



Reading Support at NISC

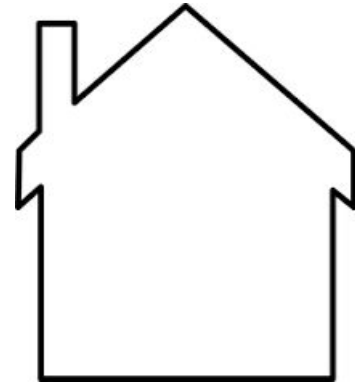




Why reading is important?

Think of reading as the foundation of all learning. Without reading other learning cannot happen.

A student who cannot read will not be able to access the curriculum at school.



READING



Why reading is important?

“Reading is known to be one of the **most essential competencies that are needed for people to successfully participate in society**” (OECD).

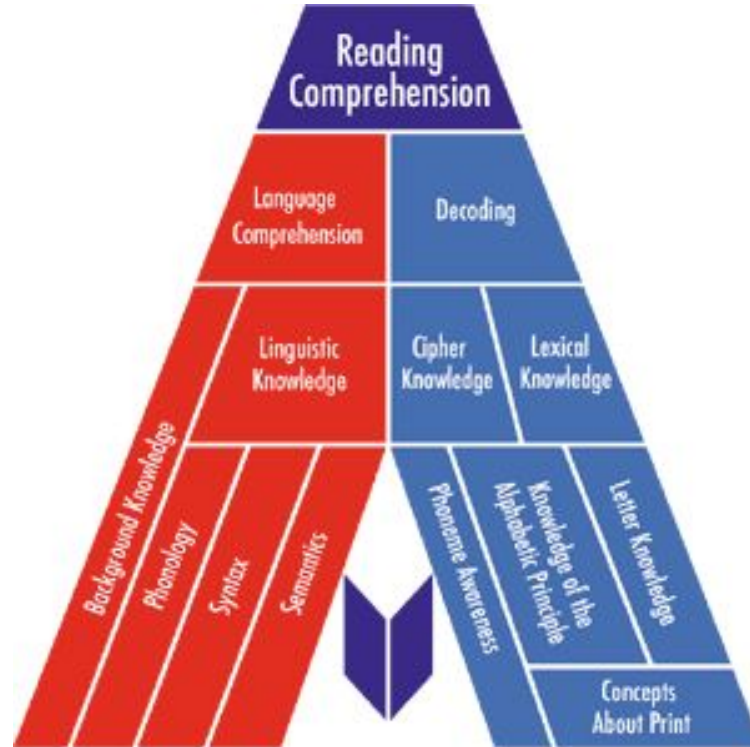
Think of all the times you need to read something in a day like directions, labels, and signs.

How does reading work?

Simple View of Reading



How does reading work?

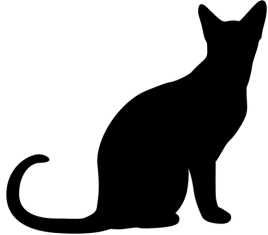


How does reading work?

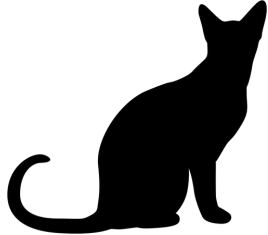
Decoding X Language Comprehension = Reading Comprehension

c + a + t = cat

c + a + t =



cat =





Why do some students struggle with their reading?

In the same way that our children are all different and unique, there are many reasons why students may struggle with their reading. There are many reasons why he or she may be struggling, and most have nothing to do with intelligence.

- **Learning difficulties**
- **Lack of phonemic awareness (not taught letter sounds)**
- **Different learning styles**
- **English is not their first language**
- **They have visual processing issues**
- **They have limited vocabulary**
- **They are not practicing enough at home**





How do we identify struggling readers?

- Students identified based on previous testing results or teacher feedback.
- Primary students undergo the DRA (Developmental Reading Assessment) several times a year.
- Secondary students are assessed using the Probe2 system.
- Their assessed reading level was compared to the expectation for their grade-level and those that were below grade-level were provided with reading support.



How does a reading assessment work?

- **Decoding accuracy** - a short text is read and any errors are recorded. How many words are read correctly determines accuracy.
- **Comprehension** - 6-8 questions are asked, a minimum level of comprehension is required to “pass” a level.
- **Fluency** - The speed, accuracy, and amount of expression used while reading are recorded.

