

13th Annual

Thinking & Learning Conference

DR CHRIS WEBER

Saturday 21 May

**Evidence-based Reading
Strategies and Programs**

Session 1

MELBOURNE

DR CHRIS WEBER

Dr Chris Weber is a consultant and administrative coach. He delivers trainings and presentations on pyramid response to intervention (RTI), a tiered approach that centres on professional learning community (PLC) concepts and strategies to ensure that every student receives the support necessary to succeed. Chris also offers workshops and presentations that provide the tools educators need to build and sustain PLCs.



As principal of RH Dana Elementary School in California, Chris was the leader of a highly effective PLC. Together with his staff, he lifted the school to remarkable levels of success, with gains over four years that were among the top 1 per cent in the state. He credits this achievement to the daily practise of key principles: focusing on student engagement, maximising instructional time, reallocating resources and developing systematic student support programs based on RTI.

Chris has held a number of teaching and leadership roles in both primary and secondary schools. He was director of instruction for the Garden Grove Unified School District in California, which was the 2004 winner of the prestigious Broad Prize for Urban Education.

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Evidence-based Reading Strategies and Programs

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“...studies have shown that virtually every student could be reading on grade level by the end of 1st grade (Mathes et al., 2005; Phillips & Smith, 2010; Scanlon, Gelzheiser, Vellutino, Schatschneider, & Sweeney, 2010; Vellutino, Scanlon, Sipay, et al., 1996) and that the cost of achieving this goal is substantially less than the current system of remediation, special education, and grade retention. This raises the question, Why are so few schools doing what they need to do to help their at-risk readers?...in 2004, Congress provided educators with an option that just might help us undo some of the mistakes of the past and close the current reading achievement gap: the Response to Intervention (RTI) initiative” (p. 40).

Allington, R. L. (2011), What At-Risk Readers Need, *Educational Leadership*, 68(6), 40-45.

The Domains of Reading, Plus

- Phonological awareness
- Phonemic awareness
- Single-syllabic phonics
- Multi-syllabic phonics
- Fluency
- Vocabulary
- Literal comprehension
- Inferential comprehension

Building Blocks

	Phonological Awareness	Phonics	Fluency	Vocabulary	Comprehension
Assessments <ul style="list-style-type: none"> ▪ Universal screeners ▪ Progress monitoring ▪ Diagnostics 	<ul style="list-style-type: none"> ▪ DIBELS ▪ easyCBM ▪ CORE 	<ul style="list-style-type: none"> ▪ DIBELS ▪ CORE 	<ul style="list-style-type: none"> ▪ DIBELS ▪ CORE ▪ easyCBM 	<ul style="list-style-type: none"> ▪ CORE 	<ul style="list-style-type: none"> ▪ CORE ▪ QRI ▪ easyCBM
Skills within reading domains <i>Skills are developed from left to right and top to bottom.</i>	Listen for sounds	Letter-sound correspondence	Accuracy	Word classification	Vocabulary
	Rhyming words	High-frequency words	Rate	Antonyms and synonyms	Concept development
	Initial sounds	Short vowels	Prosody	Affixes and roots	Background knowledge
	Words in sentences	Consonant blends		Multiple meaning words	Academic language
	Syllables in words	Long vowels		Homophones and homographs	Genre
	Track and order phonemes	Vowel digraphs and diphthongs		Word Learning Strategies	Text structure
	Phoneme isolation	R-controlled		Word origins and derivatives	Comprehension skills
	Phoneme identification	Multisyllabic words		Figurative language and idioms	Comprehension strategies
	Phoneme comparison	Compound words			
	Phoneme blending	Contractions			
	Phoneme segmentation	Inflectional forms			
	Phoneme deletion				
	Phoneme addition				
	Phoneme substitution				

Diagnostic assessments identify a student's needs in relation to the content or domain in which educators have determined that the student has difficulties. They are administered to at-risk students on an individual basis. These assessments provide specific and in-depth information that assists in targeting the interventions that will allow students to close the gaps in their learning. While their relative length likely precludes their administration to all students, they serve an essential purpose in assisting teachers in planning targeted and effective instruction and interventions. The use of diagnostics should be restricted to when they can provide either new, or more reliable, information about a child's academic or behavioral needs. It is important to weigh the potential value of the information that could be mined against the time required to administer a comprehensive diagnostic test. In our experience, schools, typically at the primary grades, sometimes use longer, diagnostic-like assessments with all students, calling these assessments "screeners." While these assessments are valuable and fulfill a role in schools, we feel these 20–30 minute assessments should be reserved for use as diagnostics.

