



## **SIG Regional Conference**

LEADING SUCCESSFUL SCHOOL TURNAROUNDS:  
LEARNING FROM RESEARCH AND PRACTICE

### **Effective Instruction for Adolescent Struggling Readers:** Bridging Research to Practice and Supporting School Improvement Efforts

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Center on Instruction

Western SIG Regional Conference  
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# A Time of Challenge and Opportunity

- More struggling students
- Budget constraints
  - Larger class sizes, less support staff
- Higher expectations
  - School turnaround
  - Common Core standards



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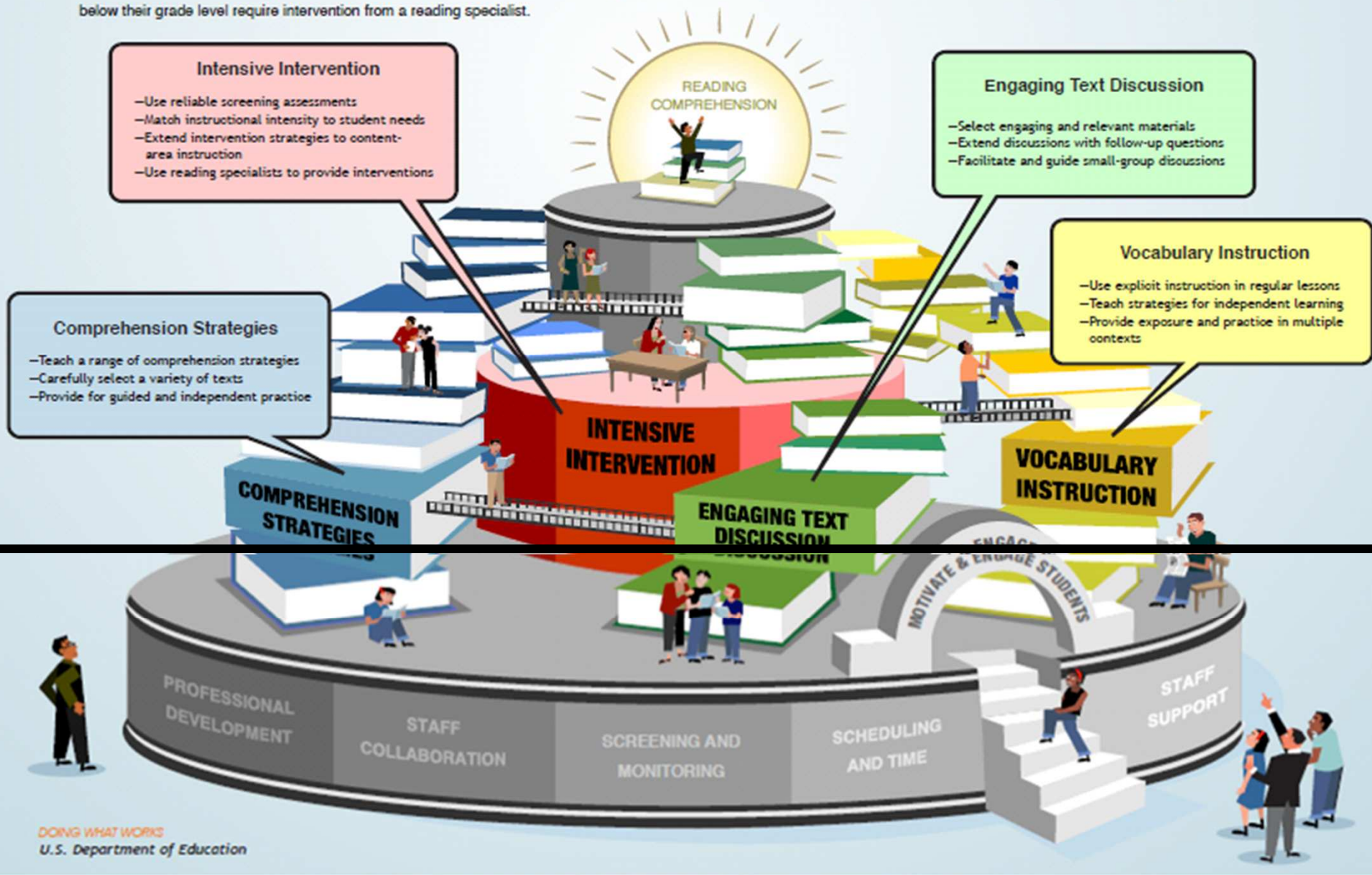


