



Adolescent Literacy Solutions

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It's called **reading**.
It's how people install new
software into their brains.

Materials Check

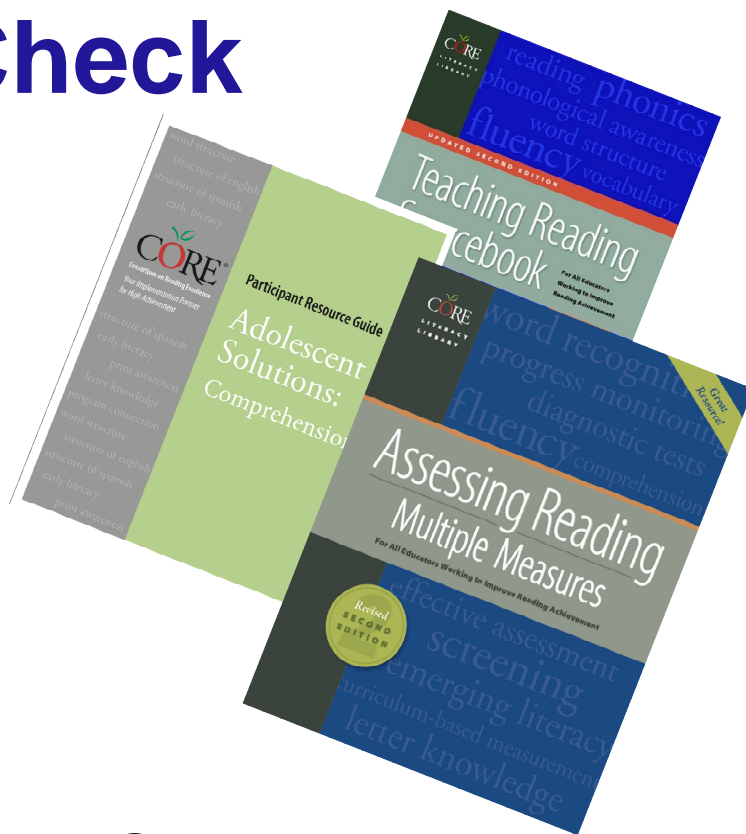
CORE Reading Sourcebook

Participant Resource Guide

Multiple Measures

And/or Handouts

Access to Foundational Reading Skills and
Blending Videos: <https://www.corelearn.com/core-videos> **PASSWORD-** LearnWithU\$!



**Write your name on your name tent.*

Sign in Sheet

Instructor: _____

Name	Institution Name (school, district, etc.) and Grade Level	Title	Mailing Address (optional)	Phone	Email
	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		Street _____ City State Zip	()	
	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		Street _____ City State Zip	()	
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Birthday Icebreaker & Partner Introductions



Line up in the order of your birthdays--without speaking! (Hand signals and body language only.)

Share your name, school, number of years teaching and one personal detail about yourself with your birthday partner.



Everyone will introduce their partners to the group

Birthday partners

Active Participation Strategies



Purpose of Adolescent Literacy Solutions

- Understand why reading is a national priority
- Provide a solid foundation of reading research and how it relates to the **five essential components**
- Understand how to effectively implement **best practices in reading**.



Best
Practices



Objectives:

Adolescent Literacy Solutions

- Learn how to provide explicit instruction in phonics and multisyllabic word reading.
- Understand the relationship between reading fluency and text comprehension
- Learn how to teach specific vocabulary words actively and deeply
- Learn methods for teaching word-learning strategies
- Understand factors that contribute to and affect reading comprehension



AGENDA



- Welcome and introductions
- Linguistic concepts for phonics instruction
- Irregular word reading
- Multisyllabic word reading
- Syllabication principles and instruction
- Fluency- assessment
- Methods to build fluency
- Specific word instruction
- Word-learning strategies
- Comprehension strategies
- Literacy and informational text instructional methods
- Closing

The Ladder of Reading



5%	Learning to read seems effortless	Advantaged by a STRUCTURED LITERACY approach
35%	Learning to read is relatively easy with broad instruction	
40-50%	Learning to read proficiently requires code-based explicit, systematic, and sequential instruction	STRUCTURED LITERACY essential
10-15%	Learning to read requires code-based explicit, systematic, sequential, diagnostic instruction with many repetitions	



Young, N. (2020) *Graphic-The Ladder of Reading*.
www.nancyyoung.ca

State of Reading Today

Sourcebook page 2

NAEP Overall Achievement-Level Results in Reading

GRADE	Below Basic	Basic	Proficient	Advanced
Grade 4	32%	31%	28%	9%
Grade 8	24%	40%	32%	4%

National Center for Education Statistics, 2017



The State of Adolescent Literacy

- Among twelfth-grade students of color, 38 percent of Hispanic students and 49 percent of African American students scored below the basic level, compared to 22 percent of white students and 20 percent of Asian/Pacific Islander students. (National Center for Education Statistics, 2015)
- Through 2020 65% of jobs will require a post-secondary education. (Center on Education and the Workforce)
- The Literacy Project Foundation found that 3 out of 5 people in prisons could not read, and 85% of juvenile offenders have trouble reading. (2017)
- “Literacy is one of our most important civil rights and is the equity issue of our time.” (Letter from Arlington, VA Branch of the NAACP, 2020)

State of Reading in Your School

With your table group discuss

In your class, school, or district . . .



- What is the typical struggling reader like?
- About what percentage of students are struggling readers?
- How are struggling students identified?
- What instructional provisions are in place for struggling students?



- Table group discussion

False Theories Persist



- Reading is as natural as speaking, thus we just need to immerse students in good literature and print.
- There are a multitude of ways that children learn to read so there isn't one set of instructional principles that will work for all children.
- Teaching young children to look at pictures, skip over the words, or guess at words based on context will develop reading comprehension.

2

Stewart, 2019

,

Hope for the Older Students Who Struggle with Reading



“Twenty-first century workplace demands for literacy are only getting higher. Thus the societal costs of leaving so many students ‘below basic’ in reading are only increasing. We know that older struggling readers can be taught and that the lives of many can be salvaged with well-designed, intensive, faithfully implemented, language-based instruction. Let’s get on with its implementation.”

– Louisa Moats, *Teaching Adolescents to Read: IT’S NOT TOO LATE*

Participant handouts 1-10

What's Not Working

Sourcebook page 3

“Even through extensive research clearly shows that students, regardless of their learning difficulties reach higher and faster achievement with systematic and explicit instruction, this type of instruction is not always used” Rosenshine & Moats, 2007.



Teaching Adolescents to Read: IT'S NOT TOO LATE



Form Groups of three

- #1: Read from the beginning up to “Reading Instruction that Works” (pages 2 to page 3)
- #2: Read “Reading Instruction that Works,” including “All Essential Components” and “Intensive Intervention” pp.3-4
- #3: Read “Direct Teaching of Language Structure,” including “The Building Blocks of Spoken and Written Words” pages 4-5 (Stop at Reading Fluency)...

