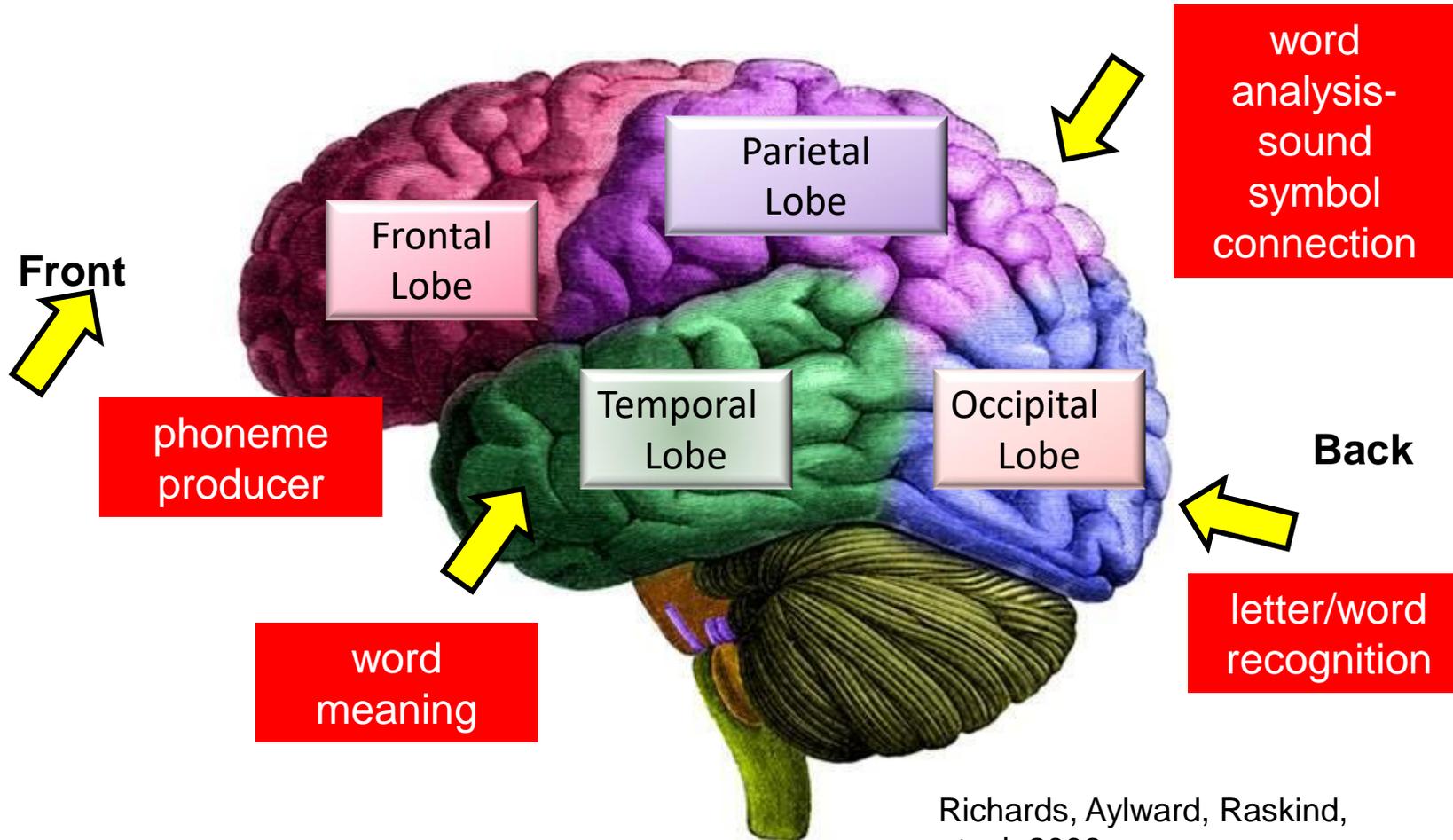
Snow, Martin, & Berman, 2008

Center on Instruction

<https://www.centeroninstruction.org/>



Skilled Reading: How the Brain Works



Richards, Aylward, Raskind,
et al, 2006

Mary Wennersten Sept 2016

Simple View of Reading

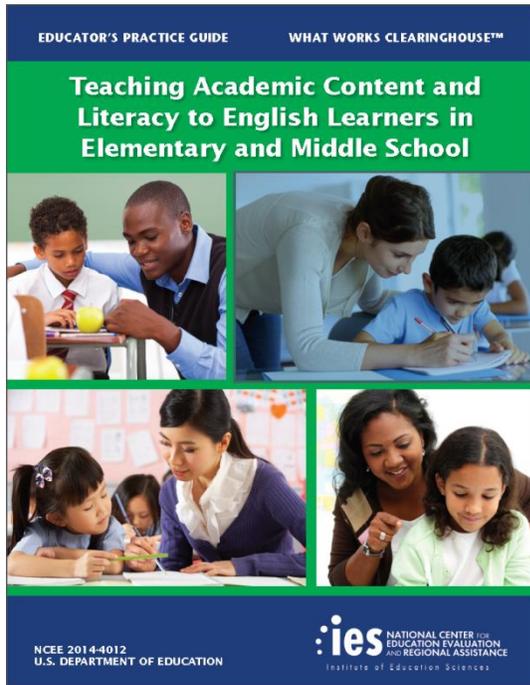
Gough and Tunmer, 1986



Basic Literacy

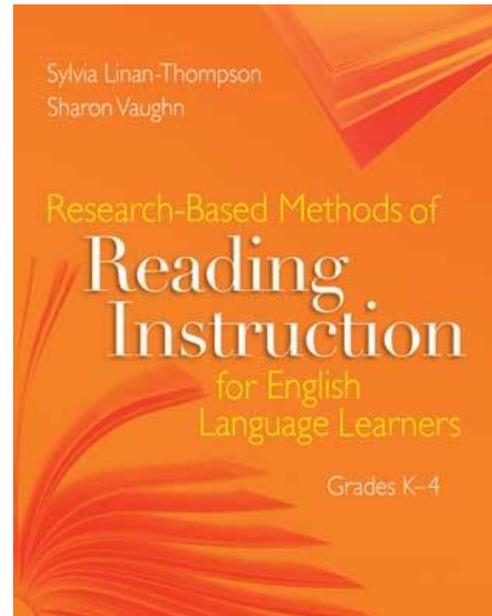
- ✓ Phonological Awareness
- ✓ Decoding (*phonics*) + Encoding (*spelling*)
- ✓ Vocabulary (*academic + domain specific*)
- ✓ Fluency (*accuracy + automaticity + access meaning*)
- ✓ Comprehension (*literary & informational*)
- ✓ Stamina (*productive struggle*)
- ✓ Connect Reading to Writing

Fundamental of Literacy Instruction & Assessment Prek-6
Hougen & Smartt - 2012

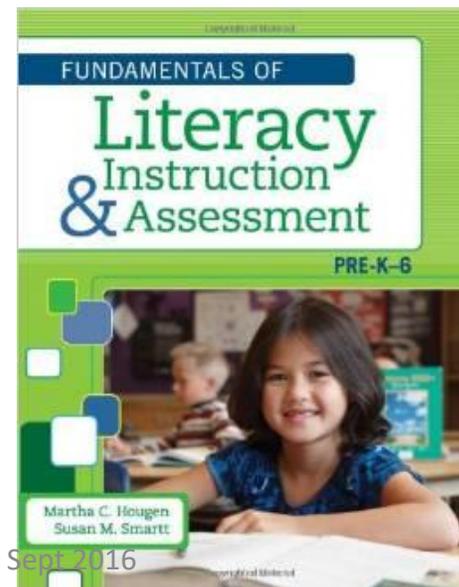


IES - Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, 2014

<https://ies.ed.gov/>



Research-Based Methods of Reading Instruction for ELL
Linan-Thompson & Vaughn, 2007

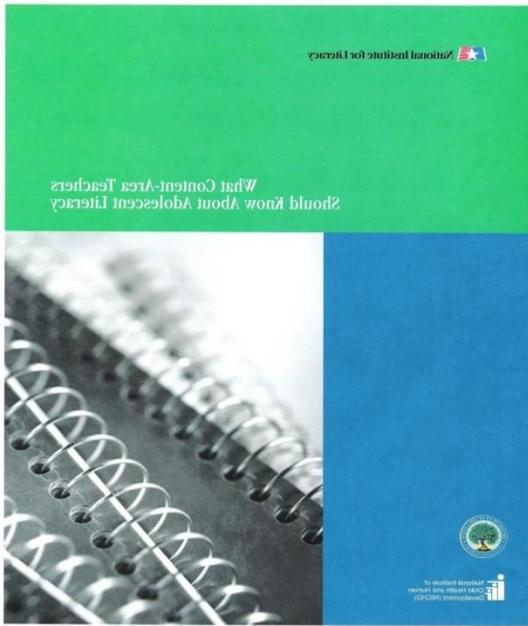


Fundamentals of Literacy and Assessment Prek-6
Hougen & Smartt, 2012

Intermediate Literacy

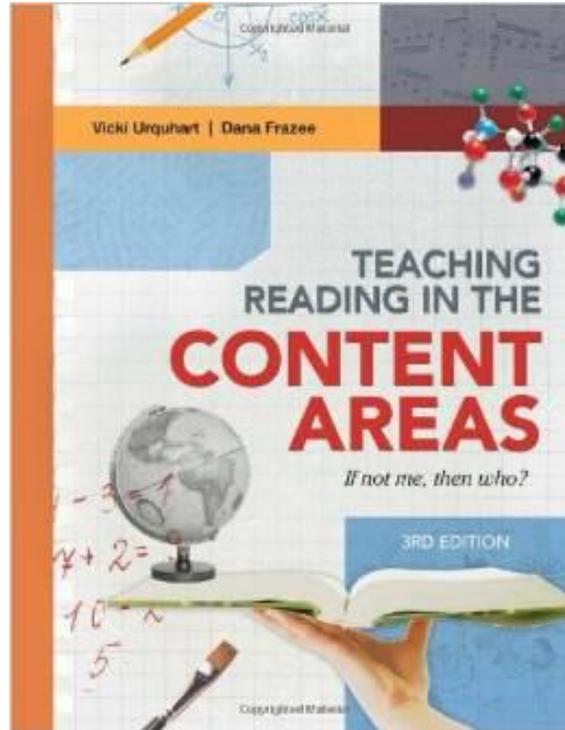
- ✓ Vocabulary (academic & domain specific)
 - Morphology (smallest unit of meaning)
 - Latin roots*
 - Greek combining form*
 - Background knowledge
 - Linking concepts*
- ✓ Comprehension of complex text
 - Syntax/ Grammatical Structure*
 - Link ideas across text*
 - Summarize*
- ✓ Continue to build a stamina
- ✓ Connect Reading to Writing