# “Smarter” Instruction

- Strong leadership structure
- Prepared teachers
  - Are content area teachers prepared to support struggling readers?
  - Are reading teachers, interventionists, and specialists ready to provide intensive instruction to the most-struggling students?
- Research-based, standards-aligned instruction

# Adolescent Literacy

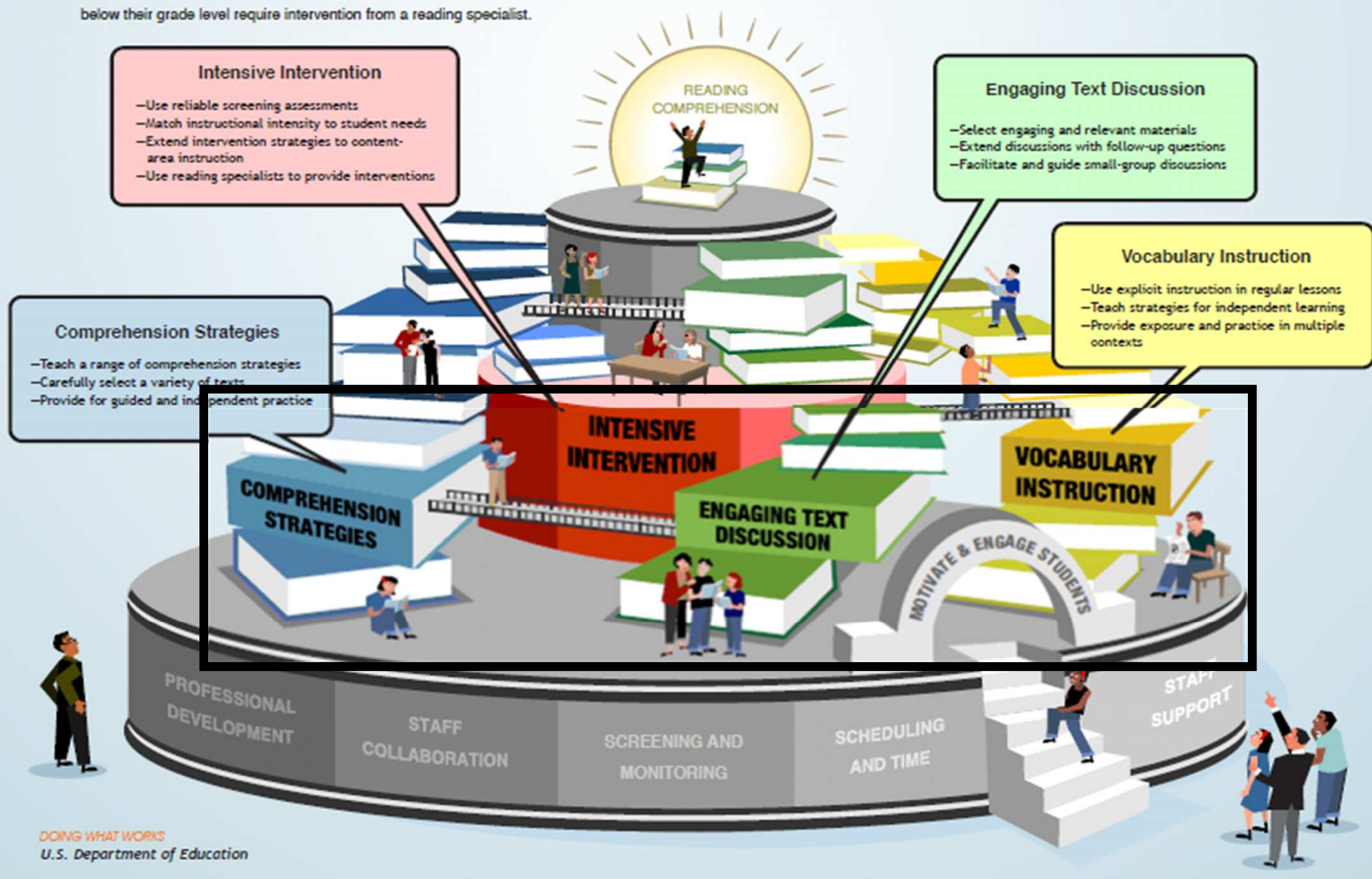
69% of 8th grade students fall below the proficient level in their ability to comprehend the meaning of text. Reading ability is a key predictor of achievement in mathematics and science. Many adolescents need to improve their reading comprehension skills before they can take full advantage of instruction in the content areas. Students who are reading one to two levels below their grade level require intervention from a reading specialist.