Diagnoses on the following pages address the academic areas in which students most commonly experience significant difficulties.

Diagnostic Interview – Phonics

Task	Notes
Produce letter names when presented with letters	
Produce consonant sounds when presented with letters	
Produce long vowel sounds when presented with letters	
Produce short vowel sounds when presented with letters	
Read (blend/decode) CVC words	
Read (blend/decode) words and pseudo-words with short vowels and consonant blends at the end of beginning and end of the word	
Read (blend/decode) words and pseudo-words with short vowels and consonant digraphs and trigraphs at the end of beginning and end of the word	
Read (blend/decode) CVCe words	

Read (blend/decode) words and pseudo-words with other long vowel sound spellings	
Read (blend/decode) words and pseudo-words with r-controlled vowels	
Read (blend/decode) words and pseudo-words with vowel diphthongs	
Read (blend/decode) bi-syllabic words and pseudo-words, both with closed syllable types	
Read (blend/decode) bi-syllabic words and pseudo-words, with closed and VCe syllable types	
Read (blend/decode) bi-syllabic words and pseudo-words, with open and –e syllable types	
Read (blend/decode) bi-syllabic words and pseudo-words, with open and closed syllable types	
Read (blend/decode) bi-syllabic words and pseudo-words, with vowel team syllable types	
Read (blend/decode) bi-syllabic words and pseudo-words, with r-controlled-vowel syllable types	
Read (blend/decode) bi-syllabic words and pseudo-words, with consonant –le syllable types	

Diagnostic Interview – Fluency

Task	Notes
Listen to the student read for 60 seconds.	
Record errors using the school's agreed upon running records format.	

Note the student's words correct per minute.	
Note the number of student errors.	
Note any pattern of errors (long vowels, multi-syllabic words, etc.)	
Note the prosody/expression with which the student read (e.g., 1 = reading is labored, slow, and disfluent; 2 = reading is somewhat slow and choppy; 3 = reading includes poor phrasing and intonation, but is at a reasonable pace; 4 = reading is fairly fluent, with good pace, fairly good intonation, and some phrasing; 5 = reading is fluent and smooth with longer phrasing, good intonation and varied expression)	

Comprehension Diagnostic Interviews, Interventions, Strategies, and Resources

To be clear, the purpose of proficiencies in phonological awareness, phonics, fluency, and vocabulary, and even proficiency with comprehension skills and strategies, is so that students can:

- Make meaning of text
- Extract useful knowledge from text

- Follow, process, and understand written language
- Practice intentional thinking in which meaning is constructed through interactions between text and reader
- Develop a lifelong love of reading
- Can read to learn and access new and varied information

We do not intervene in a domain of reading (e.g., phonics) because a student has scored low in that area, but because a deficit in the area will prevent them from meeting the goals bulleted above. This may seem like an unimportant distinction, but without a focus on the purpose of all reading instruction (or all writing, mathematics, English language, or behavior instruction), we focus on the trees instead of the forest.

In all areas, we recommend that diagnostic interviews determine the focus of interventions. The more informed and focused the interventions, the more successfully and quickly needs will be ameliorated. Thus, instead of providing general guided reading supports, provide phonics supports to deficits in the area of phonics, or more diagnostically, fill gaps in the specifically identified areas of phonics need. We strongly recommend that all staff at all levels have a working knowledge of reading and the characteristics of reading deficits (with the possible exception of phonological awareness for middle and high school teachers) so that students at-risk can be discovered and supported by all.

