

WHEN OLDER KIDS CAN'T READ

Louisa Moats, Ed.D.

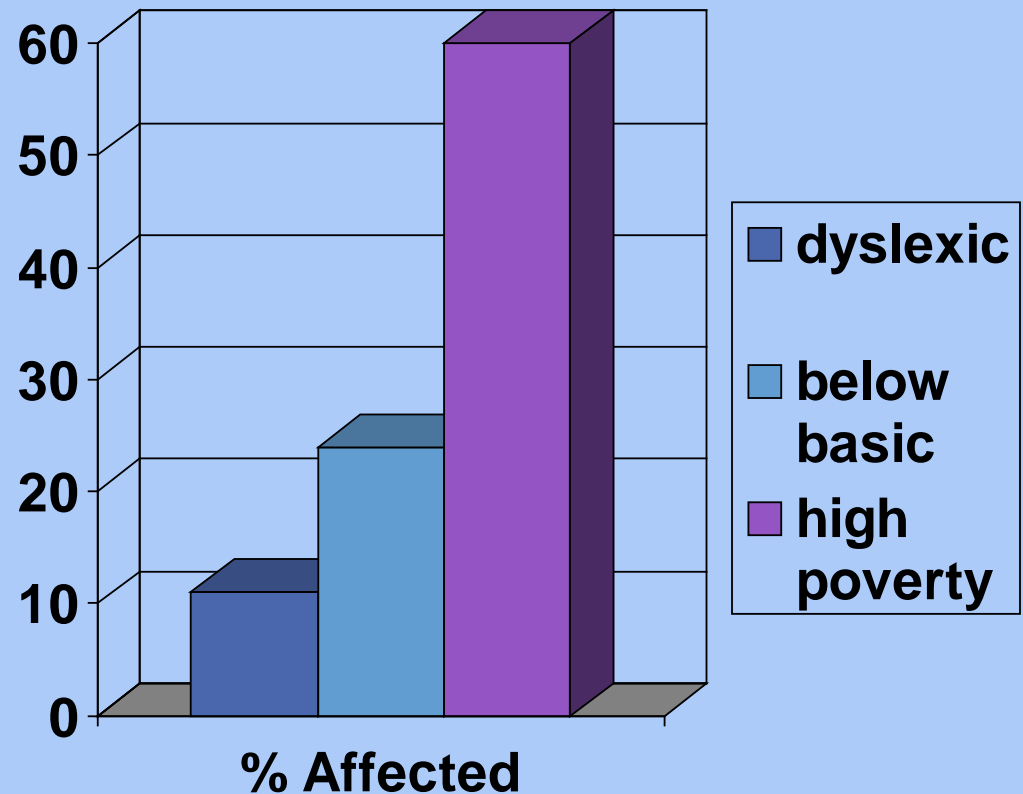


Critical Questions

- Who needs help?
- Why do they need help?
- What kind of help do they need?
- Is the help helping?
- If not, what needs to be changed?

Who Are We Concerned About?

- 11-17 % of students are dyslexic
- 24% are “below basic” in reading nationally (NAEP) at 8th grade
- 60 % or more of high poverty kids are poor readers



What's Unique about Middle and High School Poor Readers?

- History of failure and frustration
- Hopelessness and lack of trust in own ability to succeed in academics
- Maladaptive habits (e.g., reliance on guessing, faking, avoiding)
- High value placed on peer interaction
- New awareness of larger world and the future, coupled with knowledge deficit

Texts are More Difficult After Grade 5

- Students are expected to learn at least 3,000 new word meanings per year from reading and direct instruction, just to keep up
- Words are topic-specific and low-frequency
- More background knowledge is required to make inferences and construct the meaning of the whole text
- Sentences are longer, more complex, and contain more ideas
- Stamina and persistence are expected; meaning is constructed over longer segments of text