Does Discipline Literacy have a place in Elementary School?
Reading Teacher, Shanahan & Shanahan - 2014

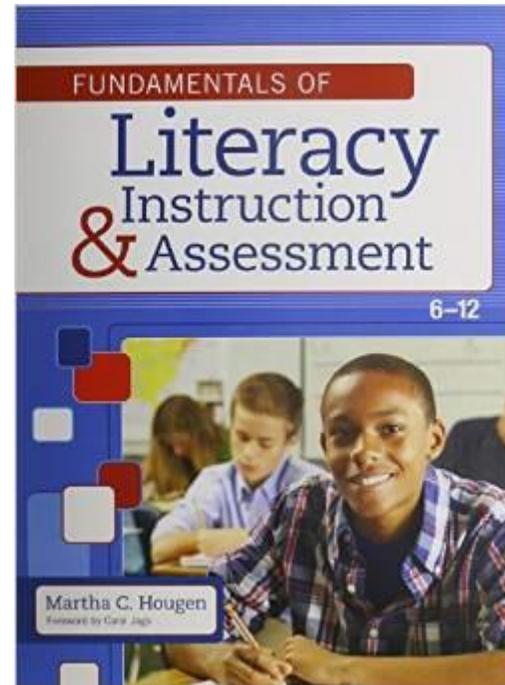


IES – National Institute for Literacy , 2007

<https://ies.ed.gov/>



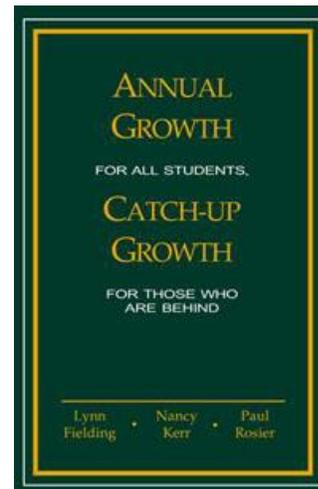
McREL – Teaching Reading in the Content Areas, 3rd Edition

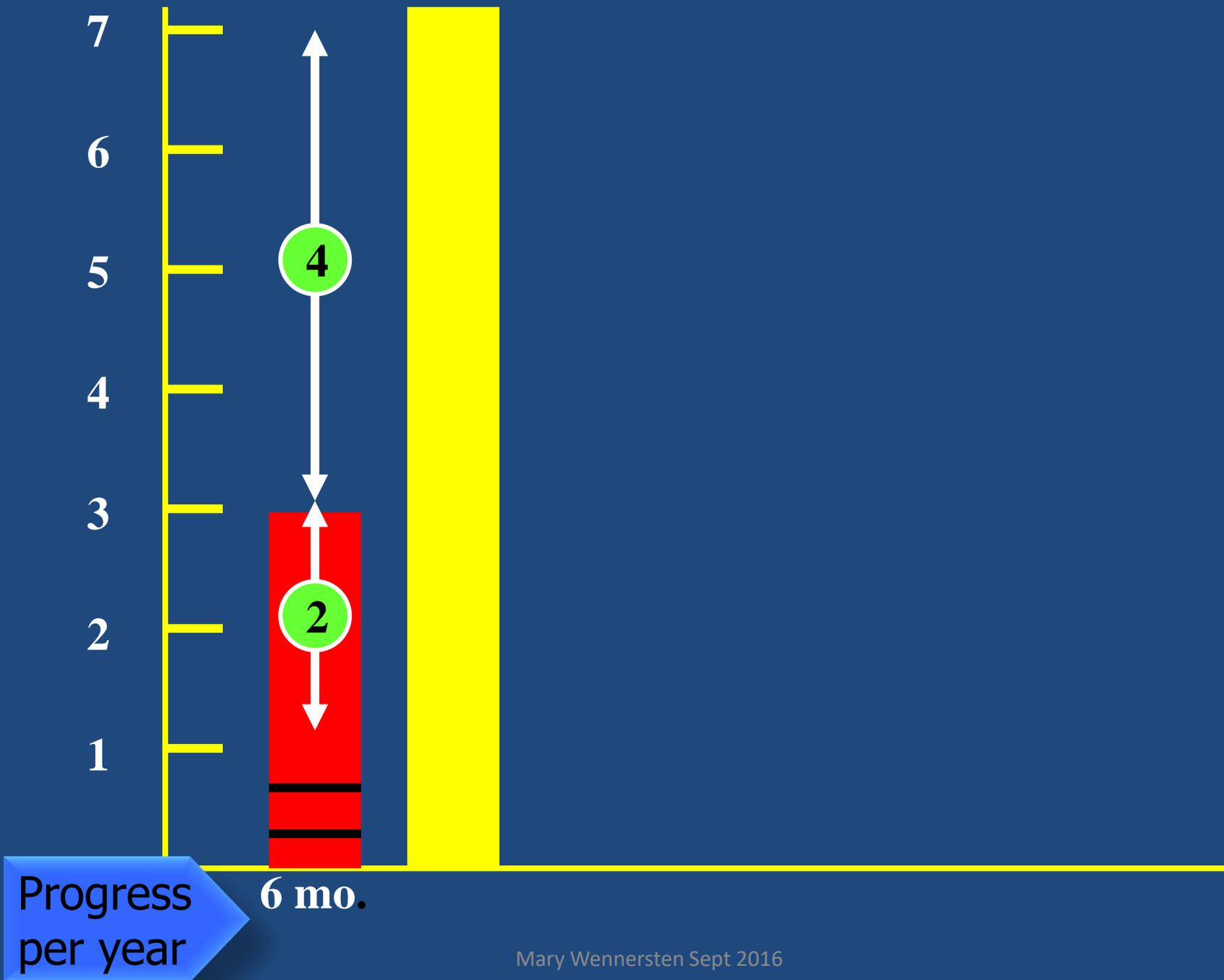


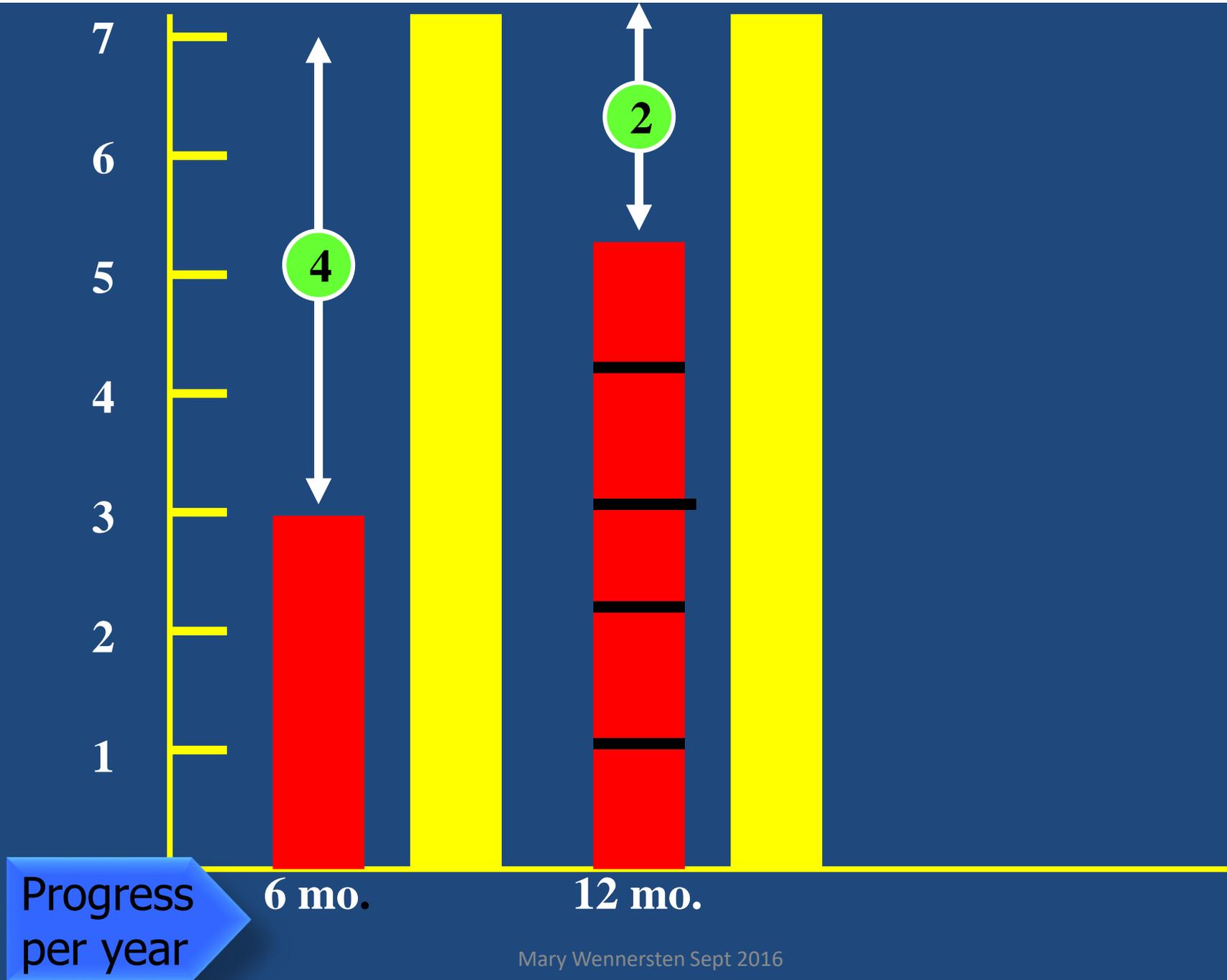
Fundamentals of Literacy Instruction and Assessment 6-12
Hougen, 2014