# Adolescent Literacy

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### Essential Components of Reading: Elementary Level vs. Secondary Level

Component	Elementary	Secondary
Phonemic awareness	✓	
Word study	✓	✓ (Advanced word study for SOME students)
Fluency	✓	* (Fluency instruction for SOME students to promote comprehension)
Vocabulary	✓	✓
Comprehension	✓	✓



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# During Today's Session

- Review of research and instructional practices in the following areas:
  - Instruction that ALL students need:
    - Vocabulary
    - Comprehension strategy instruction
  - Instruction that SOME students need:
    - Word study and fluency (intensive intervention)
- Planning and reflection activities
- Introduction to useful tools





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# What Do You Want to Learn?



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# What Is Vocabulary?



**What do I do when my students with reading disabilities and difficulties do not know what a majority of words in text mean and cannot use knowledge of word meaning to enhance their comprehension?**



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# Self-Assessment

With which instructional practices are you very familiar, somewhat familiar, or not familiar?



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# Research on Vocabulary Instruction

Strong evidence supports the use of explicit vocabulary instruction during reading and language arts classes AND as part of content area classes.

(Kamil et al., 2008)





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# Research Findings

**Integrating explicit vocabulary instruction into the existing curriculum of subject areas enhances students' ability to acquire textbook vocabulary (i.e., academic vocabulary).**

(Baumann et al., 2003; Bos & Anders, 1990)

- *Content area teachers can incorporate effective instructional strategies and provide explicit vocabulary instruction to support struggling learners and increase their understanding of the concepts in these classes.*



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# Research Findings (cont.)

**Explicit vocabulary instruction should include direct instruction in word meaning AND instruction in strategies to promote independent vocabulary-acquisition skills.**

(Baumann et al., 2003; Bos & Anders, 1990; Jenkins et al., 1989)

- *All teachers can provide direct instruction on the meaning of specifically selected words AND teach students how to use components of words and reference tools to derive meaning of unfamiliar words on their own.*



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# What Might Instruction Look Like? Direct Instruction of Specific Words

- Introduce a word and its meaning.
- Supplement the explicit instruction by doing the following:
  - Creating definitions and “nondefinitions”
  - Providing visual and physical experiences with each word
  - Engaging in discussion and extended reading and writing activities

(Boardman et al., 2008; Kamil et al., 2008)



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# What Might Instruction Look Like? Independent Vocabulary Acquisition

- Teach students to use word components (prefixes, suffixes, roots) to derive the meaning of unfamiliar words.

Example: **ortho**

ortho= Straight or correct

Related words: orthodontist (straight teeth), orthopedics (straight/correct bones), orthographic processing\*\* (correctly written or correct visual)

- Teach students to use helpful reference tools, such as glossaries in their textbooks.

(Baumann et al., 2002; Baumann et al., 2003; Kamil et al., 2008)





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# Research Findings

**Words are best learned through repeated exposures in multiple contexts and domains.**

(Beck et al., 1982)

- *Use meaningful and purposeful word-selection strategies to target words for explicit instruction and then provide varied exposures, experiences, and practice with those words (extended reading, discussion, and writing).*