Prepare to explain critical points from your assigned section to the other members of your group.

Helpful Trios



Speaking is learned naturally. Reading is not.

“We are not born wired to read. We are born wired to speak.”

About 95% of students can be taught to read.

(Kilpatrick, 2015; Moats, 2009; Wolf, 2018)

Why does this matter?

Because knowing how the brain learns to read, determines how we teach children to read and what needs development

Reading as Social Justice Issue

Our students should not have to win the school “lottery” to get a strong core curriculum based in phonics.

– Arlington, VA Branch NAACP, June 2020



“In 2000, the US federal government responded to the country’s reading confusion by producing the seminal work in the field. **The National Reading Panel’s conclusions were clear: students need direct, explicit instruction that teaches phonemic awareness, phonics, fluency, vocabulary, and comprehension.**”

– Kareem Weaver, Member of Education Committee,
NAACP, Oakland Branch, 2019

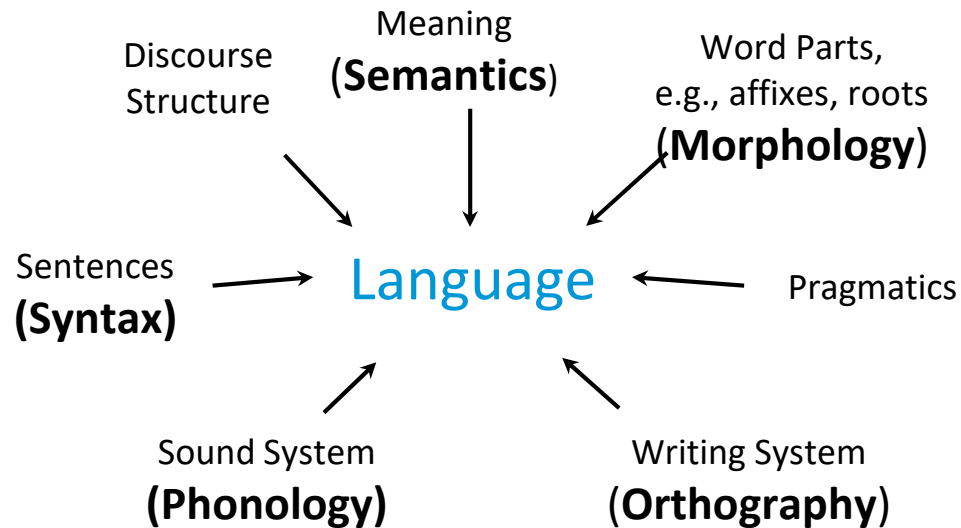
Our Locus of Control

As educators can make a difference:

- Use research- based teaching practices
- Intervene for students who are struggling
- Create a culturally responsive and supportive classroom environment



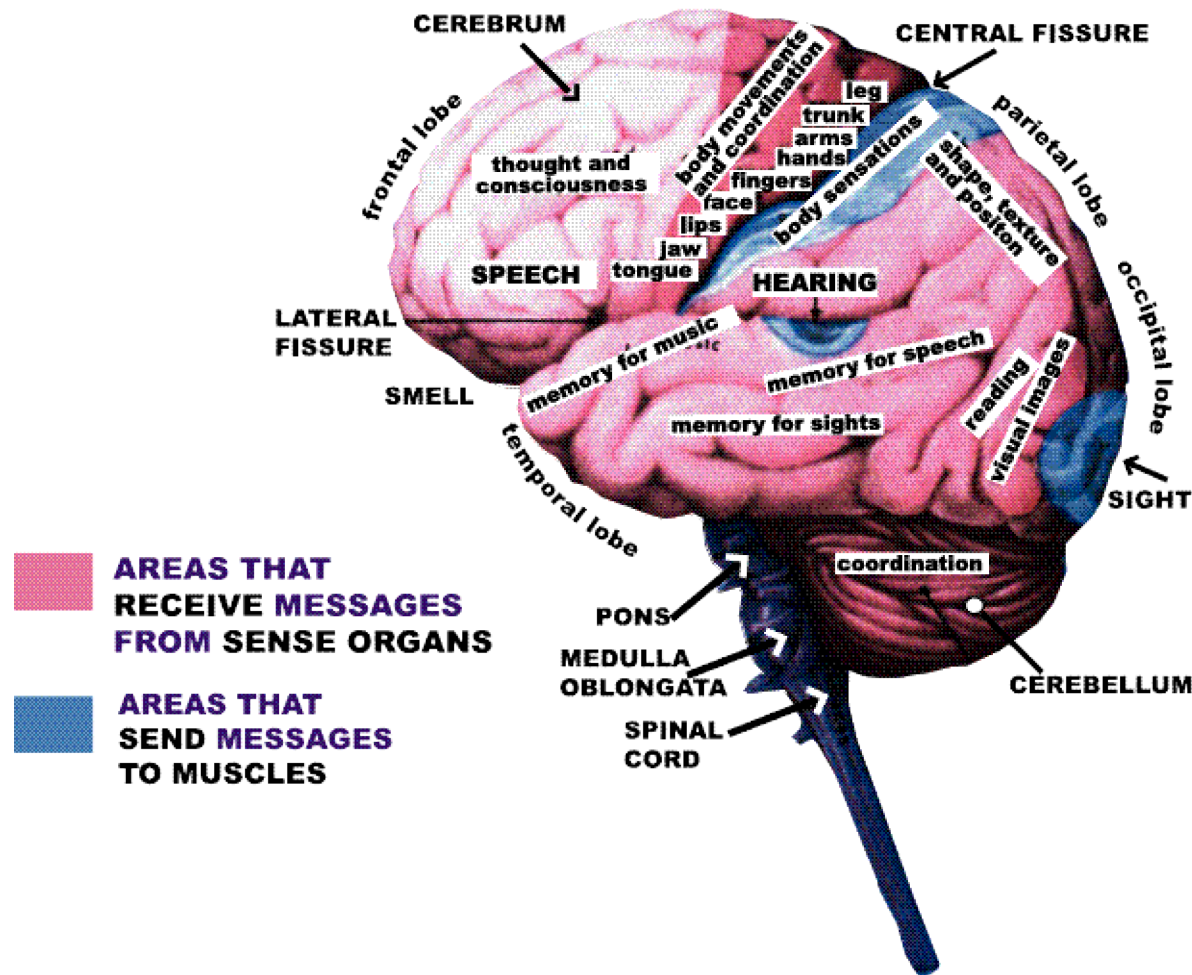
Reading is Built Upon Language



(Moats, 2000, p.2)

