



# Shaping Secondary Reading Instruction Using the Science of Reading

# Objectives

## Participants will:

- Identify key takeaways from the Science of Reading and the connection to the B.E.S.T. 6-12 Foundational Reading Intervention Standards.
- Apply the Simple View of Reading to determine possible skill gaps that will inform secondary reading instruction.
- Use authentic student work samples and knowledge gained to identify possible skill gaps and determine instructional implications and next steps for secondary students.

“Reading comprehension is a product of decoding and language comprehension.”

“Comprehension is not a skill we can teach, but rather a goal or condition we create.”

Dr. Holly Lane



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# Appendix E: Reading Foundations

## Introduction



### Appendix E: Reading Foundations

#### Introduction

English is an alphabetic language. It has 26 letters and 44 sounds. The alphabetic principle is that students need to know there is a sound/symbol relationship before they can learn to read. It is important to teach phonological awareness, phonics, morphology and etymology (history of origin), syntax, text reading fluency, vocabulary, semantics, and written expression in an explicit, sequential, systematic, and cumulative manner. Explicit means that the initial introduction of a sound/symbol relationship should be directly stated. Sequential and systematic means that instruction should be from the easiest to the more difficult skills with much repetition and review. Cumulative means instruction builds upon prior learning. Learning is multisensory in that it involves the use of **visual, auditory, and kinesthetic-tactile** pathways simultaneously to enhance memory and learning of written language.

Phonological awareness, alphabetic skills, and language skills are the best predictors of early reading success. Phonological awareness is the ability to segment sounds in speech at the syllable, onset-rime, and phoneme level. Alphabetic skills are knowledge of letter names and sounds, the ability to identify and recognize words as well as spell them correctly. Words vary in the consistency of their sound-spelling patterns, with some words being highly inconsistent or irregular. Learning to automatically recognize irregular words and regular words makes them "sight" words that can support fluency development. Practicing reading using decodable texts with some irregular words is important. As students consolidate their alphabetic skills, they should practice reading familiar text to build fluency.

When readers who are not fluent attend to each letter of a word instead of reading with automaticity, valuable working memory is being used. With reduced working memory bandwidth, comprehension is negatively impacted. Because this link is so strong, any work with fluency should also include a comprehension component.

When older readers who are not fluent learn how to decode words, their fluency rate and comprehension are paradoxically reduced. This is because instead of skipping unknown words, they are using their newly acquired skill of decoding, which slows them down initially until they decode with automaticity. Increased time on text with independent level materials as well as engaging in repeated readings help develop automaticity and fluency.

Students who are not proficient in reading should be assessed and progress monitored for their foundational skill strengths and weaknesses in the components of reading (phonological awareness, phonics/morphology, syntactic knowledge, fluency, vocabulary, and comprehension). Secondary teachers should use the assessment data to determine which of the Reading Foundational benchmarks must be addressed and select appropriate interventions.

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# 6-12 Foundational Reading Intervention Standards



## 6-12 Foundational Reading Intervention Standards

"Once you learn to read, you will be forever free." – Frederick Douglass

Foundational reading standards are included for secondary students who have a reading deficiency and need targeted instruction. These standards will apply to elective intensive reading and intensive language arts course codes, not core ELA courses. The goal is for targeted skill instruction, outlined by the standards, to make proficient readers of all of Florida's students, no matter their grade level.

### **ELA.612.F.2 Applying Foundational Reading Skills for Secondary**

#### *Phonological Awareness*

ELA.612.F.2.1: Demonstrate an understanding of spoken words, syllables, and sounds.

- Orally produce single-syllable and multisyllabic words by accurately blending sounds.
- Accurately segment single-syllable and multisyllabic words.

#### Benchmark Clarifications:

*Clarification 1:* Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.

- Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.
- Orally break cat into c-a-t/ orally break trouser into trou-ser.

#### *Phonics and Word Analysis*

ELA.612.F.2.2: Know and apply phonics and word analysis skills in decoding words.

- Use an array of strategies to decode single-syllable and multisyllabic words.
- Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.

#### Benchmark Clarifications:

*Clarification 1:* Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.

#### *Encoding*

ELA.612.F.2.3: Know and apply phonics and word analysis skills in encoding words.