Perhaps no single factor better predicts a student's comprehension of a text than extensive background knowledge. A robust and extensive vocabulary is equally important. And yet, we face a conundrum: a student's vocabulary is best built by extensive and varied reading. However, a student for whom reading is challenging is unlikely to read extensively. Moreover, deficits in phonological awareness, phonics, fluency, and even comprehension skills and strategies are more efficiently ameliorated than gaps in vocabulary and background knowledge. This is practically significant because students at-risk cannot afford the wait weeks or months to begin to demonstrate rapid progress, and schools never have excess personnel and time to provide targeted reading intervention in all five reading domains. To access text and read widely, students must have a background in phonological awareness, phonics, fluency, and the skills and strategies to make meaning – through these skills, they will build vocabulary and a rich knowledge of varied content. We therefore recommend prioritizing precious and limited intervention resources on non-vocabulary domains.

We definitely recommend that schools examine the adequacy of their Tier 1 vocabulary instruction. Isabel Beck, Margaret McKeown, and Linda Kucan's "Bringing Words to Life" (2002) helps define the nature of the vocabulary challenge and the necessary additions to core instruction. Essentially, Beck, McKeown, and Lucan report that our instruction of Tier 1 (basic, high-frequency sight words) and Tier 3 (content-specific and text-specific words) is typically adequate. However, we must improve our instruction of Tier 2 words, high leverage academic vocabulary that students will encounter in multiple contents and contexts.

To organize the additions to core literacy instruction that are necessary in so many classrooms, we recommend a simple but proven method such as the strategies described by Robert Marzano and Deborah Pickering in, *Building Academic Vocabulary: Teacher's Manual* (2005). Through vertical articulation, collaborate on the selection of approximately three Tier 2 words in each grade level that every student will study and master in a given week. Agree upon a method and an organizer that all classrooms will employ to learn high-leverage academic vocabulary, so the manner through which students study words does not inhibit vocabulary acquisition. Vocabulary instruction is critical; we feel that we have substantial room for improvement within core, Tier 1 instruction.

Reading deficits are the most common and most dire of difficulties that students can experience. Within the domain of reading difficulties, comprehension challenges without accompanying deficits in phonological awareness, phonics, or fluency are the most mysterious. What's happening, or not happening in students' minds during grading? We will provide research-based and proven methods for meeting these types of student supports. It starts with a simpler approach.

The legacies of A Nation at Risk and No Child Left Behind have been mixed, but there have been undeniable deleterious effects as well. One of the most unfortunate has been the overwhelming number of standards and the sense that they are disconnected, both between content areas (e.g., cause and effect is a critical way of thinking in social studies, science, mathematics, and reading) and within content areas (e.g., place value and base-10 knowledge *must* be much more connected to computation). How does this relate to interventions in the area of reading comprehension? The big-box, English-language arts programs from major educational publishers commonly include more than 30 skills/strategies that students are taught, and are expected to use, when making meaning of text. For a student at-risk in the area of reading, a new

skill/strategy per week is completely overwhelming. Just as the student grasps the nature of the skill/strategy and its accompanying worksheet or graphic organizer, a new week brings a new story, a new skill/strategy, a new worksheet, and a new graphic organizer. Today's student would be forgiven for believing that the purpose of reading is to successfully employ a skill or strategy; it is instead, of course, to make meaning of text. The table below attempts to address this dilemma:

Organizing and Simplifying Comprehension Skills and Strategies

Address and utilize the following four processes...			
Explicit		Implicit	
Organizing Text	Structures of Text	Conclusions from Text	Interactions with Text
<ul style="list-style-type: none"> Compare and Contrast Elements Identify Causes, Events, and Effects Describe Characters Describe Settings Describe Plot Determine Text Organization Categorize and Classify Elements 	<ul style="list-style-type: none"> Summarize Story Identify the Main Idea or Topic and Details Sequence Events Structure Story, Through the Beginning, Middle, and End Identify the Problem and Solution Follow Directions 	<ul style="list-style-type: none"> Infer Message Make Connections Between Text and Self Predict Outcomes Evaluate Story Draw Conclusions Make Generalizations Make Judgments Make Connections Between Text and Text Make Connections Between Text and World 	<ul style="list-style-type: none"> Visualize story Monitor/Clarify Phrase Meaning Monitor/Clarify Word Meaning Distinguish Between Fantasy and Realism Distinguish Between Fact and Opinion Determine the Author's Purpose Determine the Author's Viewpoint Identify Propaganda Question Text
...to comprehend and make meaning.			

