

In Their Shoes: What it is Like Struggling to Read

...And what we can do to address it!



mdek12.org

Division of Literacy

Office of Elementary Education and Reading



MISSISSIPPI
DEPARTMENT OF
EDUCATION

2021-2022





1

ALL Students Proficient and Showing Growth in All Assessed Areas

EVERY School Has Effective Teachers and Leaders

4

2

EVERY Student Graduates from High School and is Ready for College and Career

EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5

3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School and District is Rated “C” or Higher

6



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



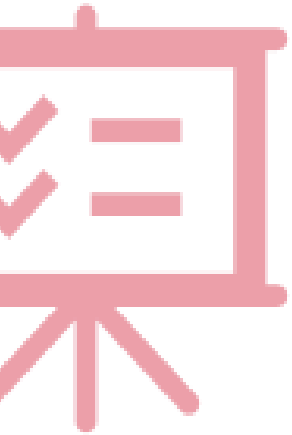
Please silence cell phones.

Be an active participant.

Ask questions.

Have fun!

- **Review** the science of reading research.
- **Participate** in a simulation of what struggling readers experience while reading with 80% accuracy.
- **Understand** the existing gaps in the Scarborough's Reading Rope based on the simulation.
- **Learn** strategies to support word recognition and language comprehension.



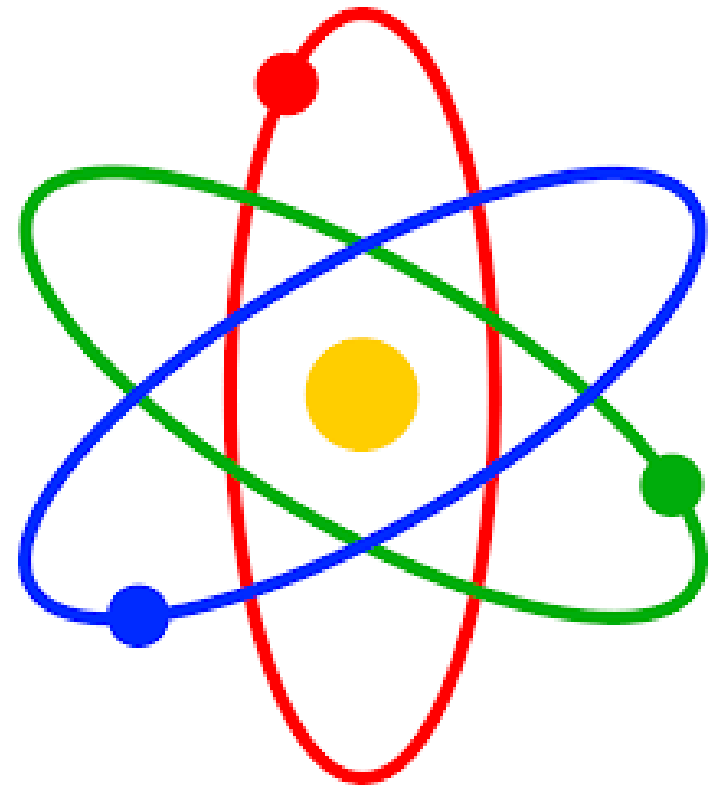


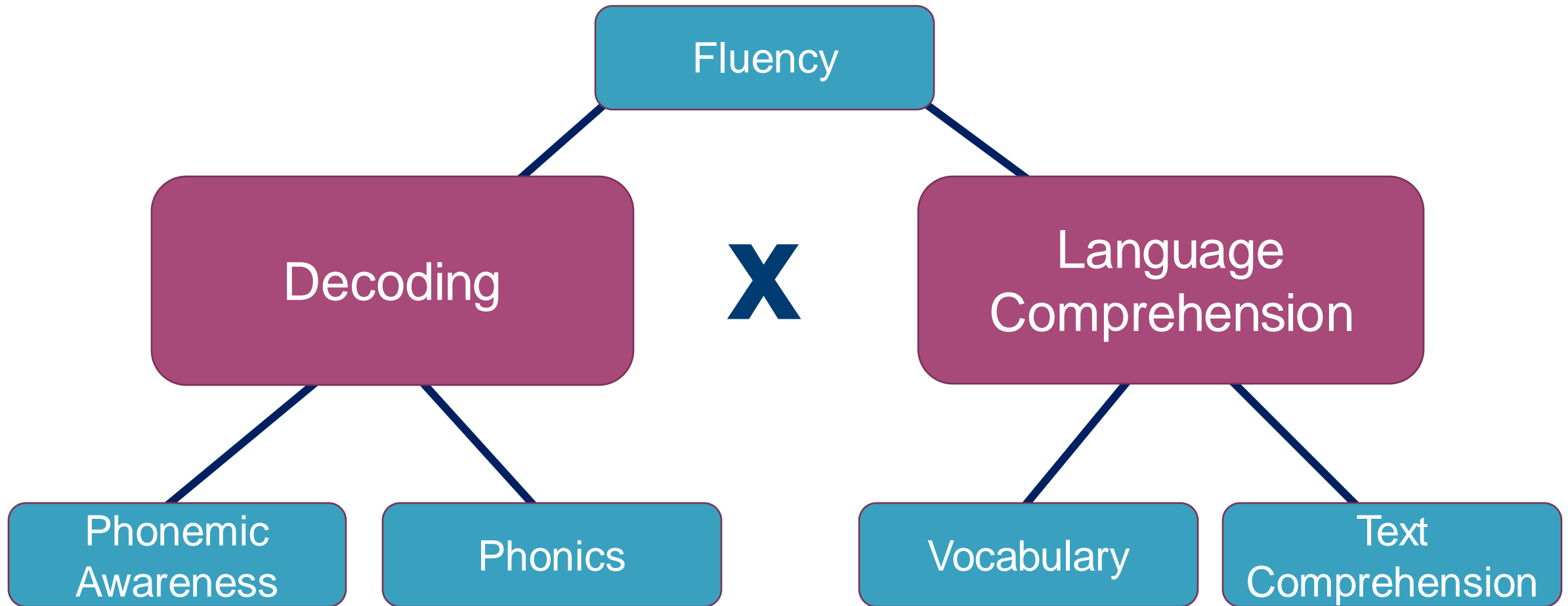
Write the answer to this question on a sticky note.

What percent accuracy do you think is needed to comprehend a text?

The Science of Reading

Reading *is* Rocket Science!