Catching Up?

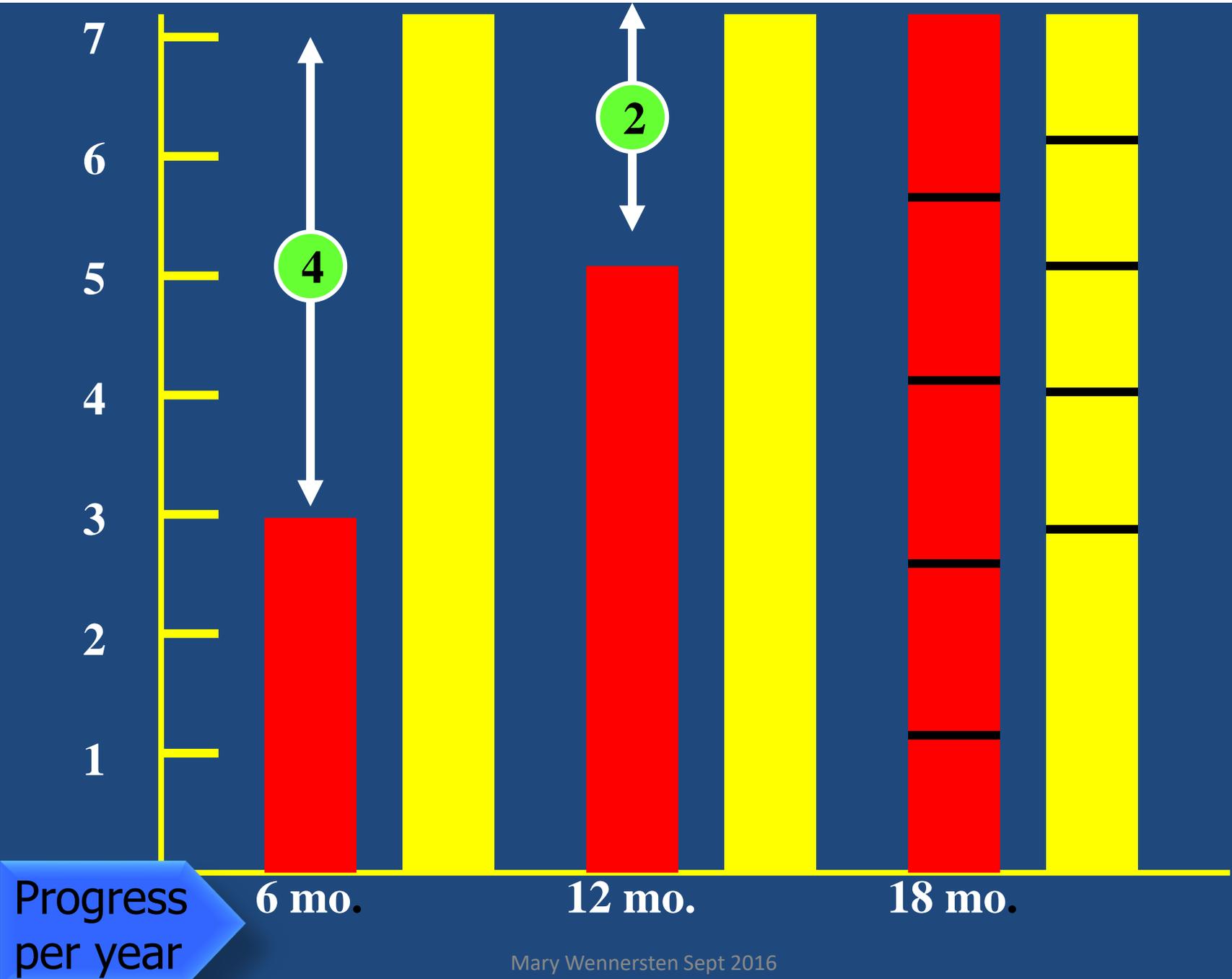
How fast can a 3rd grader, reading 2 years behind, catch up to grade level?