Students at-risk in the area of comprehension will likely been diagnosed to have difficulties in one or more of the four features in the table above. Instead of comprehension intervention involving disjointed and unfocused reteaching of 30+ skills/strategies, we recommend identifying the feature with which students require more support, and then addressing them through focused support on the feature, not on shallow knowledge of the skill.

Comprehension, making meaning of text, is the only reason we teach reading. The ways in which we too often equip students with the skills and strategies to make sense of text does not meet the needs of students most at-risk. Too often, core instruction involves introducing a new skill/strategy for a new text every week. Each of these skills/strategies often comes with its own graphic organizer; a new graphic organizer or two for every page, every week. For students struggling to access text and make sense of texts' meanings, about the time the skill/strategy and accompanying graphic organizer is deciphered, it's time to move on to a new story, skill, and visual. We must be focused on specific reading skills when we intervene with students scoring "low" in reading. Most students are not deficient in all areas of reading (Valencia & Buly, 2005). We are very much in favor of graphic organizers to make more abstract the very abstract notion of mentally organizer text and comprehension (Marzano, Pickering..., 2011). We do not advocate a new graphic organizer every week. Instead, we recommend a thoughtful, focused approach to making comprehension visual such as the organizers defined by Thinking Maps, Inc. Additionally, we recommend comprehension intervention that is focused on high-leverage, high-utility skills/strategies that are validated by research to best equip students with the tools to make meaning of text. Skills/strategies such as comparing/contrasting and summarizing should be the focus of the targeted supports we provide to students as they build their abilities to making meaning. When repeatedly and successfully practiced with texts at their instructional level, students' abilities at comprehension text will improve.

Vocabulary/Comprehension Interventions

Goal Area	Strategy
Vocabulary	<ul style="list-style-type: none"> • Acknowledge, underline, and record unknown words and use the context of the story or subject area • Acknowledge, underline, and record unknown words and use morphology to make meaning • Practice word attack skills and increase self-corrections until words "sound right"
Background Knowledge	<ul style="list-style-type: none"> • Explore resources (books, images, online) about current units of study <ul style="list-style-type: none"> ○ Make these open and available within the classroom, and require them to be reviewed by students at-risk • Design inter-disciplinary units of study so that background knowledge from different content is mutually reinforcing and so students with challenges with background knowledge are not required to play "catch-up" in multiple areas

	<ul style="list-style-type: none"> • Construct pictorial-input charts to illustrate key vocabulary and themes within a story of topic prior to beginning the unit is study <ul style="list-style-type: none"> ○ Make these available and visible throughout the nit • In small groups, preteach key vocabulary and themes to students at-risk in background knowledge prior to the beginning of the unit
Organizational Features of Text	<ul style="list-style-type: none"> • Practice recognizing predictable grammatical forms (and the functions they represent of English) <ul style="list-style-type: none"> ○ Forms (e.g., comparatives and associated with compare and contrast; transition words and conjunctions associated with cause and effect) • Use graphic organizers to record the “organization” of the story or text <ul style="list-style-type: none"> ○ Double-bubble maps to compare and contrast characters ○ Multi-flow maps to illustrate the causes and effects of events ○ Tree maps or divided circle maps to illustrate and label <ol style="list-style-type: none"> 1. Characters 2. Settings 3. Plots <ul style="list-style-type: none"> ▪ Record the theme defined by these story elements in the center of the circle map or beneath the tree map
Explicit Interactions with Text	<ul style="list-style-type: none"> • Practice recall and summarizing • Write a post-it note that summarizes every paragraph • Use graphic organizers to record details and synthesize to determine the main idea <ul style="list-style-type: none"> ○ Circle map record details; highlight common terms and topics; inductively construct the main idea in the center of the map ○ Flow map to record and sequence events or topics throughout the text, by paragraph, column, or page <ul style="list-style-type: none"> ▪ Write the gist of recorded sequence below the flow map to construct a summary
Implicit Conclusions from Text	<ul style="list-style-type: none"> • Teach, model, and support students in using the “formula” <ul style="list-style-type: none"> ○ Inference = Experiences + Details <ul style="list-style-type: none"> ▪ Experiences come from life, other texts, background knowledge, etc. ▪ Details come from key words, key events • Teach, model, and support students in stopping regularly (every sentence, paragraph, column, page) to mentally, orally, pictorially, or in writing <ul style="list-style-type: none"> ○ Visualize the text ○ Connect the text to other text ○ Connect the text to student’s life and experiences ○ Connect the text to events in the world
Implicit Conclusions from Text	<ul style="list-style-type: none"> • Pause to ask, “Does this make sense?” every sentence, paragraph, column, page... • Acknowledge, underline, and record unknown words and use the context of the story or subject area • Acknowledge, underline, and record unknown words and use morphology to make meaning