Cumulative Deficits in Language Exposure

A student at the 10th percentile reads about 60,000 words a year in 5th grade

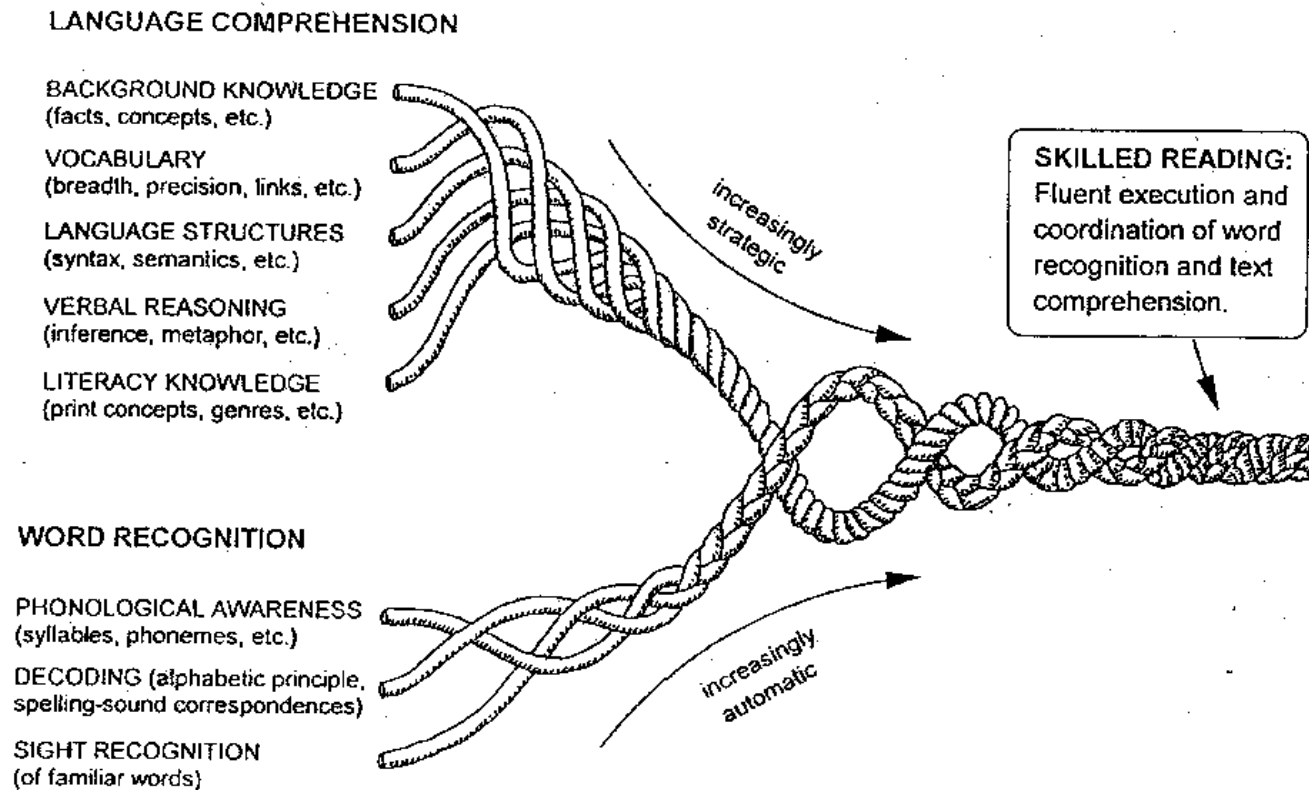
A student at the 50th percentile reads about 900,000 words a year in 5th grade

Average students receive about 15 times as much practice in a year

Percentile Rank	Minutes Per Day		Words Read Per Year	
	Books	Text	Books	Text
98	65.0	67.3	4,358,000	4,733,000
90	21.2	33.4	1,823,000	2,357,000
80	14.2	24.6	1,146,000	1,697,000
70	9.6	16.9	622,000	1,168,000
60	6.5	13.1	432,000	722,000
50	4.6	9.2	282,000	601,000
40	3.2	6.2	200,000	421,000
30	1.8	4.3	106,000	251,000
20	0.7	2.4	21,000	134,000
10	0.1	1.0	8,000	51,000
2	0	0	0	8,000

The Reading Rope

The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)



Multi-component Approaches are Best

- Strong word study and basic skills remediation
- Direct teaching of language comprehension
- Accommodations for presentation of information and for time/manner of response
- Assistive Technology (text to speech translation; word prediction; vocabulary support; annotation tools)

Important Components of Intervention, 6th +

Written Expression	Red		Dark Red		Dark Red	
Text Comprehension	Light Green		Green		Green	
Vocabulary	Yellow		Yellow		Yellow	
Grammar, Usage, and Syntax	Blue		Blue		Blue	
Advanced Word Work (Morphology)	Black		Light Gray		Light Gray	
Fluency	Black		Light Gray		Black	
Basic Word Work	Light Gray		Black		Black	
Phonological Awareness	Light Gray		Black		Black	
Reading Level	1	2	3	4	5	6+

Manifestations of a Word Recognition Problem

- Guesses from context
- Is “stymied” by unfamiliar words
- Confuses similar sounds, symbols, and/or words
- Inaccurate reading impairs comprehension and fluency
- Slow to develop “sight word” habits
- Tires easily, looks away, is easily frustrated, hates to read



The Perfect Age

The perfect age to be is 25 years old because that is when you have a real girl friend that is perfect for you. An hopefully she is pretty and nice, also because you can pay less on car insk and some other things.