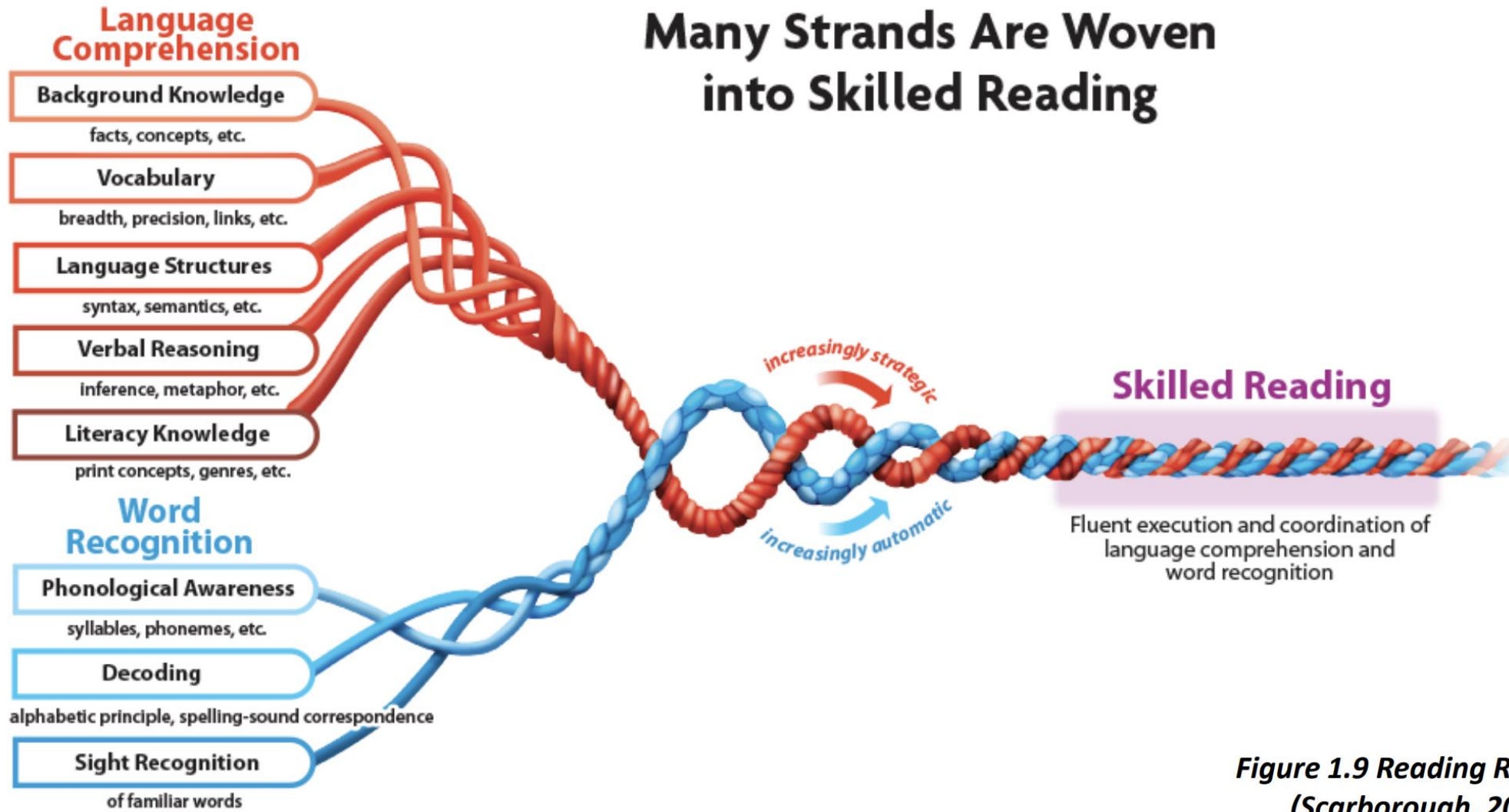
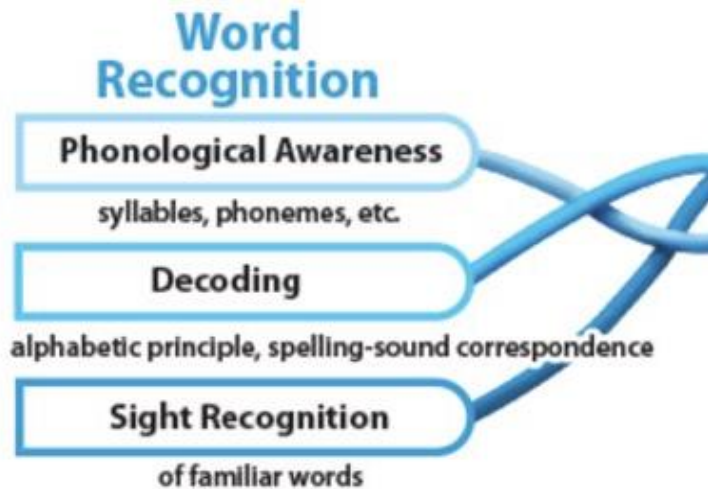