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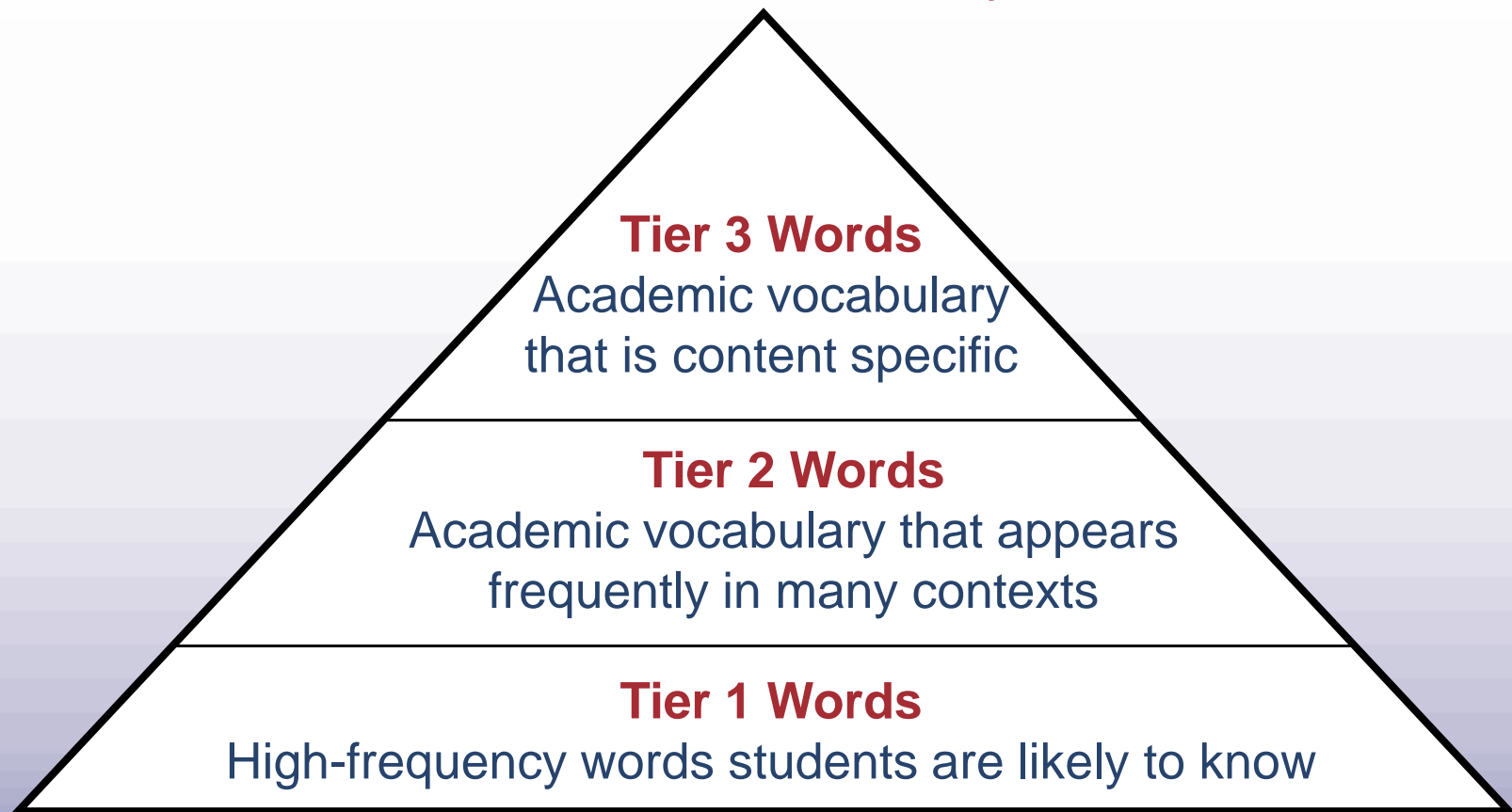
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# Three Tiers of Vocabulary Words





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# Research Findings

**Students can learn vocabulary through rich discussions about text.**

(Barron & Melnik, 1973; Xin & Reith, 2001)

- *Provide an opportunity for structured discussion as a whole class, in small groups, or with partners so that students can practice using new vocabulary words in various contexts.*



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# Dedicate Time for Explicit Vocabulary Instruction

- The vocabulary load of the text and students' prior knowledge dictate the amount of time.
- On average, set aside 10 to 15 minutes per day.
- Reading is easier when students are familiar with the vocabulary they will encounter.





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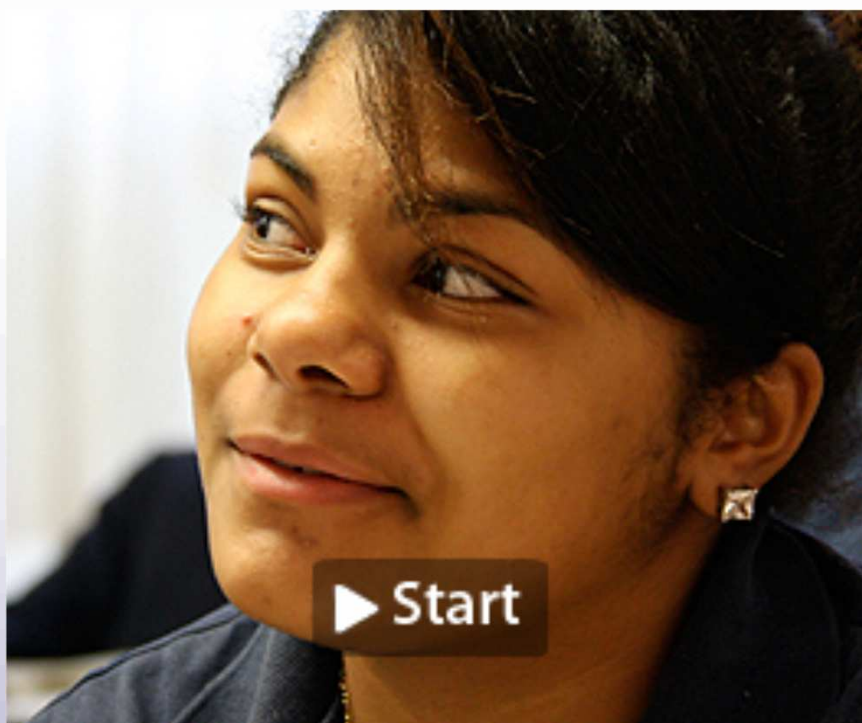
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# Building Vocabulary in Middle School Mathematics



