



## Nebraska Unfinished Learning Series Early Literacy Community of Practice

### Session 4:

#### Considerations for Older, Striving Students

##### Research Snapshots

- Reading fluency has a direct correlation with reading comprehension. Dysfluency causes as much as 40% of the variance in student performance (Pinnell et al., 1995)
- Reading prosody and word identification accuracy predicts more than half of the variance in a standardized test of reading comprehension administered to struggling ninth-grade readers. Many students can experience reading improvement in minutes (Paige & Magpuri-Lavell, 2014).
- Providing readers not yet reading at grade level with complex texts improves their achievement. Leveled reading approaches are not based on evidence; those approaches stunt the growth of students' reading comprehension and create inequitable outcomes (Brown et al., 2018; Morgan et al., 2000)
- Students cannot learn how to comprehend complex text independently unless they are given complex text to read (Shanahan et al., 2012).
- The size and depth of elementary students' vocabulary is associated with proficiency in reading comprehension. Effective vocabulary instruction results in higher levels of reading comprehension (Baumann, Carr-Edwards, Font, Tereshinski, Kame'enui, & Olejnik, 2002; Beck, Perfetti, & McKeown, 1982; Kame'enui, Carnine, & Freschi, 1982; Stahl & Fairbanks, 1986).

##### Reflect Independently:

- What does this research indicate about factors that influence a



student's proficiency in reading?

- How does this research impact instruction?

***Old Ironsides***  
**By: Oliver Wendell Holmes, Sr.**

Aye tear her tattered ensign down  
Long has it waved on high,  
And many an eye has danced to see  
That banner in the sky;  
Beneath it rung the battle shout,  
And burst the cannon's roar.--  
The meteor of the ocean air  
Shall sweep the clouds no more.

Her deck, once red with heroes' blood,  
Where knelt the vanquished foe,  
When winds were hurrying o'er the flood,  
And waves were white below,  
No more shall feel the victor's tread,  
Or know the conquered knee;--  
The harpies of the shore shall pluck  
The eagle of the sea!

Oh, better that her shattered hulk  
Should sink beneath the wave;



Her thunders shook the mighty deep,  
And there should be her grave;  
Nail to the mast her holy flag,  
Set every threadbare sail,  
And give her to the god of storms,  
The lightning and the gale!

Source:

<https://achievethecore.org/page/886/fluency-packet-for-the-4-5-grade-band>  
[http://en.wikipedia.org/wiki/Old\\_Ironsides\\_\(poem\)](http://en.wikipedia.org/wiki/Old_Ironsides_(poem))

### A Tale of Two Students

Mrs. Jones is proud of the tremendous progress her fourth grade students have made this year with their reading of complex text. As she reflects on all her **students' growth** across the first quarter, however, she continues to be challenged by how to help two of her striving readers.

When Michael reads aloud he rarely struggles to decode even the longer words, however, his pace of reading is very slow and labored, and he reads in a very monotone voice. She knows he is embarrassed when **he's** oral reading, so she tries not to call on him but that only limits his practice even more! When she pulled Michael one-on-one to listen to him read she noticed that he frequently has difficulty answering questions about the text, or even remembering what happened in the text when he comes to the end of a paragraph. She can see this is affecting **Michael's** self-esteem and is struggling to know how to address his reading difficulties while attending to his social-emotional needs.

Tina is the opposite of Michael in many ways when it comes to her reading challenges. Tina often volunteers to read aloud and loves to be involved in class performances but her reading accuracy is very weak. She can read words that require a basic knowledge of the code, but as soon as the patterns

become more complex, or the words get longer, her accuracy falters. Mrs. Jones notices that Tina will often begin to sound out words correctly but her decoding falls apart as she attempts to read through the word and she will either read the word incorrectly or just substitute another word. Tina frequently doesn't self monitor and will just read quickly through the text even with all the inaccuracies, but that clearly impacts her understanding of the text as reflected in her responses to comprehension questions. When Mrs. Jones works with Tina one-on-one and prompts her to slow down and read more accurately, Tina often starts and stops in the middle of words and frequently has to go back to the beginning of the sentence because by the end of decoding all the words in the sentence, she has forgotten what happened at the beginning.