Some other reasons is so you can get a better job make more money. Have your own house and boat or ~~watering~~ Be whatever. Be famous at something. Reach you peak of most things.

Also get close to marge and have kids. Forget everything bad that hapend when you where younger. You get in gaged to the perfect girl for you that's all I or think of.

So I can't wait until im 25
The End

9th grader

A Framework for Word Study Lessons

Components	Time
State Goal and Purpose	1 minute
Review Previous Topic	5 minutes
Direct Teaching of Concept	5 minutes
Practice with Concept	10 minutes
Spell in Dictation	10 minutes
Read in Connected Text	10 minutes
Assign Homework, Frequent Practice	2 minutes

Emphasizing the History of English

Language of Origin	Features of Words	Examples
Anglo-Saxon (Old English)	Short, one syllable; common words; irregular spellings	<i>sky, earth, moon, sun, water, sheep, dog, horse, cow, hen, head</i>
Norman French	Soft c and g ; soft "ch" (/sh/); special endings; words for food, fashion	<i>genre, cousin, cuisine, century, peace, triage, rouge, baguette, machine, charlatan</i>
Latin/Romance	Multi-syllable words with prefixes, roots, suffixes; content words	<i>firmament, spectral, derivative, solar, equine, aquarium, mammal</i>
Greek	Combining forms; science and math terminology; special spellings ph, ch, y	<i>hypnosis, catastrophe, neuro-psychology, decathlon, <u>chlorophyll</u></i>

Teaching All Levels of English Orthography

	Sound-Symbol	Syllable Patterns	Morpheme Structure
Anglo-Saxon	<p>Consonants single, digraphs, blends</p> <p>Vowels short, long, -v-c-e, vowel team, vowel-r patterns</p>	<p>closed</p> <p>open</p> <p>vce</p> <p>vowel-r</p> <p>vowel team</p> <p>consonant -le (oddities)</p>	<p>compounds</p> <p>inflections</p> <p>base words</p> <p>suffixes</p> <p>high frequency words</p>
Latin	Few digraphs or vowel teams.		<p>prefixes</p> <p>roots</p> <p>suffixes</p>
Greek	<p>ph for /f/ (graph)</p> <p>ch for /k/ (chorus)</p> <p>y for /i/ (gym)</p>		<p>Combining forms</p> <p>plurals</p>

Vowel Spellings in English (Moats)

e

see
these
me
eat
key
happy
chief
either

i

sit
gym

a

make
rain
play
great
baby
eight
vein
they

ɛ

bed
breath

ă

cat

ī

time
pie
cry
right
rifle

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fox
swap
palm

ə

about
lesson
elect
definition
circus

ū

cup
cover
flood
tough

aw

saw
pause
call
water
bought

ō

vote
boat
toe
snow
open
go

oo

took
put
could

ū

moo
tube
blue
chew
suit
soup

yū

cute
few
universe
feud

oi/oy
ou/ow

oil, boy

out, cow

er

her
fur, sir

ar

cart

or

sport

Mapping the Graphemes to Phonemes

shrink	sh	r	i	n	k
three	th	r	ee		
mulch	m	u	l	ch	
pinch	p	i	n	ch	
thrill	th	r	i	ll	
cinch	c	i	n	ch	

Six Syllable Types



1. Closed

pet, cats, in

2. Vowel-Consonant-e

slide, scare, cute

3. Open

ri-pen, a-pron

4. Vowel Team

teeth, high, show

5. Vowel - r

car, bird, her

6. Consonant -le

ap-ple, bun-dle

Spelling: Supply the Missing Syllable

Syllables with Digraphs:

_____ble	(thimble)
_____ney	(chimney)
_____mer	(shimmer)
_____tle	(whistle)
_____ner	(thinner)

Learning Meaningful Parts (Morphology)

- prefixes
- suffixes
- base words
- Latin roots
- Greek combining forms

innate

nation, national
nationalistic

native, nativity,
nativist

nature, unnatural,
naturalist

Word Building with Morphemes

in

per

con

contra/control

intro

sub

re

vers,
vert

ible/able

ation

ed

ive

ion

ity

ing

Procedure: Reading Big Words

- Locate each sounded vowel (not silent e's)
- Box familiar suffixes
- Circle familiar prefixes
- Use syllable knowledge to guess at vowel sounds
- Scoop the pencil under the syllables as the word is blended, left to right
- Say the whole word and see if it makes sense.