Progress per year



Progress per year



Oregon Response to Instruction and Intervention

Educators as Physician



Assessment and Data Analysis

Strengths	Weaknesses
Assessment Data we have	Assessment Data We Need

Distinguishing Formative Assessment from other Educational Assessments



Summative

Universal Screener/Benchmark

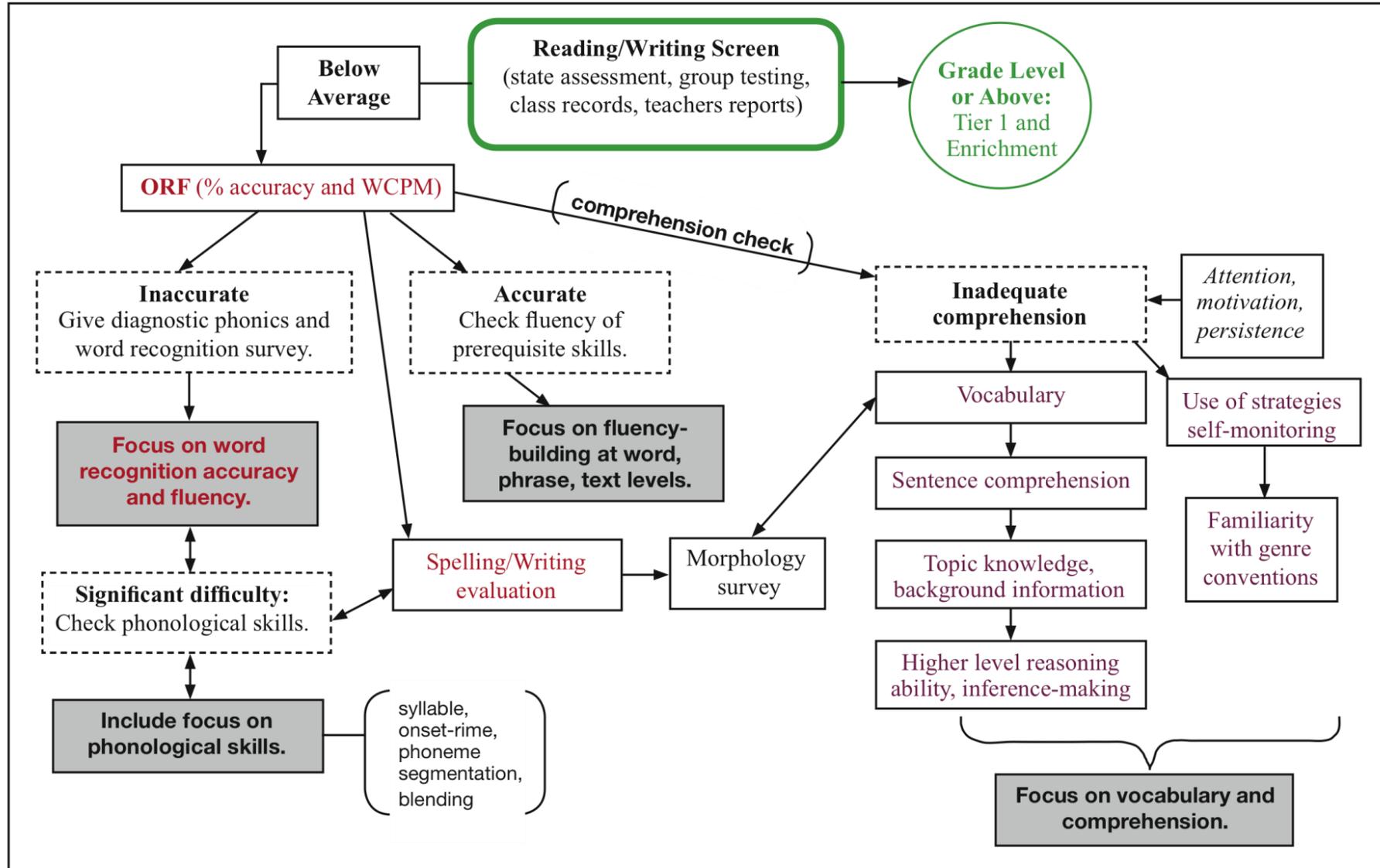
Diagnostic

Progress Monitoring

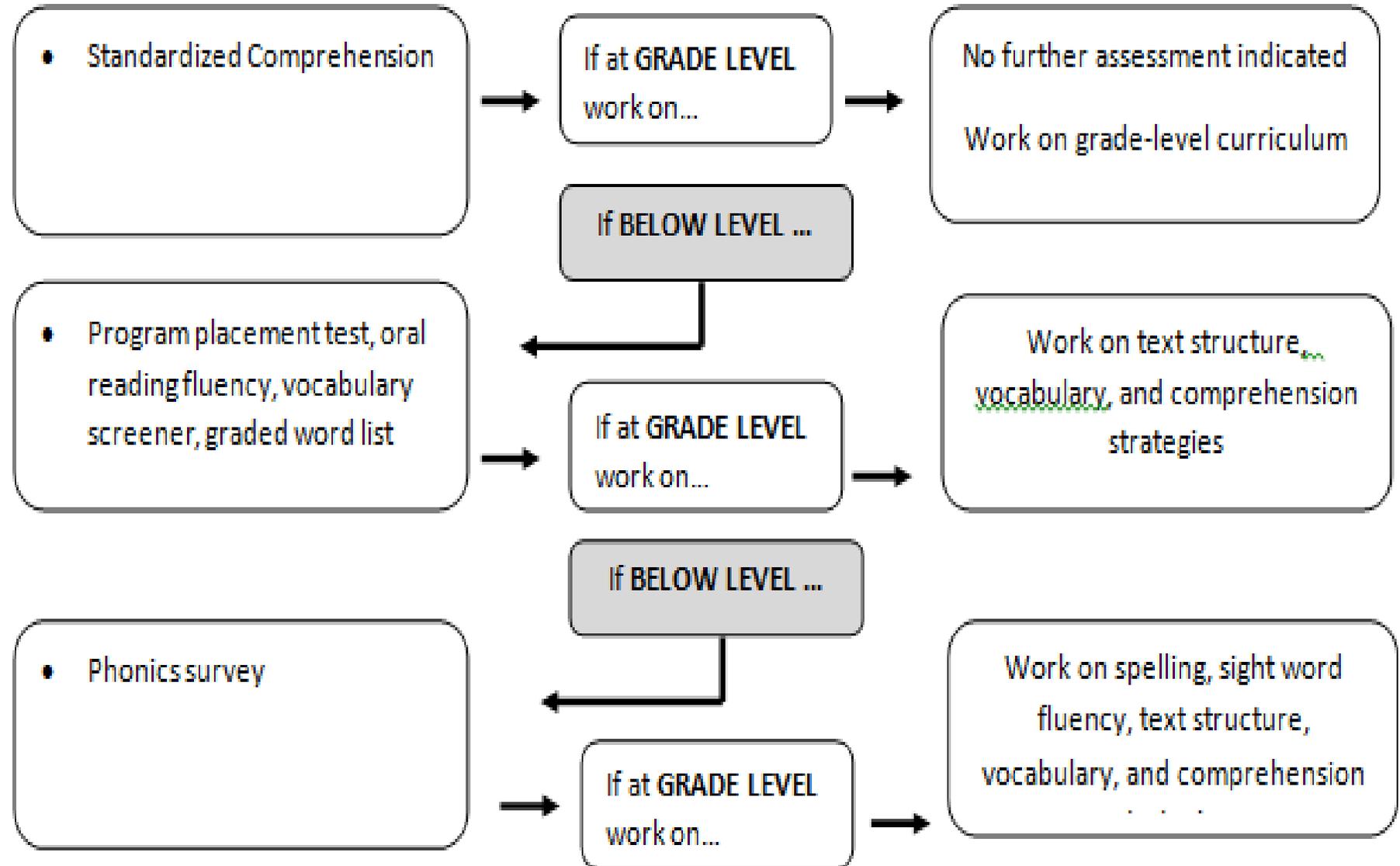
Formative

Comprehensive Assessment System

Grades 2-3



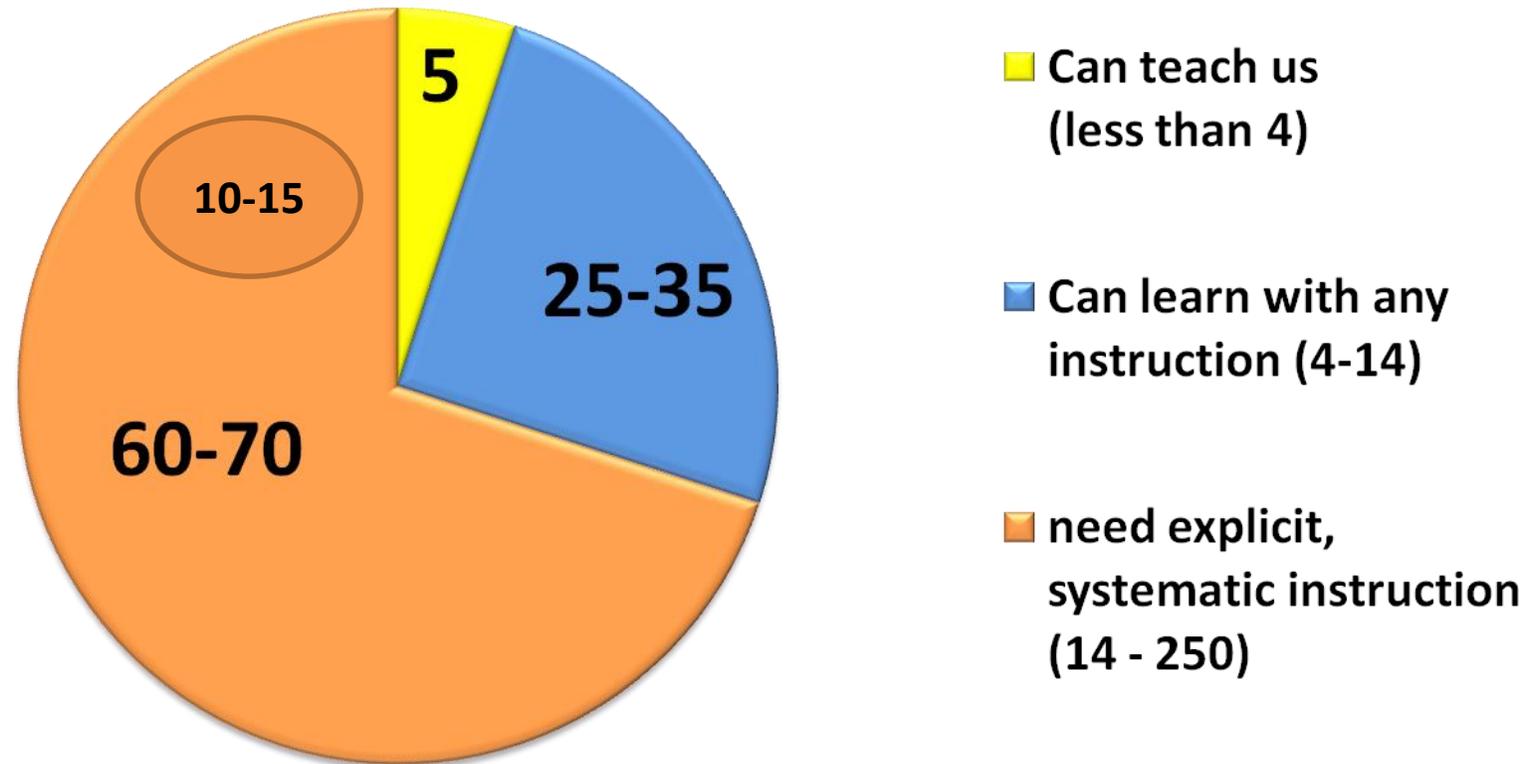
Grades 4-12



Instruction



Focus on instruction



Tina Pelletier, 2010
Arizona State Literacy Committee meeting

Mary Wennersten Sept 2016

Features of Effective Reading Instruction

Explicit	Explicit instruction with modeling
Systematic	Systematic instruction with scaffolding
Practice	Multiple opportunities for students to respond and practice
Assessment	Ongoing assessment (progress monitoring)
Feedback	Immediate corrective feedback

Vaughn Gross Center for Reading and Language Arts, 2007

What Good Readers and Critical Thinkers Do...

- ✓ locate and identify important information.
- ✓ recognize relationships that exists among the ideas presented in a text and between those ideas and what the reader already knows.
- ✓ organize ideas into a mental pattern or sequence that makes sense to the reader.

Key Advances

Reading

- Balance of literature and informational texts
- Text complexity
- Foundational skills

Writing

- Emphasis on argument and informative/explanatory writing
- Writing about sources

Speaking and Listening

- Inclusion of formal and informal talk

Language

- Stress on general academic and domain-specific vocabulary

RESEARCH SUPPORTING KEY ELEMENTS OF THE STANDARDS

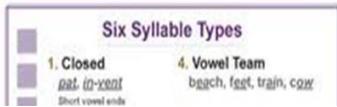
Appendix A

Reading: Text Complexity	Pages 2-16
Reading: Foundational Skills	Pages 17-22
Writing	Pages 23-25
Speaking and Listening	Pages 26-27
Language	Pages 28-31
Vocabulary	Pages 32-35
Bibliography and Glossary of Key Terms	Pages 36-43

From the
Oregon Literacy Plan:
K-12 Reading—Common Core Instruction

(<http://www.ode.state.or.us/wma/teachlearn/commoncore/ela-appendix-a.pdf>). *Appendix A* outlines some of the more technical Foundational Skills content by detailing things such as the general progression of phonological awareness skills in PreK-1, consonant graphemes, and useful principles for chunking longer words into syllables. Because of the complexity and critical nature of Foundational skills, details about scope and sequence are important to consider—particularly for at-risk or struggling readers.