- Use an array of strategies to accurately encode single-syllable and multisyllabic words.

#### Benchmark Clarifications:

*Clarification 1:* Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.

- The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, cw), or trigraphs (sch, thr) using conventional spelling patterns to form words.
- The process of adding single units of sound with meaning to existing word parts to encode a given word.

Pages  
145-146



# Leveraging the B.E.S.T. ELA Standards

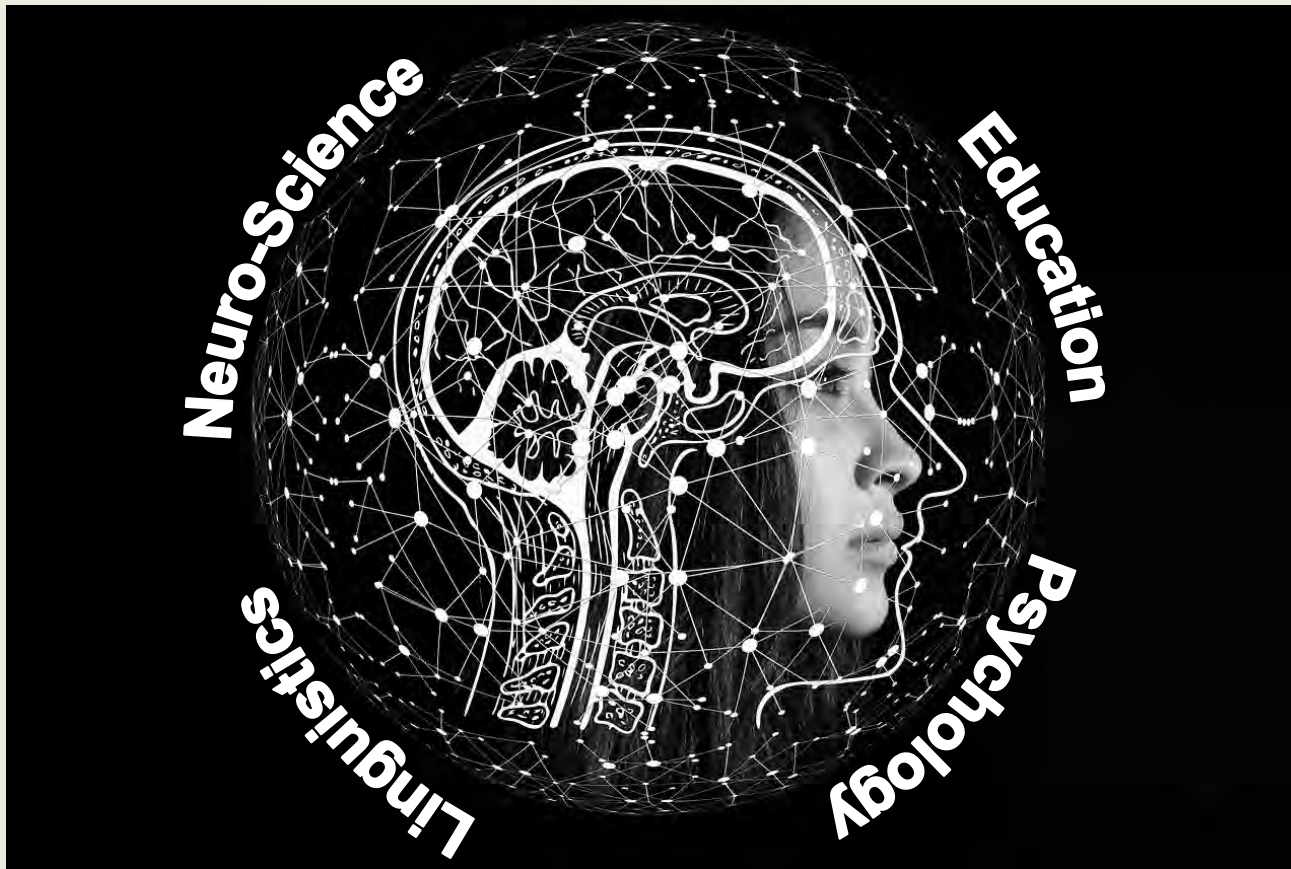
## Leveraging the B.E.S.T. ELA Standards

Review the “6-12 Foundational Reading Intervention Standards” on pages 145-146 and the “Reading Foundations” introduction on page 206.