Is There an Optimal Arrangement of Instructional Components?

One researcher (Calhoon) has obtained best results with this sequence:

7 weeks – Phonic Decoding (Linguistics)

7 weeks- Phonics Decoding + spelling

7 weeks – Decoding + spelling + fluency

7 weeks - Comprehension + spelling + fluency

Calhoon et al., 2010; Calhoon & Petscher, 2013

Fluency

Word Fluency: First Read

Follow the Fluency Procedure outlined below. If it is necessary, begin the fluency drill with a choral read of the words as you provide a rhythm (snap your fingers, tap your foot, tap your pencil). Direct students to page 225 in their Student Books and complete the process.

Word Fluency
Read the words fluently.

	Correct	Errors
1st Try		
2nd Try		

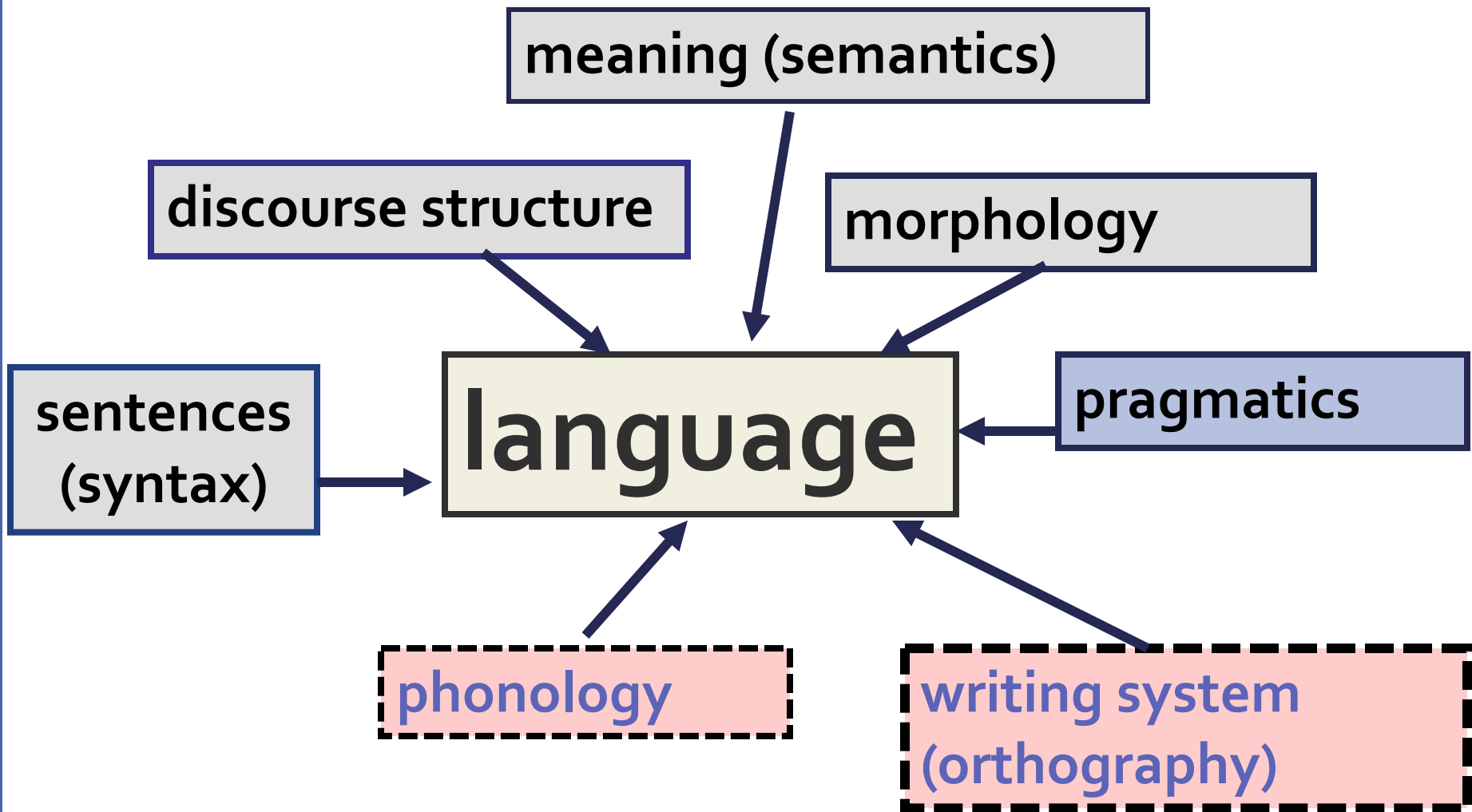
cleaning	size	slice	washed	clapped	bleaching	chives	clack	see	choke	20
slice	washed	clapped	bleaching	chives	clack	see	choke	plate	steam	20
clapped	bleaching	chives	clack	see	choke	plate	steam	sheep	peaking	20
chives	clack	see	choke	plate	steam	sheep	peaking	chest	stone	40
see	choke	plate	steam	sheep	peaking	chest	stone	state	shocked	50
plate	steam	sheep	peaking	chest	stone	state	shocked	skates	speed	60
sheep	peaking	chest	stone	state	shocked	skates	speed	size	cleaning	70
chest	stone	state	shocked	skates	speed	size	cleaning	washed	slice	80
state	shocked	skates	speed	size	cleaning	washed	slice	bleaching	clapped	90
skates	speed	size	cleaning	washed	slice	bleaching	clapped	clack	chives	100