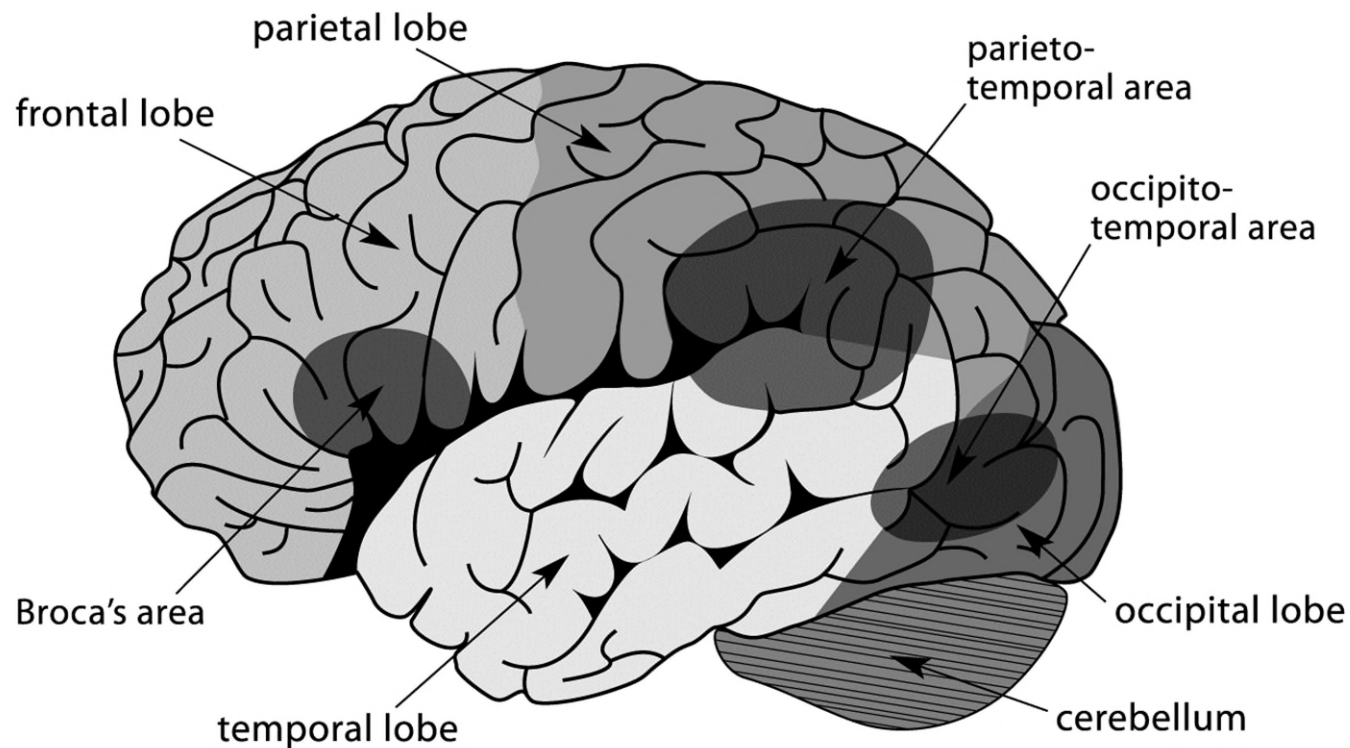
Reading after all, is not a rote exercise in recitation of words but a translation of print to speech to meaning that is mediated by the language center of the brain. Language itself is the substance of instruction.