Reflection Question:

What are your takeaways and what are the implications for teaching the foundational reading standards in the secondary classroom?

Share your thinking with a table partner.



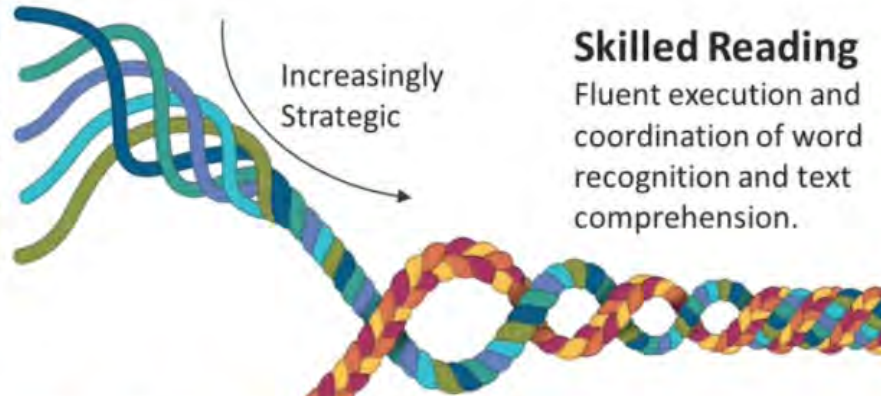
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# The Science of Reading

# Pop Quiz



## Language Comprehension

## Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

## Word Recognition




Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

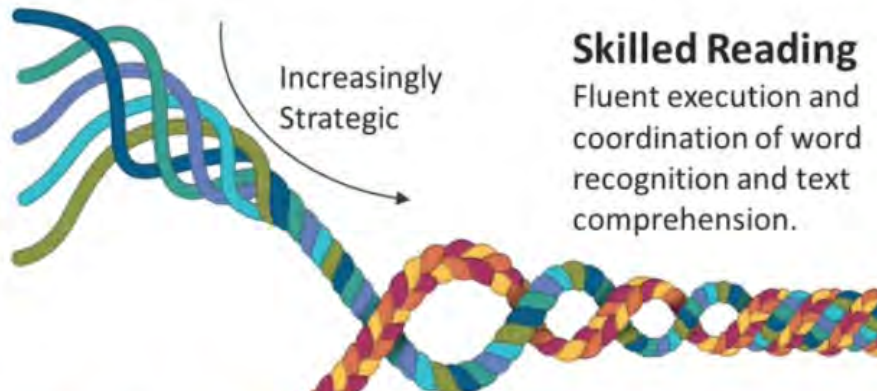


# Answers



## Language Comprehension

- Background Knowledge
- Vocabulary
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



## Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

## Word Recognition

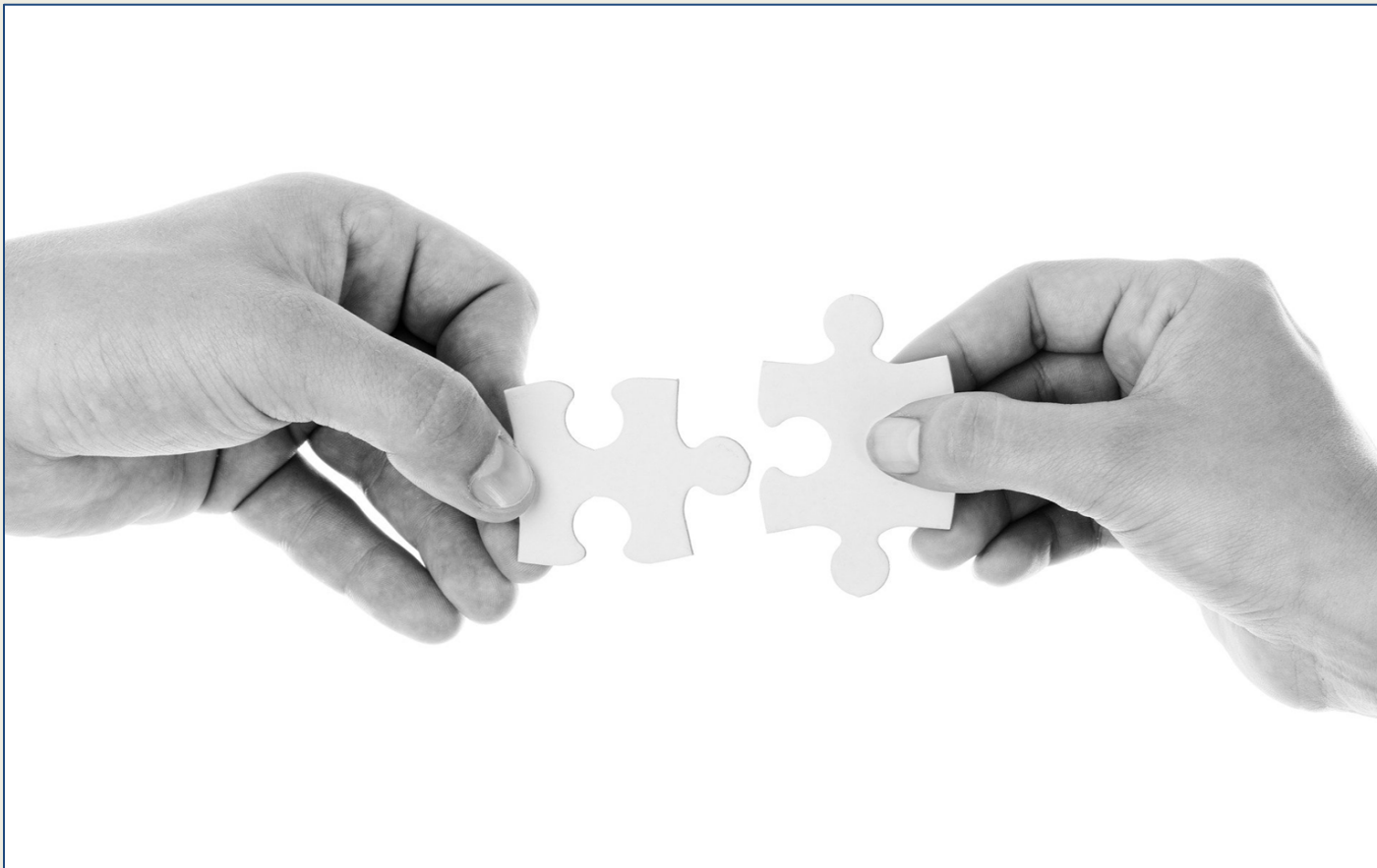
- Phonological Awareness
- Decoding
- Sight Recognition



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

# What is the Simple View of Reading?

[https://drive.google.com/file/d/1d4iUf-5q0Pg0bJL35NATpjYKwW\\_REWY0/view?usp=sharing](https://drive.google.com/file/d/1d4iUf-5q0Pg0bJL35NATpjYKwW_REWY0/view?usp=sharing)



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## Jigsaw

“The Simple View of Reading” article by Farrell, Hunter, Davidson & Osenga (2019)

# Getting Started

## Article Jigsaw: “The Simple View of Reading”

Part 1	Introduction
Part 2	Important findings from the Simple View of Reading
Part 3	Importance of assessing more than just reading comprehension before deciding on intervention instruction



# Key Takeaways from “The Simple View of Reading” Article

Article section	Key Takeaways
<b>Part 1</b> Section begins at: Introduction	
<b>Part 2</b> Section begins at: Important findings from the Simple View of Reading	
<b>Part 3</b> Section begins at: Importance of assessing more than just reading comprehension before deciding on intervention instruction	

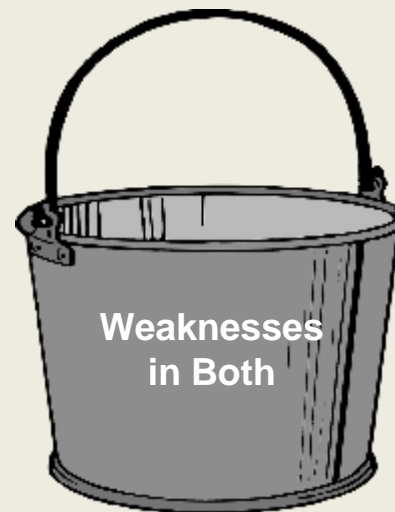
# Determining Area of Need for Interventions: Decoding or Language?