Lesson 2 | Fluency

Fluency Procedure

- Partners switch books, so the recorder is marking errors in the reader's book.
- A timer is set for one minute.
- Readers and recorders move left to right, tracking each word with a pencil.
- As readers read the words aloud, recorders mark errors with a small x above the misread word.
- Recorders place a star to the right of the last word read when time ends.
- If the reader is able to read all words in the allotted time, the reader needs to start over at the beginning. The recorder must indicate this feat by placing two stars to the right of the last word read.
- When both students have read, partners switch books.
- Students calculate total words read, then subtract errors and record.
- Students record information on the progress chart in back of the Student Book.

What is “Language Comprehension”?



“Reading builds on language...” (Perfetti, 2011)

Comprehension Instruction Framework

Identify critical or enduring understandings to be derived from the text and discussions.

Identify the author's purpose and lesson purpose.

Identify and teach meanings of vocabulary critical to text's meaning.

First reading: Choral reading, partner reading, or read-aloud, with questions after critical junctures in text.

Second reading: "Close read" – to explore cohesive ties in text, word use, important details, and assumptions.

Third reading (to prepare for writing): Answer specific questions about the text using specific prompts.

Expression of understanding: Written or constructed response

Comprehension: Prepare for Reading

Lesson 1 | Reading

Let's Focus: "Censorship"

Content Focus
censorship

Type of Text
informational

Author's Purpose



Big Ideas

Consider the following Big Idea questions. Write your answer for each question.

Who or what determines what can be seen or heard on TV and radio? _____

How has television and radio content changed over time? _____

Informational Preview Checklist: "Censorship"

- Title: What clue does it provide about the passage?
- Pictures and Captions: What additional information is added here?
- Headings: What topics will this text include?
- Margin Information: What vocabulary is important to understand this text?
- Maps, Charts, Graphs: Are additional visuals present that will help me understand?

Reading for a Purpose

1. What is the role of the FCC?
2. Which main ideas are supported by the key details provided?
3. How have standards for TV and radio changed over time?
4. In what ways has cable "changed everything"?
5. Why doesn't the FCC fine all questionable content?

Word Knowledge Rating Chart

Key Passage Vocabulary

Vocabulary Word	Knowledge Rating	Definition	Picture
ingest	0 1 2 3	To eat, take in	
	0 1 2 3		
	0 1 2 3		
	0 1 2 3		

Key: 0 = I've never heard it; 1 = I've heard it before; 2 = I can use it in a sentence; 3 = I know it.

Vocabulary: Preteach

Key Passage Vocabulary: "Censorship"

Rate your knowledge of the words. Define the words. Draw a picture to help you remember the definition.