Brain Messages

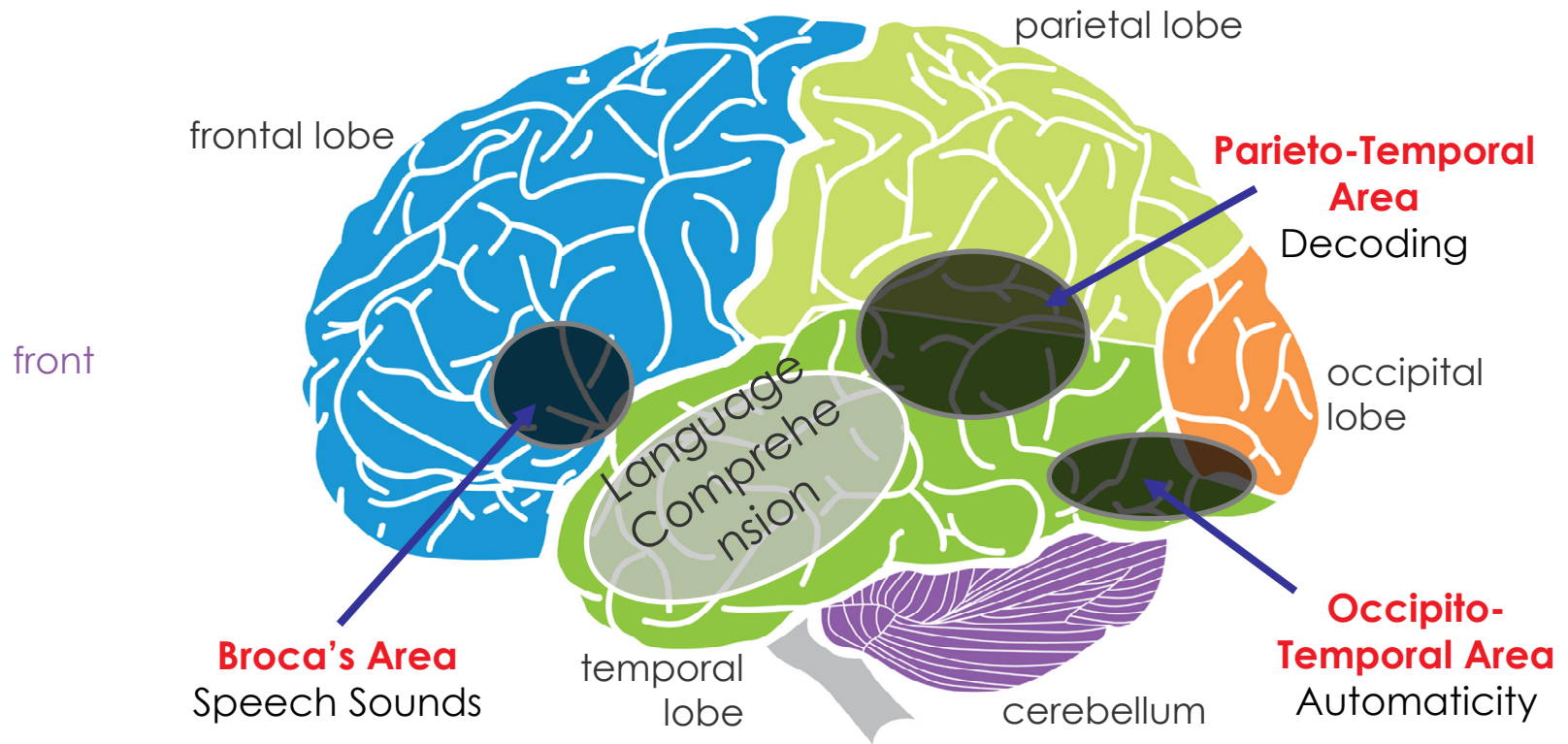


Brain Geography

Sourcebook pages 4-5

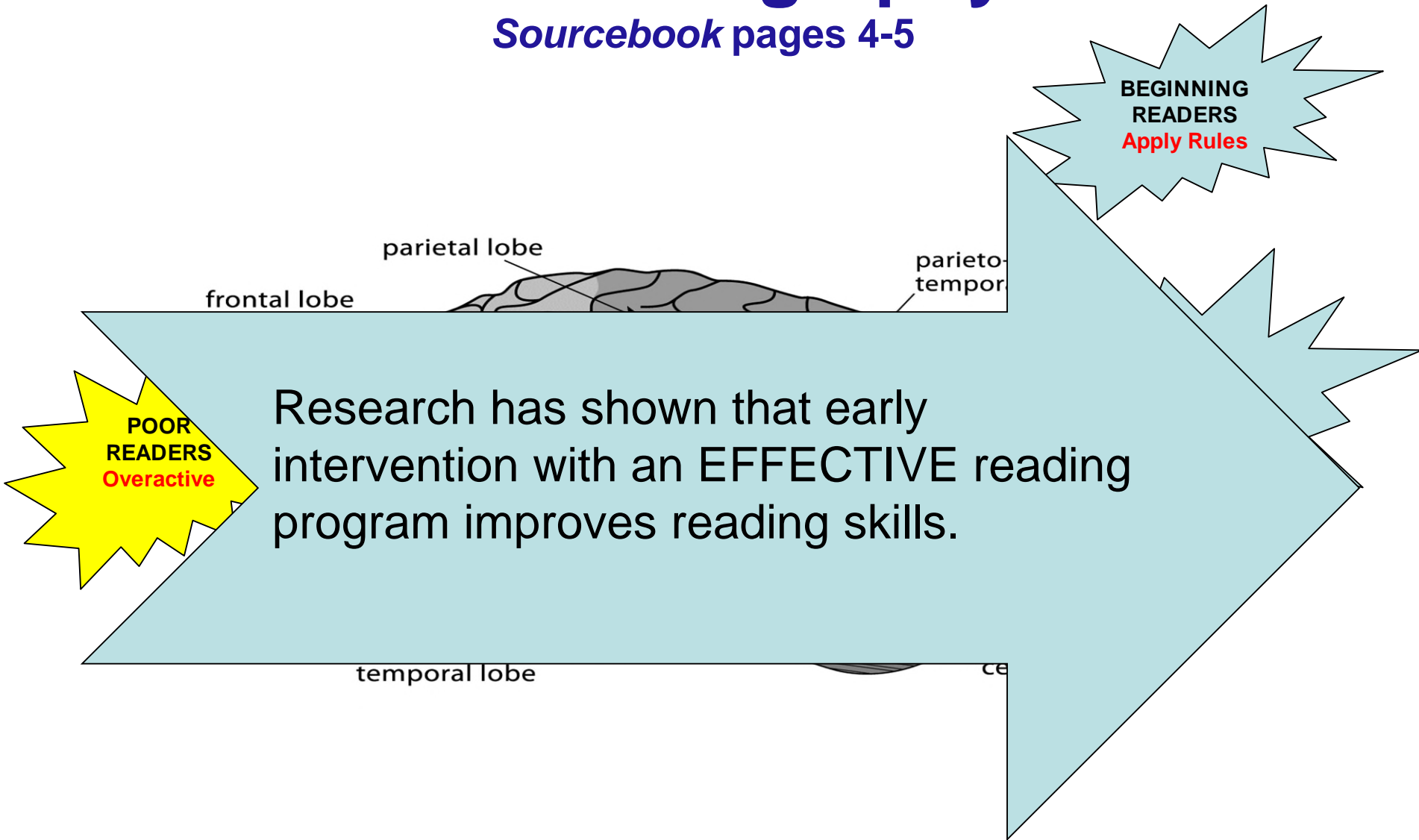


Brain Geography- Left Hemisphere



Brain Geography

Sourcebook pages 4-5



Downward Spiral

Highlight the 3rd sentence on Sourcebook page 13.

Studies show that students...



Profiles of Reading Difficulties

Sourcebook pages 16-17



SWRD (Specific Word-Recognition Difficulties)

- More common in grades K-3, about 49% of reading problems
- About 33% in grades 4 and up

SRCD (Specific Reading Comprehension Difficulties)

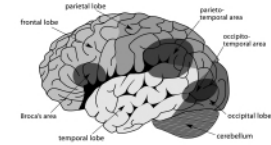
- Very uncommon in younger readers, about 6% in K-3
- More common in older struggling readers, about 33% in grades 4 and up

MRD (Mixed Reading Difficulties)

- About 46% in K-3
- About 33% in grades 4 and up



Dyslexia Defined



“Dyslexia is a specific learning disability that is **neurobiological** in origin. It is characterized by difficulties **with accurate and/or fluent word recognition and by poor spelling and decoding abilities**. These difficulties typically result from a deficit in the **phonological component of language** that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

– International Dyslexia Association

Brain patterns that dyslexic students may show



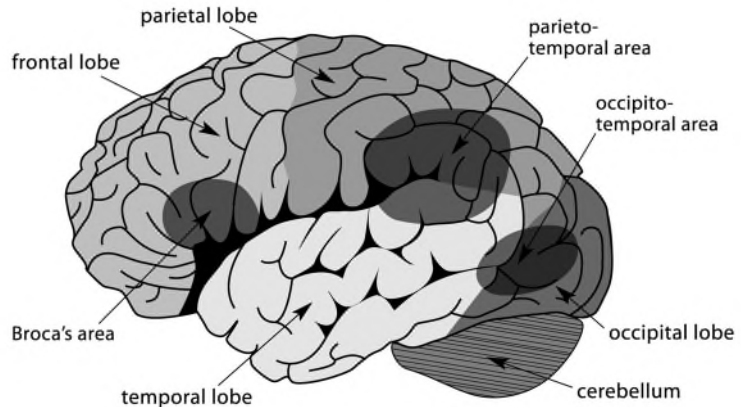
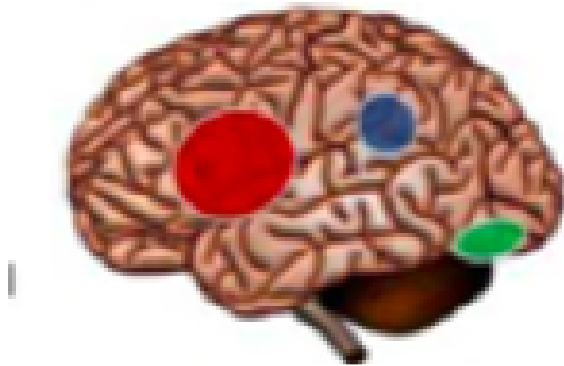
- Left Frontal Region: Important for compensation
- Left Temporo-Parietal Region: XXX
- Left Occipito-Temporal Region: XXX

Brain patterns that non-dyslexic students may show



Source: Fumiko Hoeft. Used with permission.