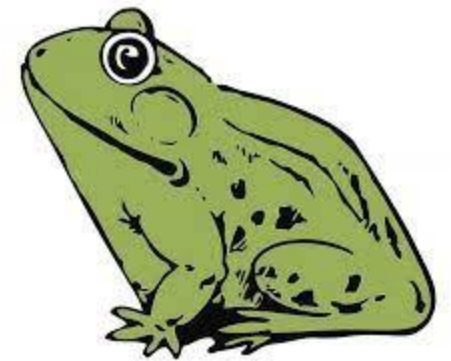
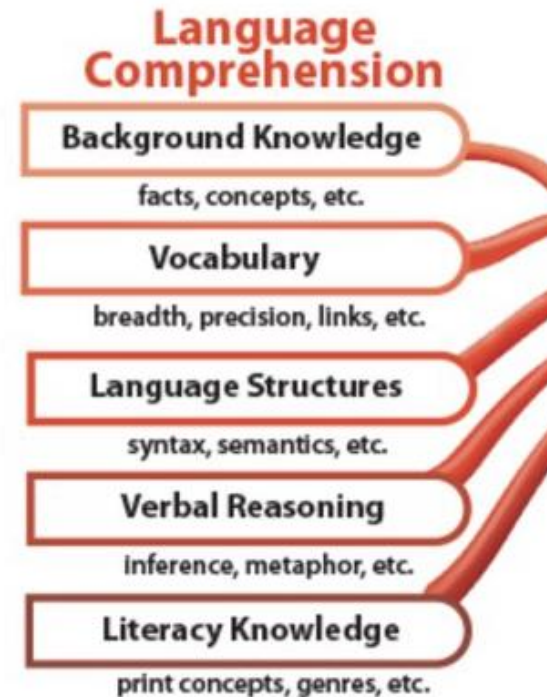