Downloaded from Doing What Works website on February 10, 2010

<http://dww.ed.gov/media/HSR/AL/VI/See/flashlite/1076/index.htm>



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# Examples of **Ineffective** Vocabulary Instruction

- Asking students to copy definitions from the dictionary
- Presenting students with difficult-to-understand and complex definitions
- Talking about the meaning of a word briefly and only once
- Teaching new vocabulary only as it arises (“teachable moments”), rather than devoting a specific time for vocabulary instruction each day, selecting specific words to teach, and planning explicit instruction
- Asking students to read a chapter and later talking about the words they did not understand



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# Examples of **Effective** Vocabulary Instruction

- Carefully selecting words for instruction (according to the purpose of instruction) and preteaching those words explicitly before reading text
- Developing and presenting to students easy-to-understand definitions. THEN, presenting examples and nonexamples of the words (or synonyms and antonyms) and asking students to use the words in practice (writing, discussion, etc.)
- Periodically reviewing vocabulary words taught previously
- Promoting students' regular use of strategies (morphemic analysis, context clues) to generate meanings of words
- Integrating all of the instruction mentioned above into reading, English language arts, and content area classes.



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# Questions?





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# Classroom Observation Tool: Improving Vocabulary Instruction

- Schools:
  - Which aspect(s) of effective vocabulary instruction will be challenging for teachers to put into action?
  - What implications might this have for professional development on vocabulary instruction at your schools?
- Local education agencies (LEAs):
  - How can LEAs support improved vocabulary instruction in schools?
- State education agencies (SEAs):
  - How can SEAs support improved vocabulary instruction at the LEA and school levels?



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# What Is Reading Comprehension?



**What do I do when my students with reading disabilities and difficulties do not use strategies to enhance comprehension?**



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# Prelearning Activity

- Highlight any strategy you want to know more about.
- Record any questions you have.
- Take notes during videos and presentation.
- Ask any unanswered questions at the end.



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# Why Is Effective Comprehension Instruction Important for All Students?

- Many adolescent students have a difficult time comprehending content area textbooks.
- Many students are passive readers.
- Comprehension strategy instruction promotes active participation in the comprehension process, thus improving students' ability to monitor their understanding while reading.



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# Research on Comprehension Instruction

Strong evidence supports the use of direct and explicit instruction in comprehension strategies to improve students' reading comprehension.

(Kamil et al., 2008)





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# Research Findings on Instructional Delivery

- Direct and explicit instruction is a powerful delivery system for teaching comprehension strategies.

(Duffy et al., 1987; Fuchs et al., 1997; Klingner et al., 1998;  
Schumaker & Deshler, 1992)

- Active participation of students in the comprehension process is important.

(Gersten et al., 2001; Pressley et al., 1987)



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# Research Findings on Strategies

- Asking and answering questions, summarizing, and using graphic organizers are powerful strategies.
- Multiple-strategy training results in better comprehension than single-strategy training.

(Kamil et al., 2008)



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# **Four Types of Strategies**

**Asking and  
Answering  
Questions**

**Main Idea and  
Summarization**

**Using  
Graphic  
Organizers**

**Multiple-  
Strategy  
Instruction**



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# After Direct and Explicit Instruction of a Strategy...

1. **Model**, using the strategies.
2. Provide **guided practice**.
3. Provide **supported, independent practice**.
  - Give students immediate feedback.
  - Teach students to self-regulate their use of strategies.



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# Asking and Answering Questions

- **What is it?**

Strategies that assist students in answering teacher or test-like comprehension questions and generating their own questions about the text to facilitate understanding.