Brain Patterns



...in the dyslexic brain, there is more activation in the **pre-frontal right hemisphere of the brain** (which is part of the brain's memory network) that is linked to the green area in the left hemisphere — **the Left Occipital-Temporal region** (Shaywitz, 2006)

Misconceptions About Dyslexia

1. Dyslexia is caused by sequencing and visual misconceptions- seeing or reading letters or words backwards, letter reversals, and letters jumping around.

- **Reality:** Letter reversals happen because students have not yet internalized the sound/spelling they need to.

2. Children will outgrow dyslexia with more time.

- **Reality:** Research indicates that reading problems persist into adolescence and adulthood without evidence-based interventions.

3. More boys have dyslexia than girls.

- **Reality:** Research indicates this is due to diagnostic differences and boys may exhibit more overt acting out behaviors that draw them to educators' attention.

Misconceptions continued

4. Dyslexia affects only English speakers

- **Reality:** Research shows that dyslexia exists across languages.

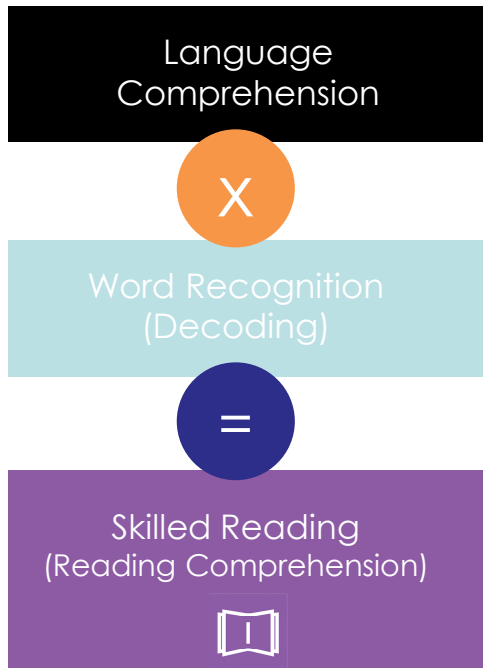
5. Dyslexia can be treated with colored eye overlays or special colored glasses

- **Reality:** This stems from the widely held belief that dyslexia is a visual problem, yet research shows no evidence that colored lenses impact dyslexia.

The Simple View of Reading



The Simple View of Reading



Scarborough's Rope:

The Many Strands That Are Woven Into Skilled Reading

Language Comprehension

Background Knowledge
(facts, concepts, etc.)

Vocabulary Knowledge
(breadth, precision, links, etc.)

Language Structures
(syntax, semantics, etc.)

Verbal Reasoning
(inference, metaphor, etc.)

Literacy Knowledge
(print concepts, genres, etc.)

Increasingly
Strategic

Skilled Reading

Fluent Execution and
Coordination of Word
Recognition and Text
Comprehension.

Word Recognition

Phonological Awareness
(syllables, phonemes, etc.)

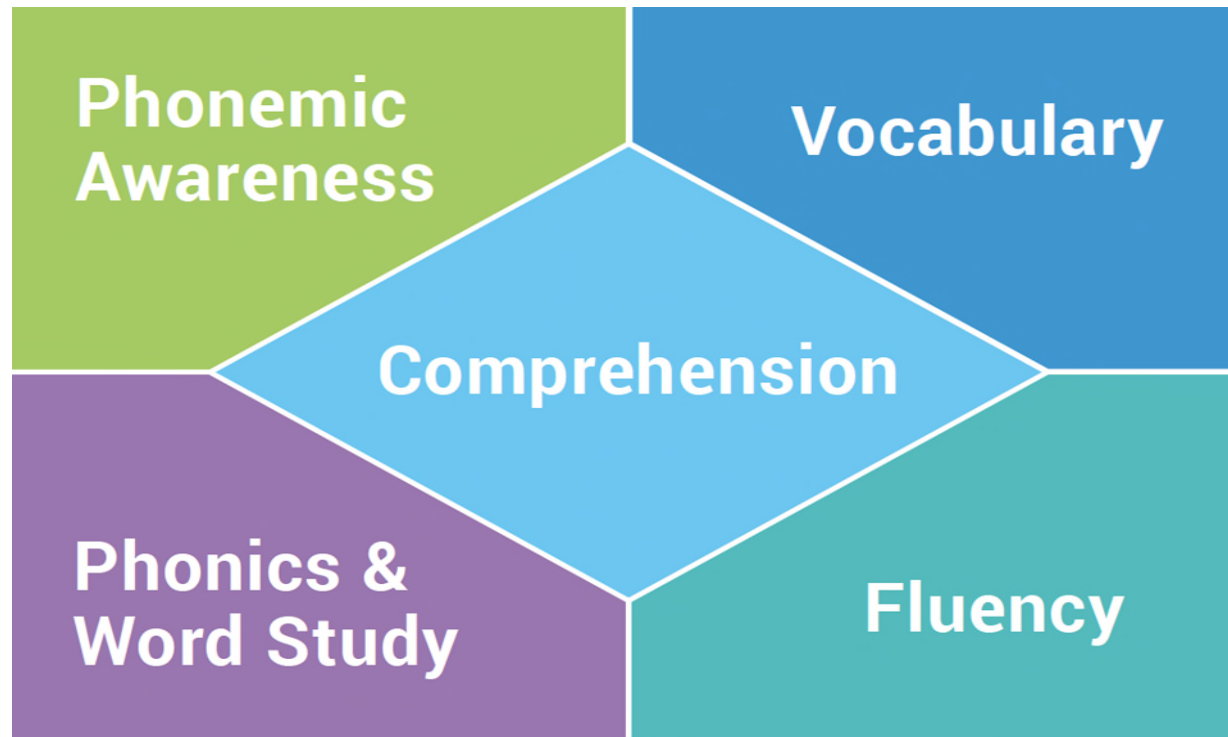
Decoding
(alphabetic principle, spelling-sound
correspondences)

Sight Recognition
(of familiar words)

Increasingly
Automatic

Scarborough, 2001

Five Essential Components: Reading



SOURCEBOOK pp. 7-10

Structured Literacy: A Brief Introduction

Design (How):

- **Explicit**- direct teaching of concepts with continuous student-teacher interaction
- **Systematic and cumulative**- Sequence of skills from easiest to more difficult. Each step is based on concepts previously learned.
- **Diagnostic**- instruction is individualized based on careful and continuous assessment,



Structured Literacy's
Evidence-Based Teaching
Principles



Linguistic Concepts for Phonics

Individual Activity – 10 Minutes

Turn to handout pages 10-11

Complete the Pre-Test – What Do I Know About Work Structure

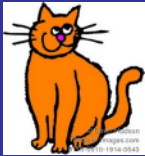


Independent Work

Phoneme

Sourcebook pages 22-23

A phoneme is a sound, the smallest unit of spoken language that makes a difference in a word's meaning.