### Modeled, Choral and Echo Reading

Teacher provides a **model** of fluent reading of the passage, and then for a **choral reading**, the whole class or small group of students read together in unison with the teacher. Instruction should use grade level texts; take no more than 3 minutes to read aloud; connect to topic being studied whenever possible.

The class can also practice the text with an **echo reading** in which the teacher reads a portion of the text and then pauses. The students then echo the teacher by reading the same portion of the text. This method helps students chunk or segment the text for reading.



### Repeated Reading

**A selected passage is read aloud, repeatedly during the week.**

- Repetition builds all elements of fluency: accurate word recognition, expression, pace **and** helps students to comprehend increasingly complex grade-level texts.

**Instruction should:**

- Be short, frequent sessions in which students reread a text 3-4 times a week
- Use complex texts
- Progress monitoring of pre-set goals
- Provide supports when needed, such as modeling

### Partner Reading

**Student pairs read aloud to each other, taking turns, with the partner reader or teacher providing feedback on pronunciation, pace, and expression.**

- A stronger reader can be paired with a less fluent reader to provide modeling but the pairing shouldn't be too disparate or the less fluent reader may become discouraged
- Both students should use a finger or pencil to point the words being read
- Either the partner or the teacher can provide actionable feedback/coaching related to fluency
- After coaching, the student rereads passage to experience fluent reading. Then the partners switch roles.

### Fluency Resources

**UnboundEd Fluency Guides:**



[https://www.unbounded.org/content\\_guides/14/building-fluency-unbound-a-guide-to-grades-3-5-ela-standards](https://www.unbounded.org/content_guides/14/building-fluency-unbound-a-guide-to-grades-3-5-ela-standards)

**Achieve the Core Fluency Packets:**

<https://achievethecore.org/page/886/fluency-packet-for-the-4-5-grade-band>

**Nebraska State Standards**

**LA 3.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

LA 3.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.

LA 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes contractions, syllabication, derivation).

LA 3.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

**LA 4.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, syllabication, derivation).

**LA 5.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

LA 5.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

**In your Breakout Room:**

- Choose a note taker and timer (only 6 minutes to complete the task!)
- Read the K-5 Word Analysis standards and answer the following questions in the shared google doc.
  - How do the expectations stay the same across the grades?
  - How do the expectations change?
  - How would understanding the progression of these skills help teachers support older striving readers?



### CCSSO Recommendation

“Given the months students have been out of school coupled with the complicated realities many students are facing, it can be tempting to double-down on traditional leveled text programs that limit student reading exclusively to their designated independent reading level, reading that is neither organized by topic of study nor focused on building students’ knowledge. For a sizable number of students, that translates into reading a restricted range of lower-than-grade-level complex text (one day on one topic and another day on another topic) that will hinder, rather than accelerate, students’ literacy development. For students to develop the integrated, holistic, and flexible literacy skills necessary to participate in the world around them, they need and deserve regular access to grade-level complex texts. They also need lots of time to independently explore particular topics, suited to students’ varied interests, through reading multiple texts that are at a range of complexity levels. Focusing solely on simple, below-level texts won’t teach readers how to deal with complicated concepts, syntax, or subtle cohesive links in texts. Simple texts lack the critical rich vocabulary knowledge only available to students reading complex on-grade-level texts. In the words of Professor Alfred Tatum, Dean of the College of Education at the University of Illinois-Chicago, “Leveled texts lead to leveled lives” (Fisher & Frey, 2014).”