- **Why is it important?**

It teaches students where and how to find answers within text and to monitor their comprehension.





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# Three Types of Questions

## Level 3: On My Own

Synthesize information from background and text

*Sources of information: Background information and text*

## Level 2: Think and Search

Synthesize information from text

*Source of information: Text, across several sections*

## Level 1: Right There

Easier questions, one- or two-word answers

*Source of information: Text, single section*



(Blachowicz & Ogle, 2001; Bos & Vaughn, 2002; National Institute of Child Health and Human Development [NICHD], 2000; Raphael, 1986; Simmons, Rupley, Vaughn, & Edmonds, 2006)



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# Using Graphic Organizers

- **What are they?**

Visual representations of ideas in texts that help students gain relational knowledge of those ideas

- **Why are they important?**

- Facilitate readers' understanding of the text through visual depictions of key terms and concepts (Simmons, Griffin, & Kame'enui, 1988)
- Organize and structure relational knowledge, making it more accessible to the reader (Ausubel, 1968)
- Engage the student in an active process



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# Effective Instruction With Graphic Organizers

- Can be easily integrated into content area classrooms to support understanding of concepts and domains taught in social studies and science
- Can be used before, during, or after reading, depending on the purpose of instruction and type of organizer
- Must be accompanied by teacher modeling, guided practice, and independent practice or review
- Can be even more effective if followed up with summary writing

(DiCecco & Gleason, 2002)



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# Main Idea and Summarization

- **What is it?**

Strategies to help students identify the most important elements of what they read and synthesize those elements into a meaningful summary

- **Why is it important?**

- Enhances ability to synthesize large amounts of information during and after reading
- Enables students to process and learn new information from text



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# Example Strategy for Finding the Main Idea

1. Identify the most important “who” or “what.”
2. Identify the most important information about the “who” or “what.”
3. Write this information in one short sentence (e.g., 10 or fewer words).

(Klingner et al., 1998)





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# Summarization

1. Write a topic sentence, using the “big idea.”
2. Include main ideas in an order that makes sense.
3. Delete information that is redundant or trivial.
4. Reread for understanding and edit if necessary.



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# Multiple-Strategy Instruction

- **What is it?**

Combining several reading comprehension strategies while you read

- **Why is it important?**

Fosters better comprehension than single-strategy instruction

(Hansen & Pearson, 1983; Katims & Harris, 1997; NICHD, 2000)



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### Example: Reciprocal Teaching Strategies

- Predict what a passage is about.
- Brainstorm what you know about the topic.
- Clarify words and phrases.
- Highlight a paragraph's main idea.
- Summarize the main ideas.
- Identify important details of a passage.
- Ask and answer questions.



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# Study Findings

- A greater range of students benefited from strategy instruction than predicted.
- Students continued to show improvement in comprehension when provided minimal adult support.

(Klingner & Vaughn, 1996)



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# Reciprocal Teaching in High School



**Reciprocal Teaching in High School**

[Gateway High School \(CA\)](#)





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# Writing to Improve Comprehension

## Have students write about the texts they read

<b>Have students respond to text</b>	ES= 0.77 with researcher-designed tests, n= 9
<b>Have students write summaries of a text</b>	ES= 0.52 with researcher-designed tests, n= 19
<b>Have students write notes about a text</b>	ES= 0.47 with researcher-designed tests, n= 23
<b>Have students answer questions about a text in writing, or create and answer written questions about a text</b>	ES= 0.27 with researcher-designed tests, n= 8



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# Text Discussion Research

- Interpretations of text events or content
- Critical analysis of text content
  - Sustained exploration of topic or idea
  - Specific selection of text to stimulate discussion
  - Questions designed to allow exploration and discussion
  - Exchanges to defend reasoning or provide evidence in text





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# Motivation and Engagement Research



- Authentic, meaningful learning goals
- Informative feedback from teacher that includes details and explanations
- Choices and opportunities for collaboration



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# Effective vs. Ineffective

In your groups, develop the following:

- Three examples of **effective** reading comprehension strategy instruction
- Three examples of **ineffective** reading comprehension strategy instruction



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# Questions?





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# Intensive and Individualized Reading Interventions



**What do I do when SOME of my students with reading disabilities and difficulties need even more support than general classroom teachers can provide?**





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# Tiered Instruction: Planning In-Service Tool

- Review of tool by Doing What Works
- Think about how the information presented in the next section applies to or affects professional development you might conduct at the school, district, or state level.
- Use the planning tool to record notes.