Vocabulary	Knowledge Rating	Definition	Picture
version	0 1 2 3		
specific	0 1 2 3		
appropriate	0 1 2 3		
regulate	0 1 2 3		
interest	0 1 2 3		
permit	0 1 2 3		
coarse	0 1 2 3		
exclude	0 1 2 3		

version

Let's read the first word together. *Version.*

Definition: Version means "a form or variety of something where the details are different." A variety where the details are different is what? (a version)

Example 1: Students use different versions of phones and music players. Some are more modern and others have more storage.

Example 2: The teacher used different versions of the test in first and sixth periods to prevent cheating.

Example 3: I saw a remake of my favorite movie. The old version was much better.

Question 1: Would your current history textbook be the same version that students had in 1000? Yes or no? (no)

Question 2: Do you have more than one version of computers in your school? Yes or no? (yes)

Pair Share: Turn to your partner and list things that have more than one version.

specific

Let's read the next word together. *Specific.*

Definition: Specific means "relates to a particular thing." If something relates to a particular thing, it is what? (specific)

Example 1: In order to strengthen my arms, I need to do specific exercises.

Example 2: For our homework, we needed to answer the questions and give specific examples from the text.

Example 3: There isn't a specific rule that says you can't lift someone, but the general rule "respect others" should cover it.

Question 1: Is the rule "be polite" specific? Yes or no? (no)

Question 2: Are eyeglasses made for specific people? Yes or no? (yes)

Pair Share: Tell your partner about a time when you needed specific instructions.

appropriate

Let's read the next word together. *Appropriate.*

Definition: Appropriate means something is "acceptable for a person, a purpose, or an occasion." Something acceptable for a person, a purpose, or an occasion is what? (appropriate)

Example 1: In our house it is not appropriate to burp at the table.

Example 2: Use appropriate words in front of a 3-year-old.

Example 3: It is appropriate to shake hands when meeting someone.

Question 1: Are sweatpants appropriate dress for a wedding? Yes or no? (no)

Question 2: Do expectations for appropriate classroom behavior vary from teacher to teacher? Yes or no? (yes)

Pair Share: Turn to your partner and describe what your school defines as appropriate and inappropriate dress.

regulate

Let's read the next word together. *Regulate.*

Definition: Regulate means "to control by a rule." To control by a rule is what? (regulate)

Example 1: There are different opinions on how the government should regulate handguns.

Example 2: The city government regulates what time minors can be out and about. It is called a curfew.

Example 3: The Food and Drug Administration regulates how meat is processed. Otherwise, some people would do it in an unsafe manner.

Question 1: Is the speed you can drive regulated? Yes or no? (yes)

Question 2: Does the school regulate the clothes you can wear? Yes or no? (yes)

Pair Share: Turn to your partner and tell if you think a school should regulate student use of cell phones at school.

Vocabulary: Review and Recontextualize

Review

Does the FCC require broadcast television stations to *exclude* inappropriate content or language? (Yes, the FCC requires them to exclude inappropriate content.) To keep out is what? (To keep out is to exclude.)

(To keep out is to exclude.)
content.) To keep out is what?