- | | |
|--|--|
| | <ul style="list-style-type: none">• On post-it notes or a separate piece of paper, maintain an ongoing dialogue with the text and author:<ul style="list-style-type: none">○ Why is the author choose to write this event or move this story in this direction?○ For what purpose or lesson is the author writing this passage or story?○ What is the meaning of this word, phrase or section? |
|--|--|

All of these strategies and recommendations share a common goal – we are trying to increase and improve the ways in which students interact with text while reading. Whether identifying events, causes, and effects, or making text to self connections, we are simply attempting to improve students’ comprehension of text through more successful and meaningful interactions. Reading like a robot with no concern for meaning-making is insufficient; we must model and support students in becoming metacognitive readers.

Despite the risk of annoying levels of repetition, we state again: reading deficits are the most common and most dire of difficulties that students can experience. While thus far in this chapter, we have explored reading needs as separate areas, we now draw on the incredibly important work of Valencia and Buly to conceptualize how to integrally support the most common at-risk readers.

The Six Types of Readers At-Risk

Just as prioritize standards within a content area ensure a Guaranteed, Viable Curriculum (GVC) that allows for learning for all at a level of depth and complexity heretofore rare in schools, we must also prioritize the manner in which we meet the needs of students at-risk. Students with intensive needs, particularly in later grades, are likely to have deficits in multiple areas, e.g., reading, mathematics, behaviors, English language. We cannot adequately and intensively address them all simultaneously. Where do we start?

For students with intensive needs, we recommend that supports be first provided in the areas of behavior (both social and academic) and reading. These two areas not only represent areas of need of an overwhelming majority of students at-risk and of students in special education, they are also prerequisites in nearly every aspect of student life. Behavior supports will be discussed below. Drawing on the work of Valencia and Buly, we will define the characteristics of six types of struggling readers and the strategies that should be considered for implementation for each type. Valencia and Buly studied the characteristics of students, none of whom had been determined eligible for special education services, who failed state-level reading

assessments using multiple measures. Diagnoses, a topic of the last chapter, and prescriptions are indelibly linked. The more accurate the diagnosis, the more likely the intervention will be successful and the more likely the success will be rapid. Valencia and Buly describe six types of at-risk readers. Diagnosing students' reading difficulties using Valencia and Buly's framework can lead to the selection of the most appropriate, and successful, intervention strategies.