Foundational Skills

	Print Concept	Phonological Awareness	Phonics/Word Recognition	Fluency
				
<h2 style="color: #8B4513; text-decoration: underline;">Reading Foundational Skills</h2>				
	<p>The following supplements the Reading Standards: Foundational Skills (K-5) in the main document (pp. 15-17). See page 37 in the bibliography of this appendix for sources used in helping construct the foundational skills and the material below.</p>			
K
1
2nd Grade			X	X
3rd – 5th Grade			X	X

Phonological Awareness Instruction

Strengths	Weaknesses
Assessment Data we have	Assessment Data We Need

Phonological Awareness Continuum

Type	Description	Examples
PHONEMES	Blending phonemes into words, segmenting words into individual phonemes, and manipulating phonemes in spoken words	/k/ /a/ /t/ /sh/ /i/ /p/ /s/ /t/ /o/ /p/
ONSETS AND RIMES	Blending or segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds spoken after it (rime)	/m/ /ice/ /sh/ /ake/
SYLLABLES	Blending syllables to say words or segmenting spoken words into syllables	/mag/ /net/ /pa/ /per/
SENTENCE SEGMENTATION	Segmenting sentences into spoken words	The dog ran away. 1 2 3 4
ALLITERATION	Producing groups of words that begin with the same initial sound	ten tiny tadpoles
RHYME	Matching the ending sounds of words	cat, hat, bat, sat

Phonemic Awareness

- The ability to hear identify, and manipulate phonemes in spoken language

Identify

Blending

Manipulation -

Isolation

Segmentation

Deletion

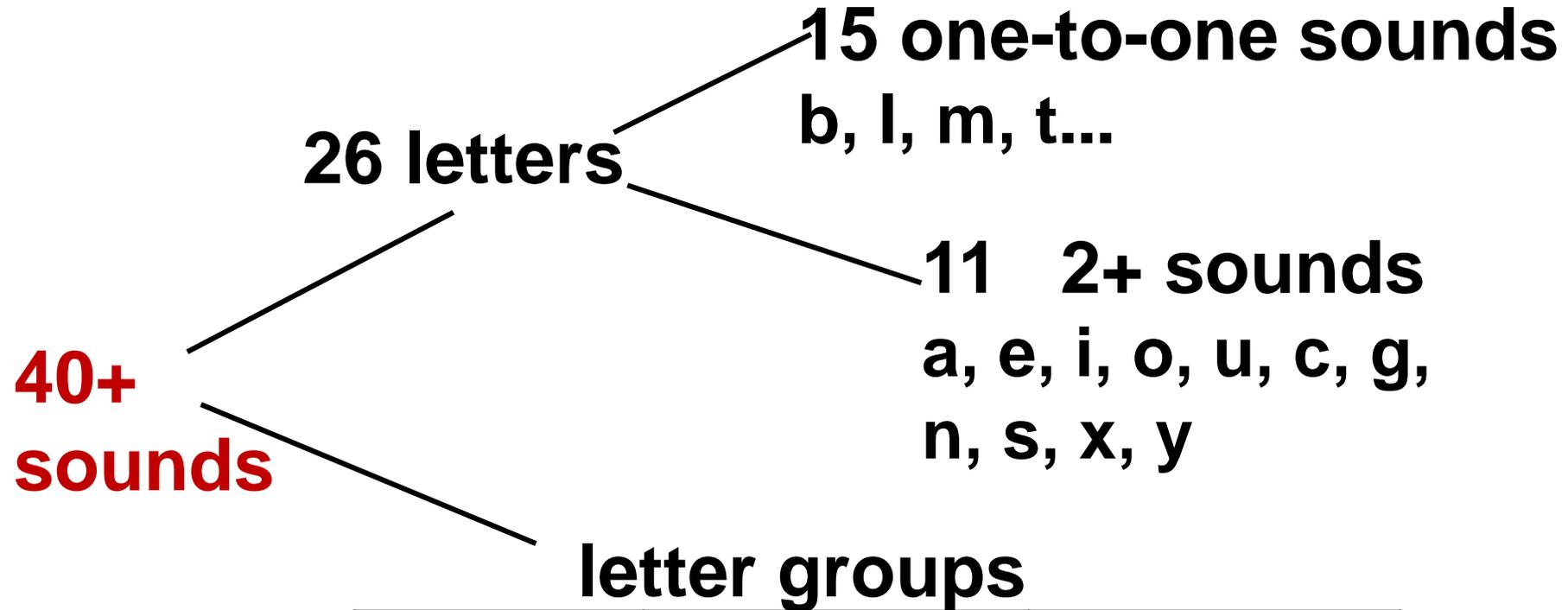
Addition

Substitution

Alphabetic Principal Instruction

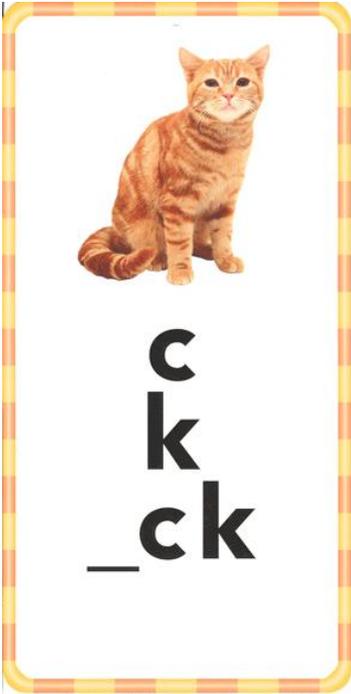
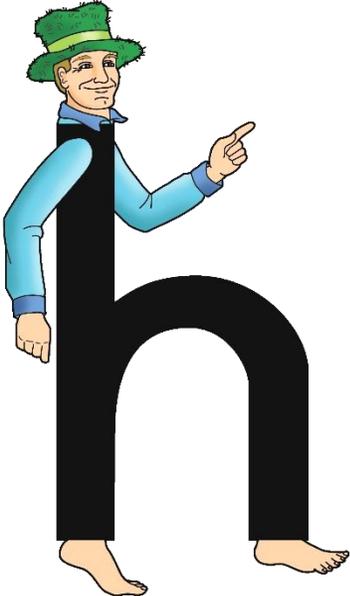
Strengths	Weaknesses
Assessment Data we have	Assessment Data We Need

Alphabetic Principle



blends	digraphs	trigraphs
cl spr thr	ch th sh	tch

Picture Cues



Phonics and Spelling Instruction

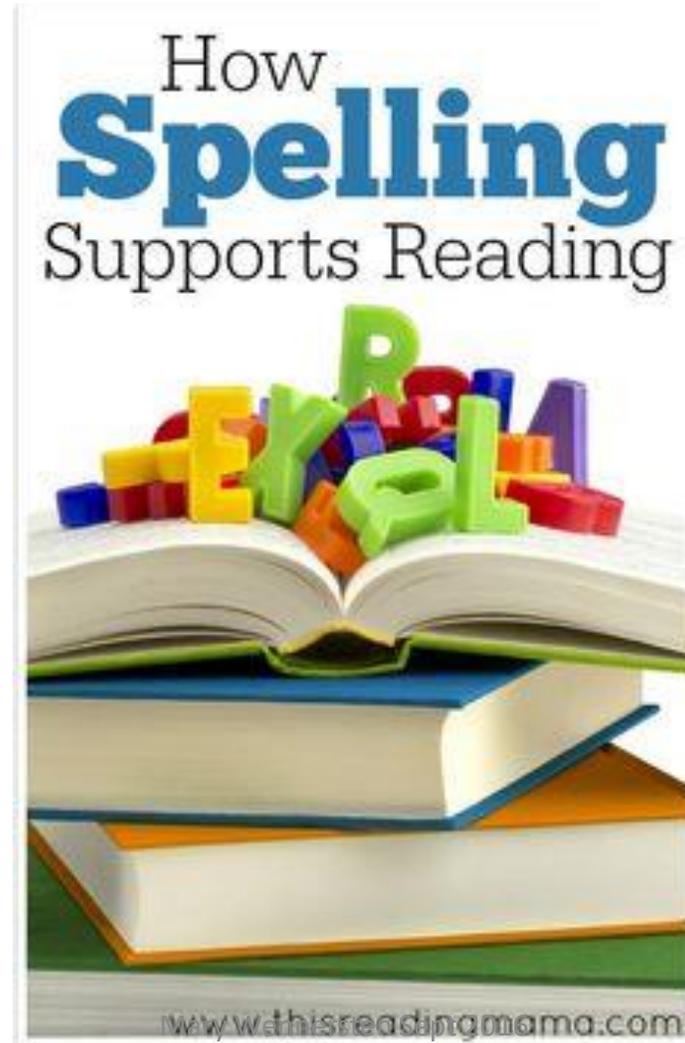
Strengths	Weaknesses
Assessment Data we have	Assessment Data We Need

6 Syllable Types

C	closed dog lost best camp milk dump desk fast	VC/CV in-tend ton-sil cac-tus nap-kin	VC/CCV lob-ster com-plex tan-trum gum-drop
I	l-consonant le turtle candle tumble sparkle circle rumble	VCC/CV pump-kin bank-rupt hand-cuff musk-rat	VCe/CV time-line grape-vine fire-side home-made
O	open open unit silent ruby baby iris raven robot	VCC/CCV lamp-shade hand-craft grand-stand milk-shake	
V	vowel team feet boat leaf loaf teal tree	VC/CV Sep-tem-ber At-lan-tic fan-tas-tic in-ter-fere	V/CV ba-sic o-pen tu-lip si-nus hu-mid ro-bot
e	e-V-C-e ape Steve bone bike cube flute	VC/V cab-in hab-it rob-in liv-id sev-en trav-el	V/V ne-on di-et du-et po-et cre-ate tri-umph
r	r-control car horn fern church bird		