*A reading age is determined after several probes are administered. Ideally a non-fiction and a fiction text are used.



What type of comprehension questions are asked?

- **Literal** - Finding information that is given directly in the text.
- **Reorganisation** - Reconstructing two or more literal pieces of information contained in the text.
- **Inference** - Deducing information not given directly in the text.
- **Vocabulary** - Determining the meaning of unknown words from context.
- **Evaluation** - Gathering information and drawing inferences (complex inference).
- **Reaction** - Expressing an opinion based on the information given in the text.

Reading Intervention Sessions

- Two sessions a week
- 20-30 minutes per session focused on reading strategies (rereading, visualization, context clues, decoding tricky words, predicting, summarizing, making connections, etc).



Reading Intervention Sessions

- Most of the reading support students read accurately and fluently, but struggle with their comprehension skills. In particular, they have **trouble inferring or figuring out the deeper meaning of the text that the author doesn't explicitly state**. I teach them to use clues that are in the text, and things they already know to discover that deeper meaning. Sometimes it's called "reading between the lines," and it adds a lot more meaning to the story.



Examples of reading support materials used with younger students...



Pointing PORCUPINE



Examples of what we have covered in our sessions...

There are different types of context clues.

I	Inference – the meaning is not given so you must use text clues	<i>Don't want to work with Ricardo, unless you want to hear him talk about himself. He is so arrogant.</i>
D	Definition – the meaning of the word is explained in the sentence	<i>Ricardo is so arrogant. He thinks he is more important than everyone else.</i>
E	Example – an example of the word is in the sentence or nearby sentences	<i>Ricardo is so arrogant. He is always bragging about how great he is at sports.</i>
A	Antonym – a word with opposite meaning is used in the sentence or near by sentences	<i>Ricardo is so arrogant. He needs to learn to be humble like his little brother Jose.</i>
S	Synonym – words with similar meaning are used in or near the sentence	<i>Ricardo is so arrogant, proud, self-centered, and over-bearing.</i>

Strong readers will always read the sentences surrounding the unknown word to look for clues.

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Summary

What - Title & Author

Who - Main Characters

Where & When - Setting

How - Main Events

Why - Main Idea or moral or lesson

Difference between fiction vs. nonfiction

Implicit vs. explicit information

Reading Intervention Sessions

- After a cycle of several weeks students will be reassessed.
- If they reach their grade-level expectation they will be exited from the program.

Fountas and Pinnell Benchmark Assessment

Instructional Level Expectations for Reading

Grade	Beginning of Year (Aug–Sept)	1st Interval Assessment (Nov–Dec)	2nd Interval Assessment (Feb–Mar)	End of Year (May–June)
K	Below A	A+	B+	C+
		A	B	C
		Below A	Below A	A
				Below A
1	D+	F+	H+	J+
	C	E	G	I
	B	D	F	H
	Below B	Below D	Below F	Below H
2	J+	K+	M+	N+
	I	J	L	M
	H	I	K	L
	Below H	Below I	Below K	Below L
3	N+	O+	P+	Q+
	M	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
4	Q+	R+	S+	T+
	P	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
5	T+	U+	V+	W+
	S	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
6	W+	X+	Y+	Z
	V	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
8	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations: Needs Short-Term Intervention

Does Not Meet Expectations: Needs Intensive Intervention



How can we help children read?

- Make sure your child has **access to books**. Bring them with you when you travel. Let them explore and pick books they like.
- Make sure your child has **time** to read.
- Help your child see that reading is important. **Set a good example** for your child by reading books, newspapers and magazines. **Read aloud to them.**
- **Limit the amount and type of television** you and your child watch. Better yet, turn off the television and spend more time cuddling and reading books with your child. The time and attention you give your child has many benefits beyond helping him be ready for success in school.
- Celebrate their successes.
- Ask them questions about what they have read.



The Parts of a Parent Reader

A Smart Mind,
to understand
the importance of
reading
with their child daily.

Eyes,
for seeing their child
and showing how
engaged they are.

Ears,
to listen to
their child's
questions.

A Mouth,
for reading books
to their child,
20 minutes
every day.

A heart,
to love and
desire a good
education for
their child.

Hands,
for hugging
their child
close while
reading a
favorite
book.

Books,
to share every day
with their child
to build their
language and
literacy.

Feet,
for walking to the
library each week to
discover new books.



Works Cited

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