Six Types

Type of Reading Difficulty	Characteristics of Students	Relative Strengths and Needs	Strategy
Automatic Word Caller – reads accurately and quickly; adequate vocabulary, but little understanding of passage meaning	<ul style="list-style-type: none"> • 18% of at-risk readers • 63% EL • 89% low-SES 	<ul style="list-style-type: none"> • Accurately read words • Fluent • Poor comprehension 	<ul style="list-style-type: none"> • Practice recall and summarizing • Write a post-it note for every paragraph • Create a mental picture for every sentence and paragraph • Slow rate, increase prosody • Self-monitoring; help identify success meaning-making skills • Build vocabulary and background knowledge • Acknowledge unknown words; for use context and morphology to make meaning
Struggling Word Caller – reads at reasonable rate, but inaccurately, poor vocabulary, and poor understanding of passage meaning	<ul style="list-style-type: none"> • 15% of at-risk readers • 56% EL • 81% low-SES 	<ul style="list-style-type: none"> • Significant number of errors when reading words • Fluent • Poor comprehension 	<ul style="list-style-type: none"> • Practice with text closer to instructional level • Diagnose and meet phonics needs • Slow rate, practice word attack skills and increase self-corrections until words “sound right” • Practice recognizing and producing predictable grammatical forms (and the functions they represent of English)
Word Stumblers – numerous self-corrects and repeats impact fluency and accuracy, yet reads for meaning with adequate vocabulary	<ul style="list-style-type: none"> • 17% of at-risk readers • 16% EL • 42% low-SES 	<ul style="list-style-type: none"> • Significant number of errors when reading words • Disfluent • Moderate comprehension 	<ul style="list-style-type: none"> • Diagnose and meet phonics needs, particularly multi-syllabic word attack skills • Support fluency through repeated reading and chunking/scooping/phrasing • Scaffold access to complex text through guided reading to build on

			comprehension strengths
Slow Comprehenders – reads accurately and for word-level and passage-level meaning, but at a slow rate; does not read for pleasure	<ul style="list-style-type: none"> • 24% of at-risk readers • 19% EL • 54% low-SES 	<ul style="list-style-type: none"> • Accurately reads most words • Disfluent • Relatively good comprehension 	<ul style="list-style-type: none"> • Support fluency through repeated reading and chunking/scooping/phrasing • Scaffold access to complex text through guided reading to build on comprehension strengths • Support in building stamina and endurance, pausing periodically to employ check-in strategies • Support in matching reader to high-interest text
Slow Word Callers – reads accurately but disfluently; poor vocabulary; difficulty with explicit and implicit comprehension	<ul style="list-style-type: none"> • 17% of at-risk readers • 56% EL • 67% low-SES 	<ul style="list-style-type: none"> • Accurately reads most words • Disfluent • Poor comprehension 	<ul style="list-style-type: none"> • Support fluency through repeated reading and chunking/scooping/phrasing • Practice recall and summarizing • Write a post-it note for every paragraph • Create a mental picture for every sentence and paragraph • Build vocabulary and background knowledge • Acknowledge unknown words; for use context and morphology to make meaning
Disabled Readers – reads inaccurately and disfluently; poor reading vocabulary and comprehension; adequate oral vocabulary and comprehension	<ul style="list-style-type: none"> • 9% of at-risk readers • 20% EL • 80% low-SES 	<ul style="list-style-type: none"> • Significant number of errors when reading words • Disfluent • Poor comprehension 	<ul style="list-style-type: none"> • Diagnose and meet phonics needs • Support fluency through repeated reading and chunking/scooping/phrasing • Scaffold access to complex text through guided reading to build on comprehension strengths • Practice recall and summarizing

Despite its complexity, we must zealously and aggressively diagnose and meet student reading needs. Particularly with older at-risk readers, the relationship between fluency and comprehending is multi-faceted. Students who identify that they do not understand words or passages should slow rate to monitor meaning, yet lack of automaticity and a slow rate may interfere with comprehension. We must read with students to determine the antecedents to difficulties and to determine appropriate supports. If fluency improves when at-risk readers

engage with text for which they possess background knowledge the primary focus for intervention would be comprehension, since, since disfluency would seem the result of a misunderstanding rather than contributing to poor understanding. If, however, fluency does not improve when at-risk readers engage with text for which they possess background knowledge, instruction should focus on both fluency and comprehension. This example suggests that we must individualize diagnoses and supports. There are no perfect diagnostic assessments that we can purchase, and even Valencia and Buly's categories will not answer all of our questions about students' reading needs. While the up-front time demands may be high, the goal is worthy. Reading is simply too important a skill to languish at any grade level.