<https://drive.google.com/file/d/1E58ApfzCI9-iZYbRh0FUAILVWV4I9M79/view?usp=sharing>

# Simple View of Reading and Reading Difficulties

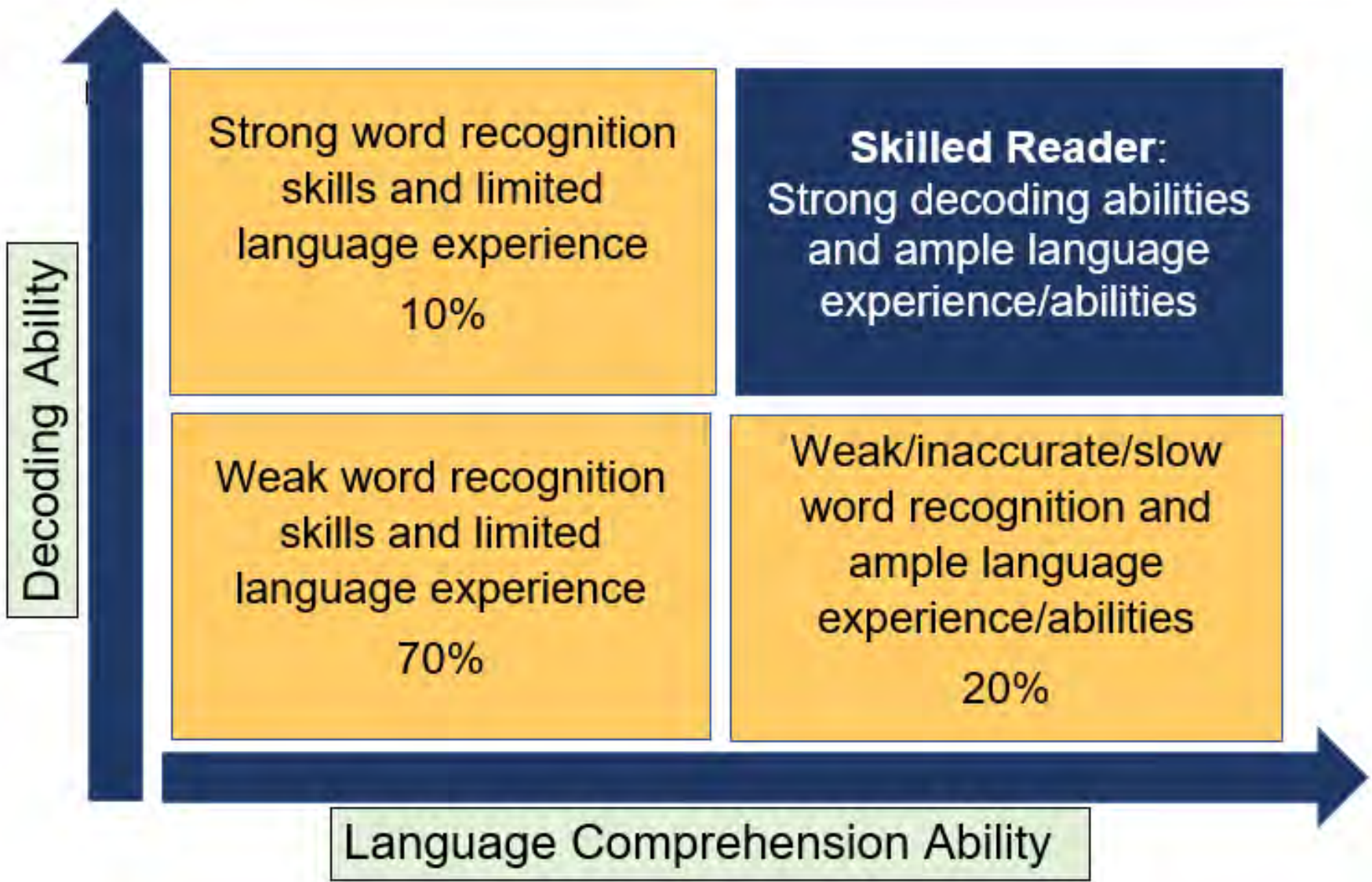
Gough and Tunmer

All reading difficulties fall into 3 categories.