American Federation of Teachers

(2005/2006) <http://www.aft.org/sites/default/files/periodicals/Moats.pdf>



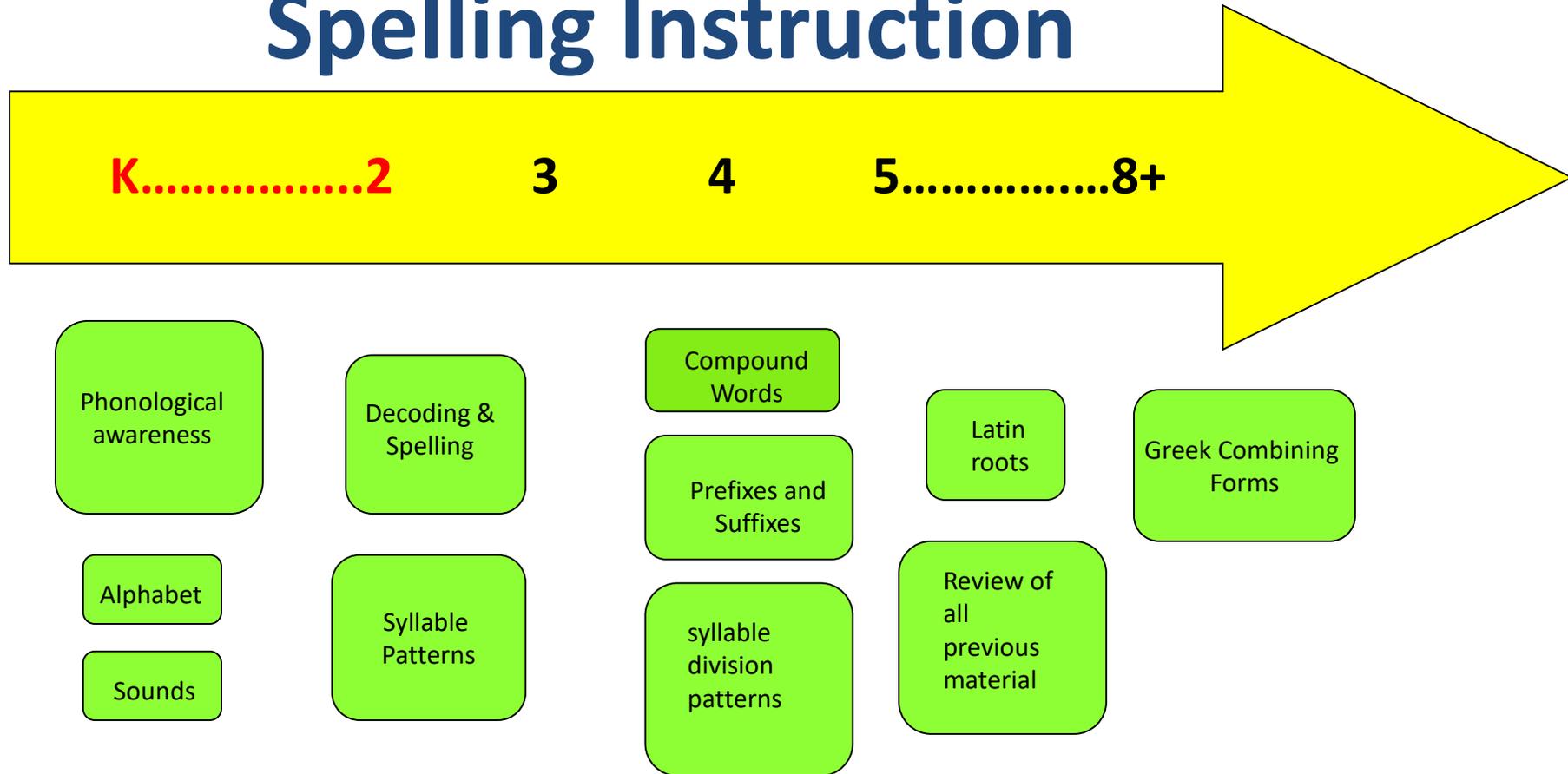
Morphology Instruction

Strengths	Weaknesses
Assessment Data we have	Assessment Data We Need

Morphology

- The mental system involved in word formation or the branch of linguistics that deals with words, their internal structure, and how they are formed."
 - (Aronoff & Fudeman, 2005, p. 2)
- Also called structural analysis

The Continuum of Integrated Decoding and Spelling Instruction



K., Marcia. *Unlocking Literacy: Effective Decoding & Spelling Instruction*. 2nd. Baltimore, MD: Paul H Brookes Publishing, 2010. Print.

Common Prefixes, Suffixes and Roots

Compiled by Alice Thomas

The 20 Most Common Prefixes in Academic Texts

58% 

Prefix	Meaning	Examples
1. un-	not; opposite	uncover, unlock, unsafe
2. re-	again; back	rewrite, reread, return
3. in-, im-, ir-, i	not; into	incorrect, insert, inexpensive, illegal, irregular, inability
4. dis-	not, away, apart, negative	disagree, discord, discomfort, discontent, distrust
5. en-, em-	cause to	enjoy, endure, enlighten, entail
6. non-	not	nonsense, nonverbal, nonstick, nonspecific
7. in-, im-	in, into, not	invade, implant, imperfect, immoral, inedible, incapable
8. over-	too much	overload, overdo, overact, overboard, overdose
9. mis-	wrongly	misjudge, misinterpret, misguided, mismatch, misplace
10. sub-	under	submarine, subtext, substandard, substitute, subversive
11. pre-	before	preview, pretest, prevent, preplan
12. inter-	between, among	interstate, international, intermission, intermingle, interface
13 fore-	before	foreshadow, foresight, foreseeable, forecast, foreground
14. de-, dis-	opposite of, not	depose, detour, dehydrated, decaffeinated, discord, discomfort, disengage
15. trans-	across; move between	transatlantic, transcend, transfer, transact, transport
16. super-	above	supersonic, superstar, supernatural, superstore
17. semi-	half	semicircle, semiprecious, semicolon, semifinal
18. anti-	against	antifreeze, antithesis, antitrust, antidote, antisocial
19. mid-	middle	midterm, Midwest, midstream, midway, midnight
20. under-	too little; not enough	underfed, underdog, underestimate, underage

Ranked by Carroll et al (1971) and applied to third grade research by White, Sowell and Yanagihara (1989)

Multisyllabic Word Identification

Using Structural Analysis

- **H** – highlight the prefix and/or suffix parts
- **I** – identify the sounds in the base/root word
- **N** – name the base/root word
- **T** – tie the parts together
- **S** – say the word

(adapted from Archer, Gleason & Vaughn, 2000)

exportable

unlikely

disagreement

unexpectedly

Fluency Instruction

Strengths	Weaknesses
Assessment Data we have	Assessment Data We Need

Defining Fluency

...”reading at an appropriate rate, with accuracy and prosody.”

Hasbrouck and Hougen

Accuracy: reading words correctly

Automaticity: reading words and connect with ideas
without a pause

Access: the meaning of what you are reading



Engagement Strategy for Small Group Instruction

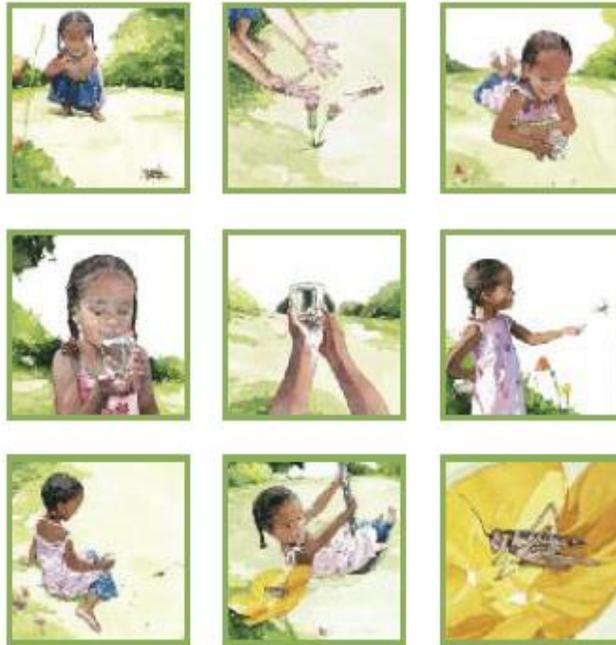
sings quick grass jumps last grass

quick sings jumps grass quick glass

at last is quick sings to me in the grass

Then I set him free. A cricket jumps fast.

Sentence Level Practice



17

A Cricket Sings

I spot a cricket in the grass.

A cricket is quick. A cricket jumps fast.

At last, I trap the cricket in a glass.

I inspect the cricket.

The cricket inspects me.