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# Research on Intensive and Individualized Reading Interventions

There is strong evidence that trained specialists should provide intensive and individualized interventions to struggling readers.

(Kamil et al., 2008)



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# Making Instruction More Intense

- Provide additional instructional time.
  - Longer sessions
  - Increased frequency
  - Longer duration
- Decrease group size.
- Change instructional delivery.
  - More explicit and systematic
  - More opportunities for student response and feedback



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# After Direct and Explicit Instruction of a Strategy...

1. **Model**, using the strategies.
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# Some Rules of Thumb

- In the literature, intensive interventions have been implemented between 30 and 120 minutes per day, 4 to 5 days per week.
- Positive outcomes have been shown for students in interventions up to 20 weeks; for students in the upper grades, interventions may need to be implemented much longer.
- Usually, increase frequency, length, and duration at the same time for the best opportunity to accelerate student learning.

(Wanzek et al., in press)



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# Some Rules of Thumb (cont.)

- There is no ideal group size, but the literature suggests that groups of two to four students and one-on-one instruction are most powerful.
- A well-trained instructor should implement interventions.
- Provide explicit and systematic instruction with a lot of active student response followed by immediate, specific teacher feedback.
- Carefully monitor the progress of students to ensure accelerated learning.

(Wanzek et al., in press)





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# Role of Assessment

- Initial screening, ongoing progress monitoring, and diagnostic tests are important components of appropriate and effective interventions.
- For more information on assessment and progress monitoring, visit the following websites:
  - COI's Assessments to Guide Adolescent Literacy Instruction ([www.centeroninstruction.org](http://www.centeroninstruction.org))
  - Research Institute on Progress Monitoring ([www.progressmonitoring.org](http://www.progressmonitoring.org))
  - National Center on Student Progress Monitoring ([www.studentprogress.org](http://www.studentprogress.org))
  - National Center on Response to Intervention ([www.rti4success.org](http://www.rti4success.org))



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### Example – Generating Questions: Less Explicit Instruction

- Tell students that asking questions about the passage during and after reading will help them check their understanding of what they read.
- Tell students that they will read the passage and ask questions after each section. Have students read the first section.
- Ask each student to write a question that can be answered by reading the passage. Give students a few minutes to work.
- Have students share questions, and let others in the group provide the answers.

(Wanzek et al., in press)



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### Example – Generating Questions: More Explicit Instruction

- Tell students that asking questions about the passage during and after reading will help them check their understanding of what they read.
- Read the first section of the passage together.
- Model creating a question with an answer “right there” in the passage. Think aloud, asking for student participation, pointing out where in the text the answer can be found, etc.
- Continue with the other sections of the text, modeling several questions for students.
- Have students work with a partner to select one section of the text to read and to generate one “right there” question.
- Have partners share with the group. Provide feedback as necessary.



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# Instructional Focus of Interventions?

- Interventions may include the strategies we have discussed today for vocabulary and comprehension.
- Some students need instruction in basic skills, such as word study and fluency.
- Some students need a combination.
- Let the data do the talking to determine student needs and appropriate instruction.



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# Word Study

- Word study includes instructional practices that improve word-level reading.
- Research indicates that older students in need can benefit from word study instruction.

(Edmonds et al., 2009; Scammacca et al., 2007)



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# Why Is Effective Word Study Instruction Important for Some Students?

- Some students have not reached the level of word-reading ability typical for their grade (Daane et al., 2005).
- Poor word-reading ability can affect fluency rates and overall comprehension of text.





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# Reasons for Word Study Difficulties

- Students might not have been effectively taught how to decode in the earlier grades.
- Students might not have been given adequate opportunities to practice.
- Students may struggle to understand letter-sound correspondences or the “rules of the English language.”



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# Advanced Word Study Instruction

- **Orthographic processing:**

Various advanced word study components such as syllable types and blending multisyllabic words

- **Morphemic analysis:**

Prefixes, suffixes, inflectional endings, root words, and base words

(National Institute for Literacy, 2007)



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# Orthographic Processing Examples

mumble = mum – ble

locate = lo – cate

invalid = in – val – id



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# Morphemic Analysis Examples

transplanted = trans (across) + plant (base word)  
+ ed (happened in the past)

useless = use (base word) + less (without; not)

careful = care (base word) + ful (full of)



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# Fluency

- **What is it?**

The ability to read text with speed, accuracy, and prosody (expression)

- **Why is it important?**

Research indicates the following:

- Word study and comprehension are related to fluency (Shinn & Good, 1992).
- Fluency does not “cause” comprehension, but it is one necessary component of successful reading (Rasinski et al., 2005).