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<https://www.readingrockets.org>





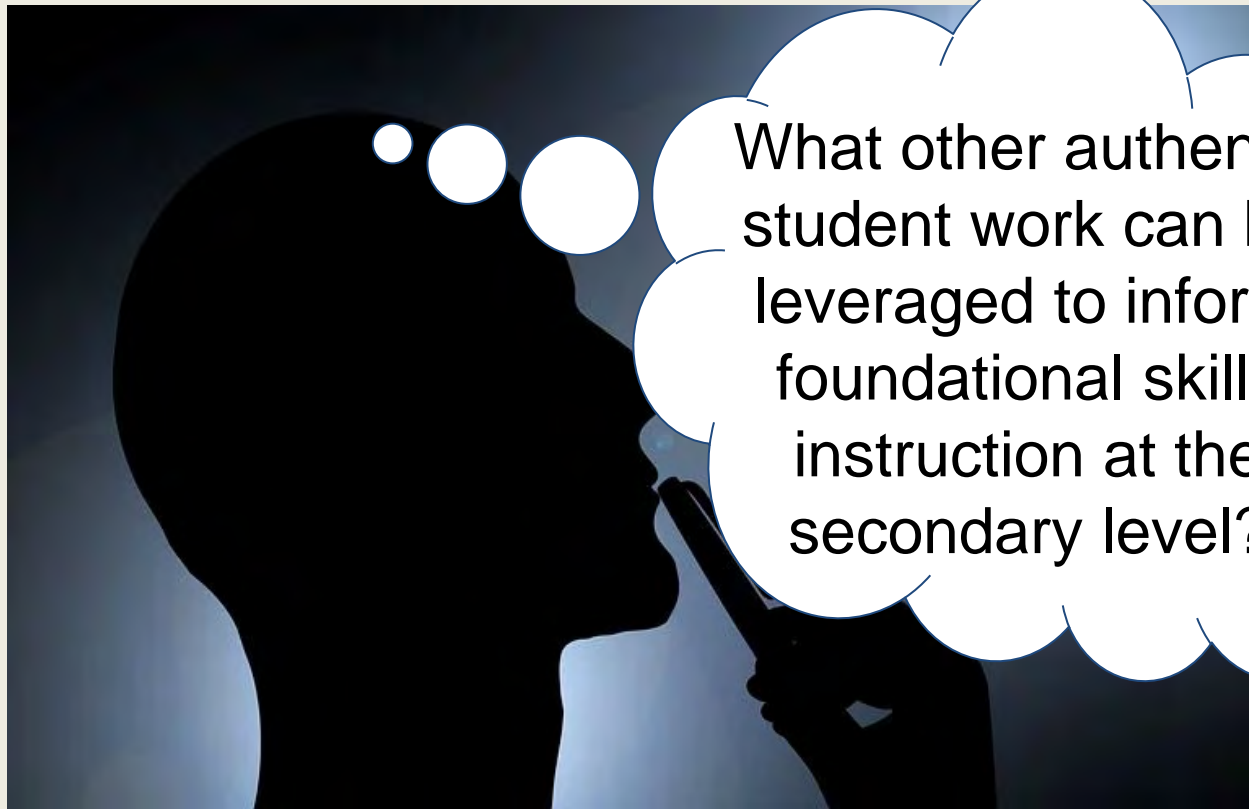


What are we using?  
How are we evaluating student gaps?

# Writing Samples & Inventories

<https://drive.google.com/file/d/165VNmYMzgMqT0OYHsmpMx96pkXlerbQ1/view?usp=sharing>

# Time to Reflect



What other authentic student work can be leveraged to inform foundational skills instruction at the secondary level?

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# Let's Practice!