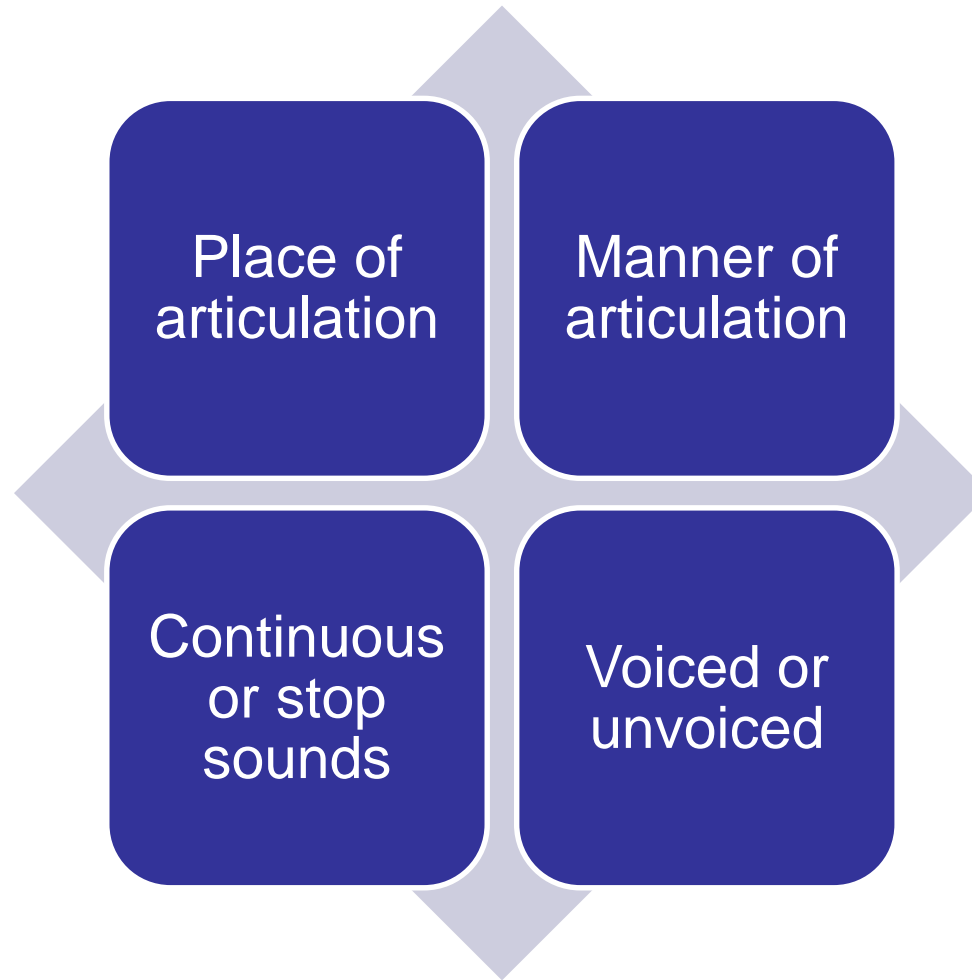
/k/at → /r/at



Changing the sound /k/c to /r/r can make a large difference in meaning, especially to the cat or the rat!

Consonant Phonemes

Sourcebook pages 22-23



Notation

To indicate a sound-spelling the sound is written with diagonal slash marks

/k/ = sound /k/

/k/ck = sound /k/ spelled ck (*duck*)

/k/k = sound /k/ spelled k (*key*)

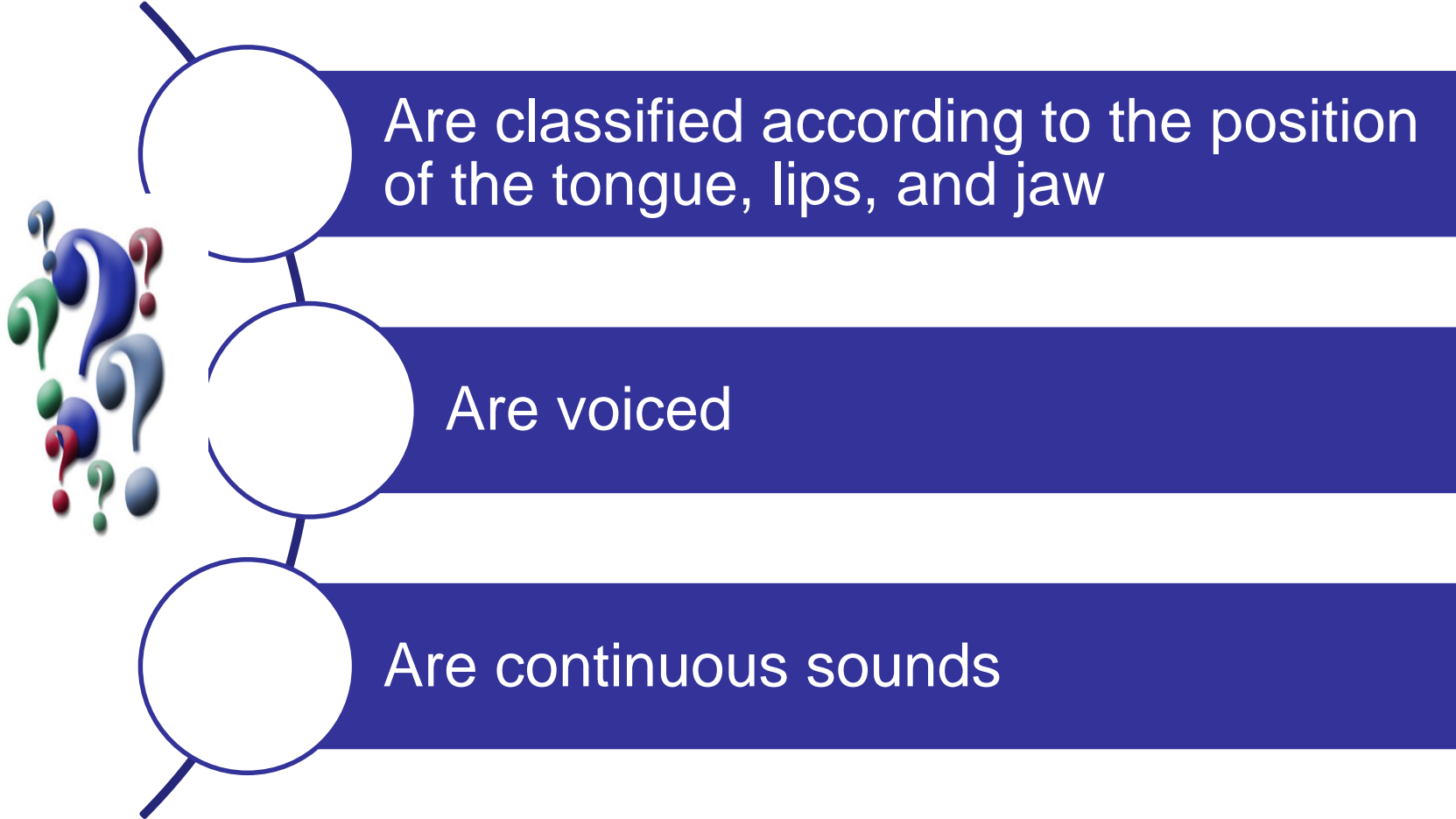
/k/c = sound /k/ spelled c (*optic*)