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# More Research Is Needed in Fluency Instruction for Older Students

## Recommendation:

Use a combination of repeated reading and wide reading.

- Repeated reading provides opportunities for students to improve and automate their sight vocabulary.
- Wide reading exposes students to new and different content, vocabulary, and text types.





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# Important Points

- Fluency interventions alone do not improve comprehension; **a student who reads more quickly does not necessarily comprehend better.**
- Do not spend a lot of time on fluency instruction (5 to 10 minutes is plenty).
- Fluency practice is most effective when combined with instruction in decoding (for select students) and/or comprehension.
- Examine WHY a student has fluency difficulties before deciding what type of intervention is appropriate.



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# Who Needs Fluency Instruction? Example 1

Anna is a ninth-grader who reads 40 words correct per minute (wcpm) in eighth-grade text. Her teacher has noticed that Anna often has difficulty decoding words. She did not pass the state test. Does Anna need fluency instruction?

YES, but she also needs explicit instruction in word study. She would also benefit from instruction to boost her vocabulary knowledge and overall verbal reasoning and comprehension ability.



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# Example 2

Jose is a 10th-grader who reads 111 wcpm in 8th-grade text and is more than 95% accurate. He did not pass the state test. What does this tell us about Jose? Does he need fluency instruction?

Jose is fairly fluent. He may need some fluency instruction, but the fact that he reads at least 100 wcpm, is accurate, and still did not pass the state test tells us that Jose may need instruction to boost comprehension, verbal reasoning, and word knowledge in addition to fluency instruction.



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### Example 3

Maria reads 62 wcpm, but she is 96% accurate. She passed the state test, but she had an extended time accommodation. Does Maria need fluency instruction?

YES, Maria would most likely benefit from fluency instruction. She might benefit from instruction in word study (especially in sight words), but because she is so accurate, she more needs practice to increase the rate at which she reads. Although she is slow, with accommodations she demonstrated good comprehension by passing the state test, which is a positive indication of her comprehension ability.



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# Questions?



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# Small-Group Discussion

Think about the following:

- The relationship between reading specialists and teachers at your school
- The benefits of integrating reading intervention strategies into content area instruction
- How specialists can team with teachers at your school to plan reading interventions





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# More Adolescent Literacy Resources

[www.centeroninstruction.org](http://www.centeroninstruction.org)

[dww.ed.gov](http://dww.ed.gov)

The screenshot shows the Center on Instruction (COI) website. The header includes the COI logo and navigation links: Home, About Us, Newsletters, Professional Development, COI Calendar, Contact Us, Site Map, and Admin. Below the header is a search bar and a sign-up for email news. The main content area is divided into three columns. The left column lists various topics: Literacy, Mathematics, Science, English Language Learning, Special Education, RTI, eLearning, and Federal Priorities. The middle column features a welcome message, a link to 'Currently Featured Products' (including 'When Success Is the Only Option: Designing Competency-based Pathways for Next Generation Learning'), and a link to 'Virtual K-12 Public School Programs and Students with Disabilities: Issues and Recommendations - A Policy Forum Proceedings Document'. The right column lists 'Hot Topics' (ARRA, Adolescent Literacy, Response to Intervention) and an 'eCatalog' link. The footer contains contact information for the Center on Instruction at RMC Research Corporation.

The screenshot shows the 'Doing What Works' website, which is a research-based education practices online resource. The header includes the 'Doing What Works' logo and navigation links: Data-Driven Improvement, Quality Teaching, Literacy, Math and Science, Comprehensive Support, and Early Childhood. The main content area is titled 'Adolescent Literacy' and includes a section for 'Explore these recommended practices' with links to 'Vocabulary Instruction', 'Comprehension Strategies', 'Engaging Text Discussion', and 'Intensive Intervention'. A 'Multimedia Overview' section is also present, featuring a video player and a link to 'Improving Adolescent Literacy: Effective Classroom and Intervention Practices'. The footer includes links for 'Overview Media & Materials', 'State/District Policy & Planning', and 'Related Links'.





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# Let's Summarize

- What are some of the most important things you learned today?
- What information do you want to share with your colleagues?
- What will you do next?
  - Role-specific planning templates from Doing What Works



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# Thank you!

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INSTRUCTION

Contact the Center on Instruction

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