Analyzing student work writing samples, determine if the student possibly needs remediation in:

## **Language Comprehension:**

- Background Knowledge
- Vocabulary
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

## **Word Recognition:**

- Phonological Awareness
- Sight Recognition
- Decoding



# Sample 1

To begin with the Problem about light Pollution is that we can't see all of the things in the night sky an they are beutiful very beutiful, but some kids aren't able to see it, an maybe if they do get to see it they would want to be an ashtronat or something else. In conclusion I think that we shold fight light Pollution.

fsassessments.org

To begin with the Problem about light Pollution is that we can't see all of the things in the night sky an they are beautiful very beautiful, but some kids aren't able to see it an maybe if they do get to see it they would want to be an astronaut or something else. In conclusion I think that we should fight light pollution.

Dear Huang :

I'd like to make a birthday party this  
Saturday at 7:00 PM. It will be at my house  
and with all of my best friends. Listen to my  
show, and you'll enjoy my party. Let me  
know you can come.

Your friend,

Fang

Sample  
2

WIDA.edu

“Dear Huang:

I’d like to made a birthday party this Saturday at 7:00 PM. It will be at my house and with all of my best friends. Listen to my show, and you’ll enjoy my party. Let me know you can come.

Your friend,

Tang

I think the video games affect the physical health when you play all day and your body stay in the same place for hours your body receive damage to the physical health.

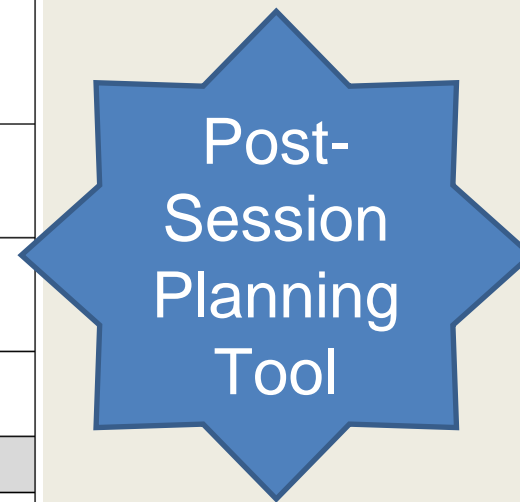
fsassessments.org

“I think the video games affect the physical health when you play all day and your body stay in the same place for hours your body receive damage to the physical health.”

Sample  
3

# Next Steps

<b>Language Comprehension Skills</b>	<b>Resources:</b> This can include evidence-based strategies and programs.
<b>Background Knowledge -</b> A reader's understanding of the specific concepts, situations and problems associated with the words encountered in the text; knowledge of the topic or content to aid in understanding	
<b>Vocabulary -</b> Collection of words an individual understands and can use to communicate through receptive vocabulary (reading and listening) or expressive vocabulary (speaking and writing)	
<b>Language Structure -</b> Grammar, sentence structure (syntax), morphology, semantics (meaning in language) and pragmatics (language in social context)	
<b>Verbal Reasoning -</b> The process of thinking about something that was read in a logical way to form a conclusion or judgment; ability to interpret figurative language and figures of speech	
<b>Literacy Knowledge -</b> Text structure and text features, print concepts, genres and variety of texts	
<b>Word Recognition Skills</b>	<b>Resources:</b> This can include evidence-based strategies and programs.
<b>Decoding -</b> Translating a word from print to speech, usually by employing knowledge of letter sound relationships; also, the act of deciphering a new word by sounding it out	
<b>Phonological Awareness -</b> Awareness of all levels of the speech sound system	
<b>Sight Recognition -</b> Knowing a word by sight rather than needing to break the word apart	





## 3-2-1 Key Takeaways

Think about the knowledge gained during this session.

**3** What **three** points from the Science of Reading will you take back to your district/school site?

**2** What **two** resources and/or tools will you integrate to help shape secondary reading instruction and address foundational skill gaps for your students?

**1** What will be your next step?

# What did we accomplish?

During this session we:

- Identified key takeaways from the Science of Reading and the connection to the B.E.S.T. 6-12 Foundational Reading Intervention Standards.
- Applied the Simple View of Reading to determine possible skill gaps that will inform secondary reading instruction.
- Used authentic student work samples and knowledge gained to identify possible skill gaps and determine instructional implications and next steps for secondary students.

# Q & A



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