/k/que = sound /k/ spelled que (*boutique*)

/k/ch = sound /k/ spelled ch (*chorus*)

Vowel Phonemes

Sourcebook pages 22-23



Phonemes in English

We will watch a video designed to determine the English phonemes. You may wish to follow along and complete the form on Handout page 11

- Reminder: Slash marks:(/ /) are usually used to let the teacher know that they should say the sound and not the name of the letter.



Phonemes of English

Quick Review Sourcebook page 35

Consonant phones

/b/, /c/, /d/, /f/, /g/, /h/, /j/, /k/, /l/, /m/, /n/, /p/, /qu/,
/r/, /s/, /t/, /v/, /w/, /y/, /z/

Consonant digraphs:

/ch/, /sh/, /th/, /TH/, /wh/, /ng/

/zh/ (as in measure, azure, and fusion)

Notes:

/q/ is always followed by a u

X is pronounced /k/-/s/.



Handout pages 11-12

Nine Phoneme Pairs

Sourcebook page 25

Unvoiced Voiced

/p/

/b/

/wh/

/w/

/f/

/v/

/t/

/d/

/th/

/TH/

/s/

/z/

/sh/

/zh/ as in measure

/ch/

/j/

/k/

/g/



Vowel Phonemes

Sourcebook page 27

- Vowels are distinguished from consonants in that airflow is not obstructed in a vowel.
- Vowels are voiced and continuous.
- There are 18 vowel phonemes in English.



Phonemes in English

Sourcebook page 35

Short vowels (marked with a breve:)

/a/, /e/, /i/, /o/, /u/

Long vowels (marked with macron: -)

/a/, /e/, /i/, /o/, /u/



Phonemes in English

Sourcebook page 35

R-controlled vowels

/er/ir/ur/, /ar/, /or/

Diphthongs (“gliding vowels”)

/oy/oi/, /ow/ou/

Variant vowels:

/aw,/au/; /oo/ as in moon, /oo/ as in book

Schwa – written as upside down “e”



Phonological Awareness

Sourcebook page 117

Working in groups of three complete the
Connect to Theory handout at the top of
handout page 13

Bonus:

How many phonemes are in the word *box*?



(Helpful Trios)

Systematic Phonics Instruction

Systematic instruction maximizes the likelihood that whenever students are going to learn something new, they already possess the foundational knowledge needed to learn the new information efficiently.

Useful
sound/spellings
are taught in a
carefully
selected,
logical
sequence.

New skills are
built on existing
skills.

Tasks progress
from simplest to
most complex.

Ample
opportunities for
practice and
continual review
of what has
been taught are
provided.



Explicit Phonics Instruction

Sourcebook page 171

- Concepts are explained clearly by the teacher.
- Skills are modeled clearly by the teacher, guided practice with feedback is provided, followed by independent practice (“I do, We do, You do”).
- To make it easier for students to grasp, Instruction requires **less** inference and discovery on the part of the students.



Explicit Phonics Lesson Sequence

Develop
phonemic
awareness

Introduce
sound/
spelling

Blend
words

Build
automatic
word
recognition

Apply to
decodable
text

Do word
work to
practice
decoding
and
encoding

Scaffolding Blending Instruction

Sourcebook pages 179-182

Handout page 14

Find your birthday partner



**Automatic
word
reading**

**Spelling-
focused
blending:**

**Whole word
blending**

**Continuous
OR Sound-
by-sound
blending**





Decodable or Connected Text

Sourcebook page 183

Reading-practice material is linked to phonics instruction.

Majority of words use sound/spelling relationships and spelling patterns the students have been taught.

Material also includes a number of previously taught irregular sight, high-frequency, and story words.

Words are suited to students' grade-level oral vocabularies.

Tips for Reading Connected Text

Ensure that students are engaged with the text and are tracking at all times.

The teacher should control the pace of reading; it should not bog down.

Be sure to teach nondecodable sight words first.

Provide multiple opportunities for students who struggle with decodable text to practice.



Activity

Word Work: Word Building

- Fold and tear a piece of paper into 8 small squares of about $\frac{1}{2}$ to $\frac{3}{4}$ inch on each side. Don't worry about appearances or rough edges.
- On each square, you will write one letter, vowel team, or consonant digraph, as follows:

ea b d d

r t th k

Word Building

Begin by spelling out the word **threat**

Exchange the last t for a d

thread

Exchange the digraph th for dr

dread

Change the first d to a b

bread

Exchange the d for a k

break

We will now take a five minute break!



Irregular Word Reading

Sourcebook page 243

With your elbow partner

- Read the paragraph at the bottom of handout page 13. Count the number of high frequency words.
- Discuss the implications of the fact that only 100 words account for 50% of the words in school text, and almost 25% of these words are irregular.
- Note: List of Most Frequent words on page 15
- Elbow partners

TALK
ABOUT

How? Irregular Word Reading

Lesson Model: Sourcebook page 255

- Spell Out Strategy for Irregular Words:
 - Read
 - Spell
 - Read
 - Spell
 - Read
 - Spell
 - Write



Based on a format described in SIPPS (Shefelbine and Newman, 2004)

Focus on Multisyllabic Words

Count off by 4's



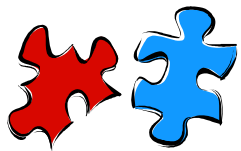
Turn to handout page 16

– Scan the text “Greenhouse Effect”

Turn handout page 17 Number off:

– Read your question

- Share your response with your group



mul|ti|syl|la|ble

Jig-saw

/u/ /n/ /d/ /ē/ /s/ /ī/ /f/ /ûr/ /ə/ /b/ /ə/ /l/

un de ci pher a ble

un de cipher able

un decipher able

Three Approaches to Decoding Multisyllabic Words

Sourcebook pages 262-263

Using syllable types and division principles

Identifying affixes or word parts

Using flexible syllabication strategies



Syllable Types and Division Principles

Sourcebook pages 262 to 263

Find your post card partner. .