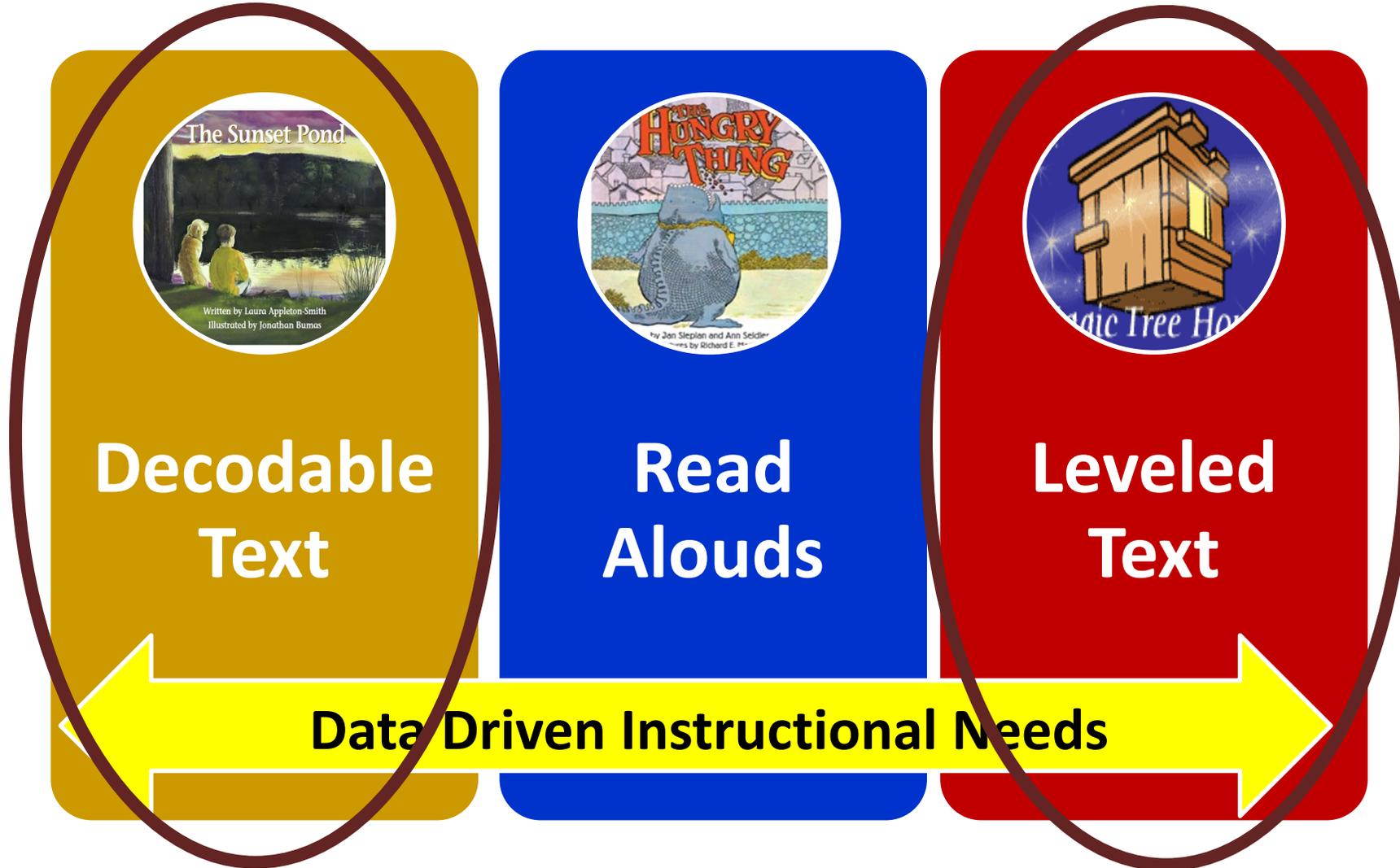
Then I set him free.

I let him go next to my swing.

And he sings to me by rubbing his wings.

18

Text Selection For Instruction



Vocabulary Instruction

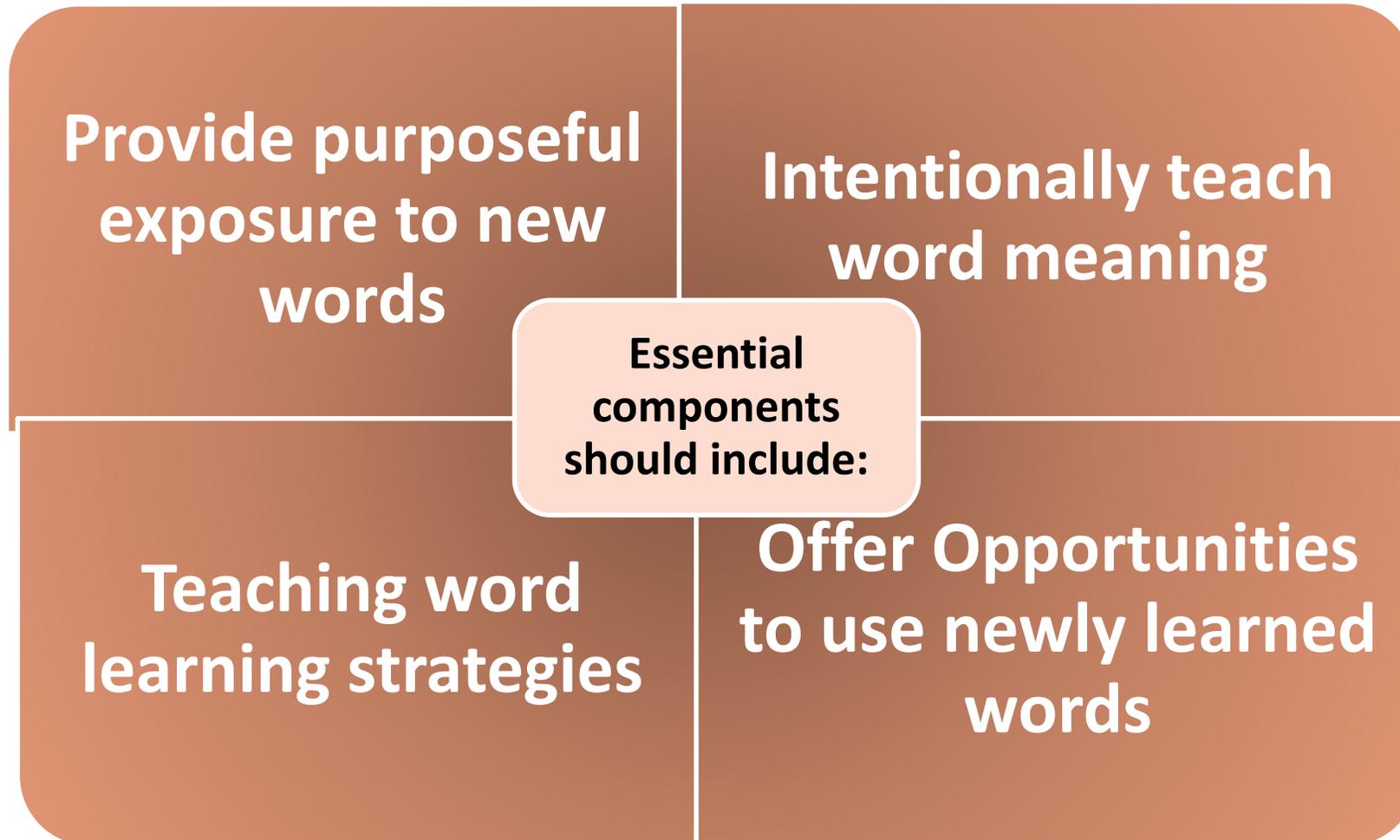
Strengths	Weaknesses
Assessment Data we have	Assessment Data We Need

Three types of vocabulary words

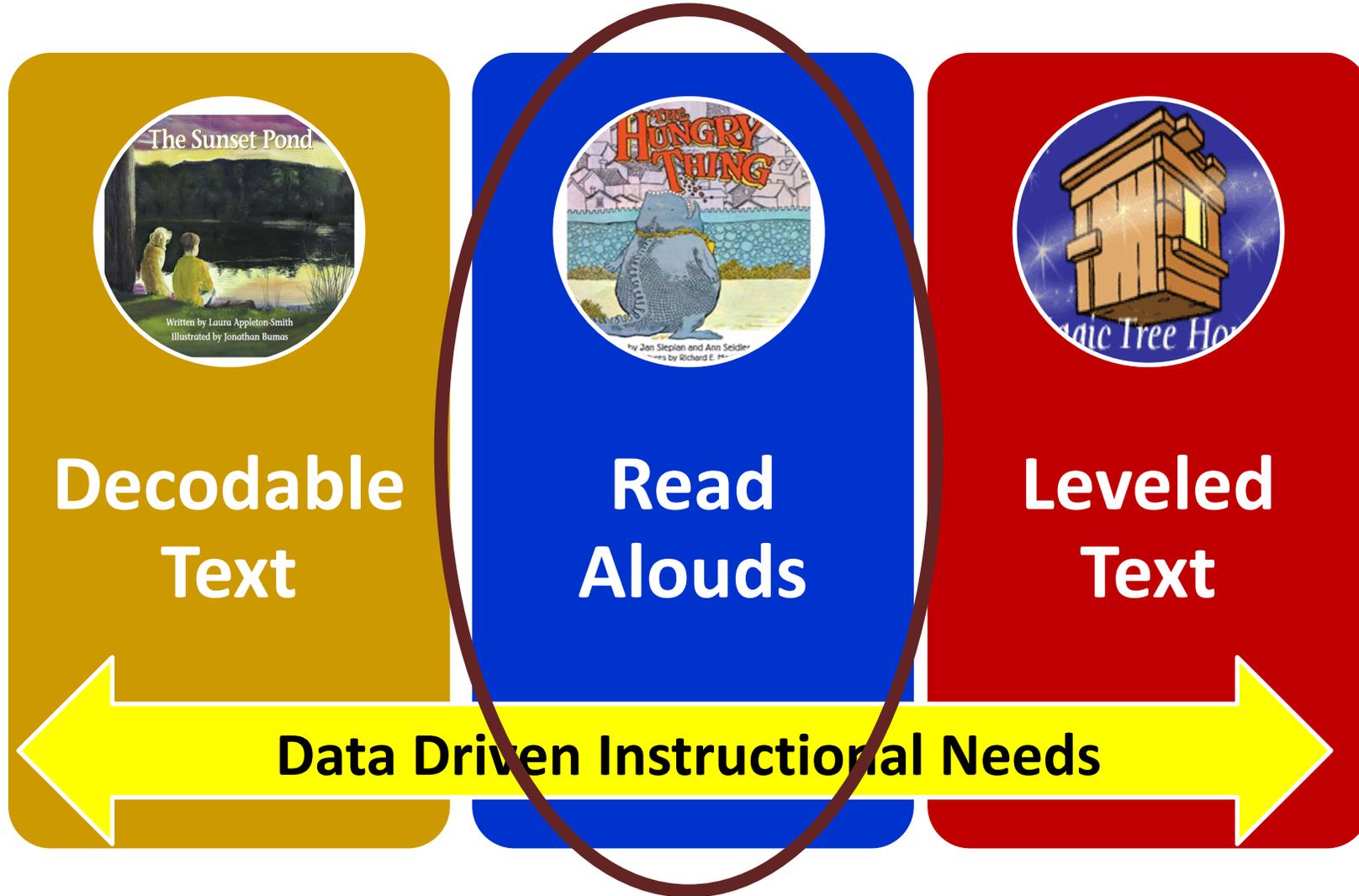
1. Common words – includes the most basic words
2. Academic words – words that students see and use often across domains and content
3. Content specific – rarely seen or used, taught just for instruction during the lesson/unit