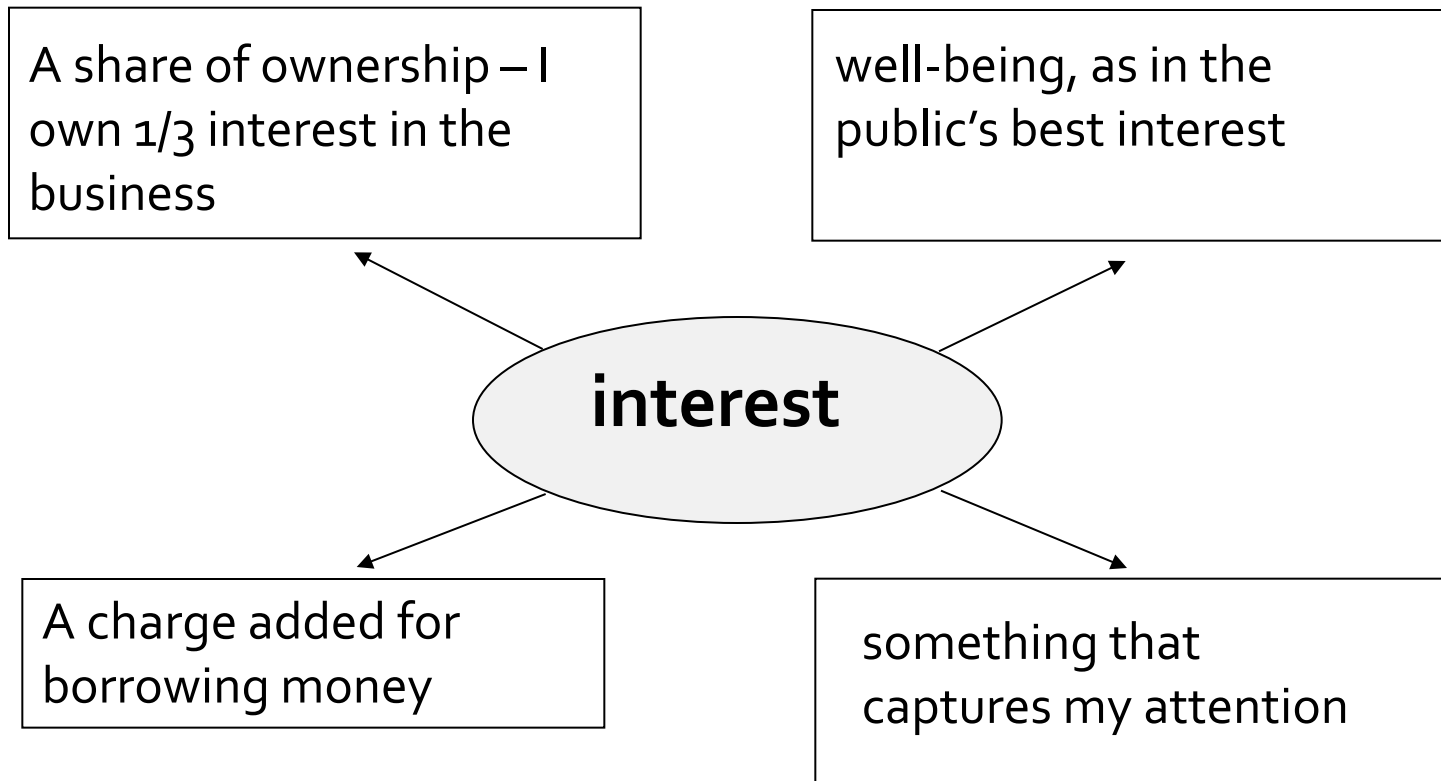
Recontextualize

To keep out or prevent from joining is to what? (exclude)
Jeff was happy to be *excluded* from the group of kids that had to clean up the park. Jeff wasn't included; he was what? (excluded)

(excluded)
wasn't included; he was what?

Multiple-Meaning Maps

Can you brainstorm several meanings for this word?



Semantic Feature Analysis

	natural gas	oil	wind power	solar	coal
natural resource					
renewable					
fossil fuel					
carbon emissions					

Options for First Read of a Challenging Text

- Teacher reads aloud, students have “eyes on text” and follow
- Teacher-led or student-led choral read
- Independent read of small sections with frequent comprehension checks
- Paired read or independent read

Comprehension: “Close Reading” or Guided Highlighting

Let's read the last paragraph. Read the paragraph.

Today, the FCC still has the power to regulate broadcast networks in radio and television. Mildly inappropriate material can be aired only during the “safe harbor” when children are supposed to be in bed—between 10 p.m. and 6 a.m. However, the definition of “inappropriate” continues to change. What is offensive to one person is not necessarily offensive to another. The FCC does not monitor stations and only responds to complaints. Because they are not monitored, much of the questionable content in programs goes unchallenged and unpunished. Several of the once “forbidden” words have become commonplace during prime-time television, and once inappropriate content appears much more frequently every year. What used to be cause for complaint has now become acceptable.

- Circle the check mark or question mark for this paragraph. Draw a question mark over words that confuse you.
- Go to line 44. Mark the synonym for *played*. (aired)
- Go to line 45. Mark the words that mean something that provides protection. (safe harbor)
- Go to line 47. Mark the synonym for *unpleasant*. (offensive)
- Go to line 50. Mark the antonym for *permitted*. (forbidden)
- Go to line 51. Mark the synonym for *routine*. (commonplace)
- Think about it. What is your opinion? Should profit influence the definition of what is considered appropriate?
- Choose a heading for this section from the heading bank. Record the heading on the line above this section. (Forbidden Content Becomes Commonplace)

Have partners compare text markings and correct any errors.

Teach Response to Prompts

Easier	More challenging	Most challenging
state	define	compare and contrast
tell	predict	formulate
describe	conclude	synthesize
name	illustrate	argue
recognize	explain	generate
list	infer	evaluate
locate	differentiate	create
identify	classify	

Formulating Questions

“Use the prompt *explain* in your question.”