-2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics



# Core Knowledge Language Arts

## Domains of Study

Preschool	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
All About Me	Nursery Rhymes and Fables	Fables and Stories	Fairy Tales and Tall Tales	Classic Tales: Wind in the Willows	Personal Narratives	Personal Narratives
Families and Communities	The Five Senses	The Human Body	Early Asian Civilizations	Classification of Animals	The Middle Ages	Early American Civilizations
Animals	Stories	Different Lands, Similar Stories	The Ancient Greek Civilization	Human Body: Systems and Senses	Poetry	Poetry
Plants	Plants	Early World Civilizations	Greek Myths	The Ancient Roman Civilization	Islamic Empires	The House on Mango Street
Habitats	Farms	Early American Civilizations	The War of 1812	Light and Sound	Quest: Eureka!	Adventures of Don Quixote
Classic Tales*	Native Americans	Astronomy	Cycles in Nature	The Viking Age	Geology	The Renaissance
Important People in American History*	Kings and Queens	The History of the Earth	Westward Expansion	Astronomy: Our Solar System and Beyond	The American Revolution	The Reformation
*These two domains are dispersed throughout the school year.	Seasons and Weather	Animals and Habitats	Insects	Native Americans: Regions and Cultures	Treasure Island	Quest: A Midsummer Night's Dream
	Columbus and the Pilgrims	Fairy Tales	The U.S. Civil War	European Exploration of North America		Native Americans
	Colonial Towns and Townspeople	A New Nation	Human Body: Building Blocks and Nutrition	Colonial America		
	Taking Care of the Earth	Frontier Explorers	Immigration	Ecology		
	Presidents and American Symbols		Fighting for a Cause			





### Nebraska State Standards: Vocabulary

#### Third Grade:

**LA 3.1.5.a:** Determine meaning of words through the **knowledge of word structure elements, known words, and word patterns** (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).

**LA 3.1.5.b:** Apply **context clues** (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.

**LA 3.1.5.c: Acquire** new academic and content-specific grade-level vocabulary, relate to prior knowledge, and **apply in new situations**.

**LA 3.1.5.d:** Identify **semantic relationships** (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.

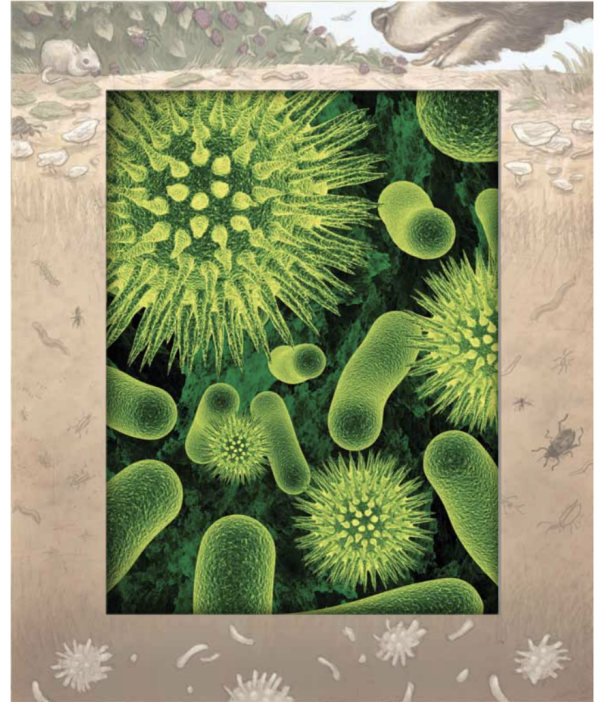
**LA 3.1.5.e:** Locate words and determine meaning using **reference materials**.

In fact, there are billions and billions of other living things in the **soil** surrounding the worm. These **bacteria, fungi**, and other organisms are working to survive in the same **soil**. These organisms are so small you cannot see them without a microscope.

**Bacteria** are the most important **decomposers**. They are also the most **abundant** form of life in an ecosystem. **Bacteria** and other simple organisms have a very, very important job.

**Bacteria** and other teeny, tiny organisms cause dead plant and animal matter to **decompose**. When something **decomposes**, its body is broken down into simpler and simpler types of matter.

As leaves **decompose**, their nutrients will become part of the **soil**. Basically, the **decomposed** matter provides **vitamins** and **minerals** for new plants or other living things.



***Bacteria, fungi, and other organisms are microscopic.***

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### Structures for Supporting Striving Readers

- Adopt High Quality Curriculum and Materials
- Use of assessments to identify and monitor fluency growth
- Teacher training and support to identify and implement strategies to address student needs
- Scheduling that provides time for additional support

#### **Reflect:**

Which of these supports are currently in place?

Which supports need to be put in place?

### Reflections

#### **Independently Reflect:**

- To what extent is this work of ongoing progress monitoring and addressing unfinished learning in upper elementary grades happening in your schools?



- What has been successful?
- What has been challenging?
- What potential barriers might you anticipate?