The Four Ply Vocabulary Plan

Michael Graves:



Text Selection For Instruction



Comprehension Instruction

Strengths	Weaknesses
Assessment Data we have	Assessment Data We Need

Comprehension

"Intentional thinking during which meaning is constructed through interactions between text and reader"
(Harris & Hodges, 1995).

<http://www.readingrockets.org/teaching/reading101/comprehension>

Organizational Patterns

(Marzano et al., 1997)

These apply to the **informational** reading and writing processes.

1. **Compare and contrast ***
2. **Descriptive patterns ***
3. **Episode pattern**
4. **Process/ Cause-Effect ***
5. **Time Sequence pattern ***
6. **Concept pattern**
7. **Generalization/principle pattern**

Organizational Patterns

(Marzano et al., 1997)

These apply to the **literary** reading and writing processes.

1. Compare and contrast

(characters, setting or plot)

2. Descriptive patterns

(characters, setting or event)

3. Cause-Effect

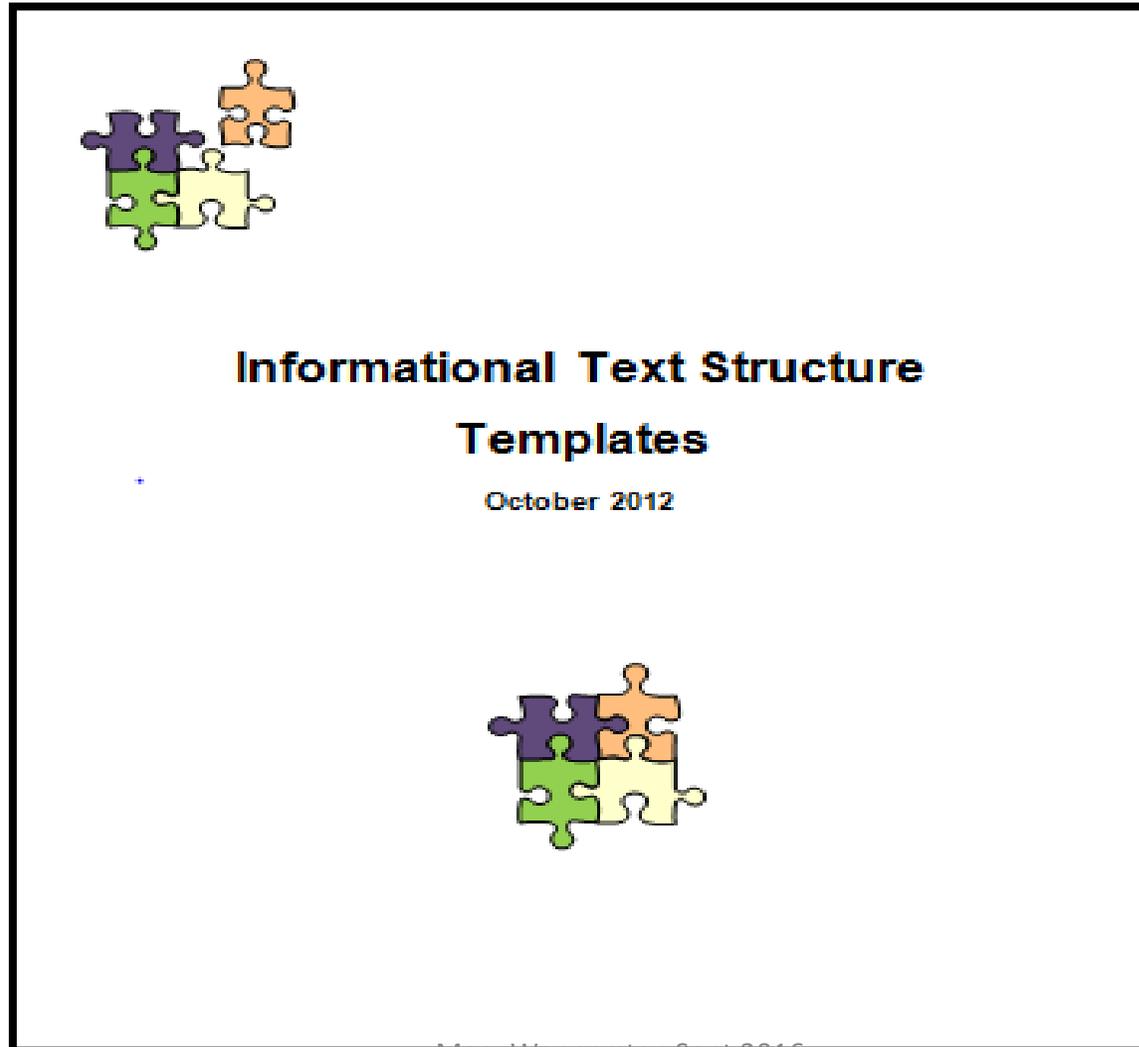
(conflict -resolution, problem-solution)

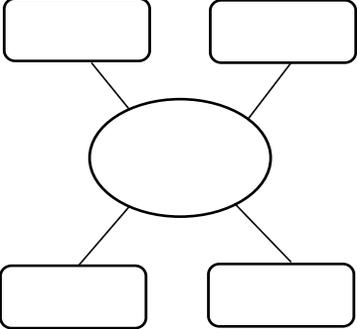
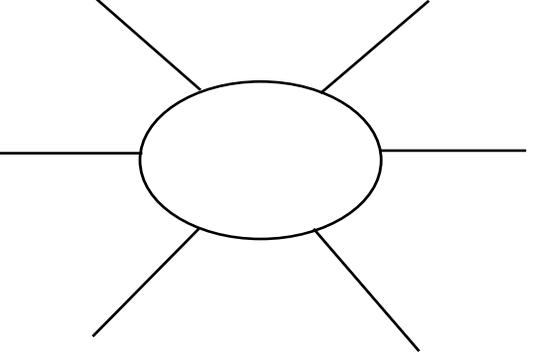
4. Time Sequence pattern

(events, actions, beginning - first, middle - then, end – finally)

Center on Instruction

<http://www.centeroninstruction.org/>



	Description												
Purpose: to explain a topic, concept, person, place, event or object, by providing characteristics, features and/or giving examples.													
Signal Words and Phrases													
descriptive words (e.g., color, shape, size) position words (e.g., above, along, beside, between, in front of, near) <table border="0" data-bbox="435 411 1465 539"> <tr> <td>appears to be</td> <td>for example</td> <td>made up of</td> </tr> <tr> <td>characteristics</td> <td>for instance</td> <td>most important</td> </tr> <tr> <td>consists of</td> <td>in fact</td> <td>specifically</td> </tr> <tr> <td>features</td> <td>looks like</td> <td>such as</td> </tr> </table>		appears to be	for example	made up of	characteristics	for instance	most important	consists of	in fact	specifically	features	looks like	such as
appears to be	for example	made up of											
characteristics	for instance	most important											
consists of	in fact	specifically											
features	looks like	such as											
Comprehension Question Frames													
<ol style="list-style-type: none"> 1. What is the subject being described? 2. How is the topic being described (i.e., where it is, what it does, how it works, what it looks like, its classification)? 3. What are the most important attributes or characteristics? 													
Graphic Organizers													
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="453 853 810 1182">  </div> <div data-bbox="912 839 1447 1196">  </div> </div>													

Informational Text Structure
Descriptive
Compare and Contrast
Problem Solution
Chronological
Cause and Effect

Do you have a systematic literacy program?

Strengths	Weaknesses
Next Steps:	

Goals

- Investigate what research says about teaching reading
- Identify the elements of effective reading instruction
- Discuss and plan next steps to improve reading instruction





Thank You!

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