Censorship

Are there rules controlling what can be heard or seen on television and radio? When you listen to a song on the radio, does it ever sound different from the version on your MP3 player? Have you ever watched a movie on television and noticed that an actor's lips don't match the audio? Why do stations do this? Are there specific laws that tell stations what is appropriate, or okay?

Direct students to page 235 in their Student Books. Think about the text. What question do you have or what should your peers have learned about censorship from this section?

- Choose one direction word or prompt. Consider starting your question with *How*.
- If you want to challenge yourself to write a prompt, try using *Explain*.
- Write the question or prompt on the page. Be prepared to answer your question or prompt orally. Remember, questions require a question mark. Prompts require a period.

Direct students back to the passage.

Let's read the next paragraph. Eyes ready? Pencil ready? Let's begin. Read the next paragraph, lines 9–17.

Radio has been around for more than 100 years, and television has been in the homes of Americans for more than 70 years. Both are “broadcast” over the airwaves, and both are regulated by the federal government (unless you have cable or satellite). The FCC, the Federal Communications Commission, was established in the 1930s to protect the interest of the people. The government was granted the ability to censor what is heard and seen.

Unit 10, Lesson 1

Ask and Answer Questions

Read the passage. Then write a question or prompt for each paragraph. Use the prompts in the box to help you. Write your question or prompt on the lines provided. Be prepared to answer your question or prompt orally. Remember, questions require a question mark. Prompts require a period.

Paragraph 1: *Answers will vary.*

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

Unit 10, Lesson 1

Testing Vocabulary: Cloze Activity

Using New Vocabulary

Fill in the blanks with the appropriate vocabulary words. If you need assistance, use the word bank at the bottom of the page.

Broadcast networks, in an effort to compete with cable, have changed their views of _____ and inappropriate language. Years ago, _____ language of any kind was not _____ on television or radio. Now, only _____ words are prohibited on broadcast television and radio. However, on cable and satellite networks, crude language and behavior are not always _____ from the programs. The FCC continues to _____ what is broadcast over the airwaves. Are the regulations in the public's best _____? Do you prefer to watch the original _____ of a show, or the one with the inappropriate content removed?

Word Bank

regulate	coarse	excluded	appropriate
version	interest	permitted	specific

Grammar and Writing

Find It: Subject Pronouns

In each sentence below, use editing marks to delete the noun that is the subject of each sentence and replace it with a subject pronoun.

Editing Marks	Subject Pronouns
^ add or change text ℓ delete text	they, he, she, we, it

1. The fox left tracks in the sand.
2. The milkman is quitting at six.
3. The frogs are hopping in the pond.
4. My boss and I discuss how to fix the toxins.
5. Jill is standing on the hill.
6. The boy is cute.
7. Mrs. Smith likes cake.
8. The shake was cold.
9. Glen and I eat meat.
10. The baker, the hiker, and the teacher cleaned for the meeting.

Sentence Combining

- Combine two simple sentences by making a compound subject. Mary played. Her brother played.
- Combine two simple sentences by combining the predicates. Jan skipped across the floor. Jan danced, too.
- Combine two simple sentences with a conjunction. Don needed a battery for his car. He left the lights on all night.
- Combine more than two sentences by embedding a clause and moving words.
- The train chugged over the bridge. The train was pulled by an old locomotive engine. The engine was puffing black smoke. It was a suspension bridge.

Graphic Organizers: Framing an Argument

Assertion or Opinion

Major Cause or Reason

Contributing
Reason

Contributing
Reason

Contributing
Reason

Closing Statement

Instruction Matters!

- Significant improvement can occur at any age
- Successful programs are explicit, systematic, cumulative, and integrate listening, speaking, reading, and writing
- Peer collaboration, choice, relevance, and **success** are motivators
- Students' incoming levels and ability profiles must be accommodated!

Use Great and Relevant Literature!

- The Outsiders (fiction)
- How to Investigate a Crime Scene (informational)
- The Autobiography of Malcolm X
- The Diary of Anne Frank (as a play)
- Dr. Jekyll and Mr. Hyde (classic fiction)
- Dissociative Identity Disorder (informational)
- White Fang (fiction)
- Introduction of Wolves into Yellowstone (informational)

Don't miss "The Address" – PBS, April 15

THE END – THANK YOU!



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