Valencia and Buly's gift to educators is simple and profound. When students are at-risk in reading, we must intervene immediately and ameliorate gaps as quickly as possible. This necessitates a knowledge of *why* the student is experiencing difficulties, which will determine *what* supports should initially be provided. The more precise the diagnoses, the more targeted the supports, and the more rapid the student gains.

Problems With Core

- Lack of balance
- Lack of explicit fluency instruction
- Lack of multisyllabic decoding instruction (syllabication and morphology)
- Lack of explicit vocabulary instruction (particularly Tier 2 vocabulary)
- Over-reliance on skills and strategies approach
- Lack of time with text...for comprehension
- Lack of balance between whole group, small group, and individual

Definition of comprehension

- Making meaning of text
- Extracting useful knowledge from text
- Follow, process, and understand written language
- Intentional thinking during which meaning is constructed through interactions between text and reader

Key Topics in Reading Comprehension

- Concrete skills vs. abstract strategies
- Graphic organizers
- Close reading
- Textual evidence

Prevention and Early Intervention

- Screening
- Early, immediate, intensive, targeted
- Core + more + highly-specific
 - Tier 1 + 3 + 3
 - Differentiated + Individualized + Personalized

Interventions

- FCRR
 - fcrr.org
- Intervention Central
 - interventioncentral.org
- NCTE
 - readwritethink.org

Why purchase?

- Systematic
- Scoped and sequenced
- Planned lessons
- Scripted lessons

Phonological and Phonemic awareness

- Earobics (HMH)
- System 44 (HMH)

Phonics

- Read Well (Sopris West)
- Rewards (Sopris West)
- Fountas & Pinnell Leveled Literacy Intervention System (Heinemann)
- iRead (HMH)
- System 44 (HMH)

Fluency

- Read Naturally
- Six Minute Solution (Sopris West)
- Read 180 (HMH)

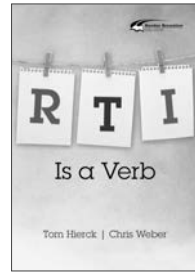
Comprehension

- Making Connections (EPS)
- Read 180 (HMH)

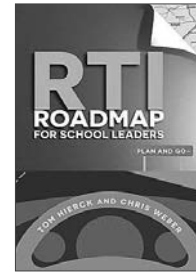
RELATED RESOURCES

Available from Hawker Brownlow Education

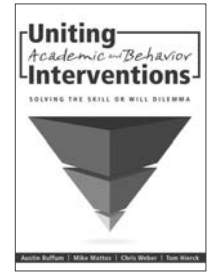
Qty	Code	Title	Price
	HB7897	Collaborative System of Support	\$35.95
	CO569X	Common Formative Assessment	\$45.95
	BKD8054	Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment	\$49.95
	CO2977	RTI Is a Verb	\$36.95
	BKD8474	RTI Roadmap for School Leaders: Plan and Go	\$45.95
	BKD3338	Strategies for Mathematics Instruction and Intervention, 6–8	\$42.95
	BKD3313	Strategies for Mathematics Instruction and Intervention, K–5	\$42.95
	BKD8023	The Data Teams Experience: A Guide for Effective Meetings	\$49.95
	BKD4891	Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma	\$42.95
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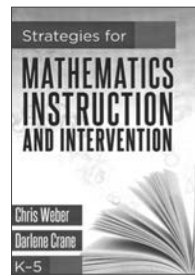
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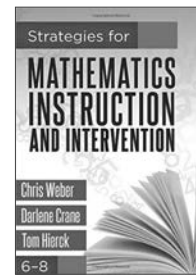
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BKD4891



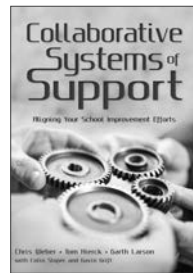
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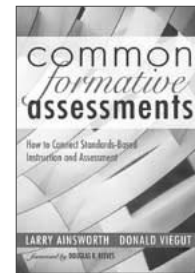
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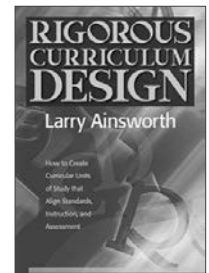
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