Bring your handout packet and a pencil/pen

- Review: Common Types of Syllables on handout page 19
- Complete the Connect to Theory on handout page 20

rad-ish	ra-dar
nev-er	fe-ver
driv-en	dri-ver
rob-in	ro-bot
un-fit	u-nit

Stay with your partner

post card partners



Referring to the Common Types of Syllables chart on the facing page and using the grid below, sort the following one-syllable words by syllable type.

top, heat, trade, clip, with, hi, go, broke, me, park, snow, side, twist, verb, toy, noun, thorn, hurt

(See Answer Key, p. 800.)

closed top, clip, with, twist	vowel combination heat, snow, toy, noun,	consonant-le
open hi, go, me,	vowel-consonant e trade, broke, side,	r-controlled park, verb, thorn, hurt

Useful Syllable Division Principles

Sourcebook page 264

With your post card partner

We will watch a presenter explain a process to effectively use syllable division principles. (24.35)



With another pair partners

1. Review the handout pages 21-31
2. Share how you can use/share this information

Return to your seas.

Pairs compare

Steps for Syllable Division: VCV

Sourcebook page 284

STEPS FOR SYLLABLE DIVISION: VCV

- 1 Identify and Label the Vowels
- 2 Identify and Label Any Consonants Between the Vowels
- 3 Look at the Pattern and Divide the Word
- 4 Identify the First Syllable's Type
- 5 Blend Each Syllable and Then Read the Whole Word
- 6 If You Don't Recognize the Word, Divide It in a Different Way

Activity: Dividing VCV Words

Work with a table partner review the lesson on handout pages 32-35



Take turns being student and teacher.

The first person should teach the word *river* and the second person should teach the word *motel*.

When you have finished, briefly look at the follow-up activities for this lesson.



Three Approaches to Decoding Multisyllabic Words

Using syllable
types and
division
principles

Identifying
affixes or word
parts

Using flexible
syllabication
strategies



Morphemes

Sourcebook page 42

Tab pages 44-45

A morpheme is a unit of meaning in a word.



garden = 1 morpheme

gardener = 2 morphemes

gardeners = 3 morphemes

salamander = 1 morpheme

instruction = 3 morphemes

Important Concepts About Morphemes

Free morphemes

- Anglo-Saxon root words

Bound morphemes

- Prefixes
- Derivational suffixes
- Inflectional suffixes
- Greek and Latin roots



Effective Instruction

Explicit lesson procedures

- Teach/model
- Guided practice
- Independent practice

Effective instructional techniques

- Corrective feedback
- Monitoring
- Pacing
- Signaling



Activity: Lesson Models

Count off by three



Handouts 36 -50

Count off by 3's and study the corresponding lesson.

#1s Introducing Affixes: handout pages 36-39

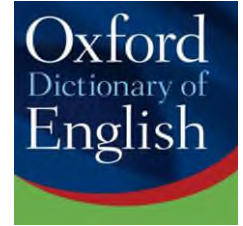
#2s Flexible Strategy: handout pages 40-45

#3s Root Word Transformation: handout
pages 46-50

Practice the Teach/Model and Guided Practice portions of the lesson, changing words to be appropriate for older students as necessary.

– Use a white board to present the lesson to your group.

Multisyllabic Words



Our language continues to grow:

1746: Samuel Johnson created first English dictionary.

Took 9 years to complete included 40,000 words

1848: Daniel Webster compiled the first US dictionary

Included 70,000 words; many unique to the US

2020: Oxford English Dictionary contains 300,000

Includes: cyberbullying, telenovela, selfie, hashtag

Middle and high school students enjoy creating new words.

- At the same time:
 - Expands vocabulary
 - Provides an avenue to figuring out the meanings of multisyllabic words encountered in textbooks.



Multiple Measures

Assessment Sequence Multiple Measure page 13

Handout page 51

Diagnostic Assessment: Multiple Measures page 15

Handout page. 52

Phonics Survey: Multiple Measures page 41-43

Handout pages 53-65

What...

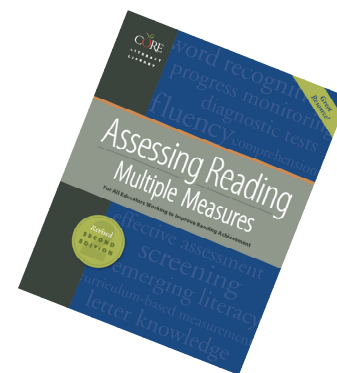
Why...

How...

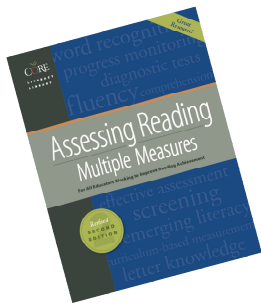
When...

What It Means...

What's Next



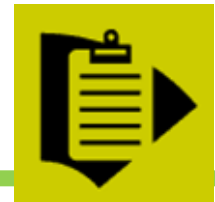
Teacher Record Form are included



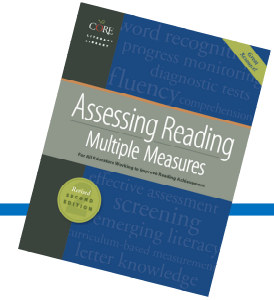
CORE Phonics Survey

Notes:

- Can be used as a screening measure
- Middle and High School: administer assessment beginning with part L on page 47 and work in reverse.
- Nonsense words are included because it is important to know if student knows can decode words that they have not seen previously



Administering the CORE Phonics Survey



With your elbow partner

Turn to Multiple Measures Phonics Survey

Use the Record Form to administer the test; the “student” should make errors so that the “teacher” can learn the rules for administering each part.

Practice a sample of each of the 12 parts of the Phonics Survey (Grades 4 and above skip Parts A - D), taking turns being student and teacher.

Be sure that you understand the procedure for administering and scoring each part and that you can pronounce all pseudo words.

Free On-Line Resources

CORE has free on-line resources including fillable charts for diagnostic assessments

<http://www.corelearn.com/Resources/Free-Materials.html>

Found inside the cover page lower left-hand side