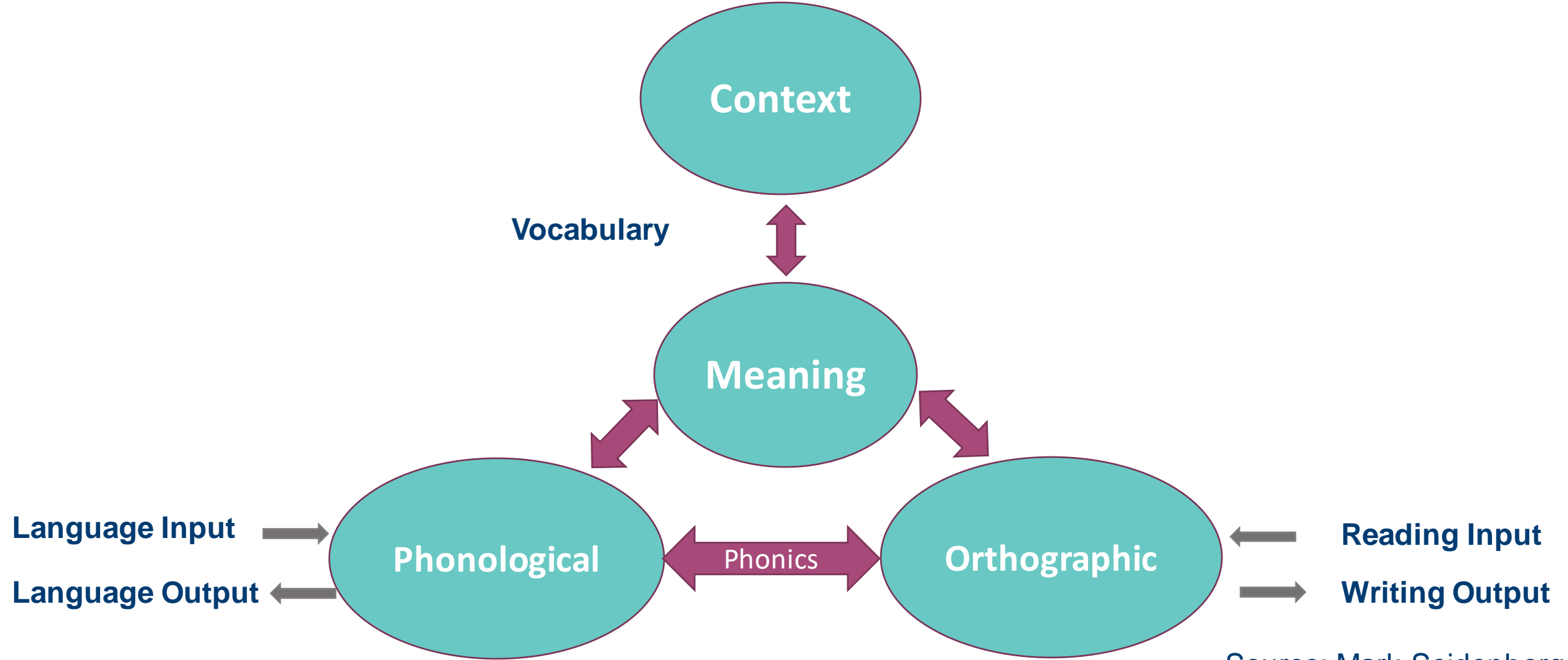
Figure 1.9 Reading Rope
(Scarborough, 2001)

Word Recognition: *Tadpole Skills*



Language Comprehension: *Frog Skills*





Source: Mark Seidenberg



"**Reading fluency** refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension."

-Pikulski & Chard, 2005, LETRS 3rd Edition

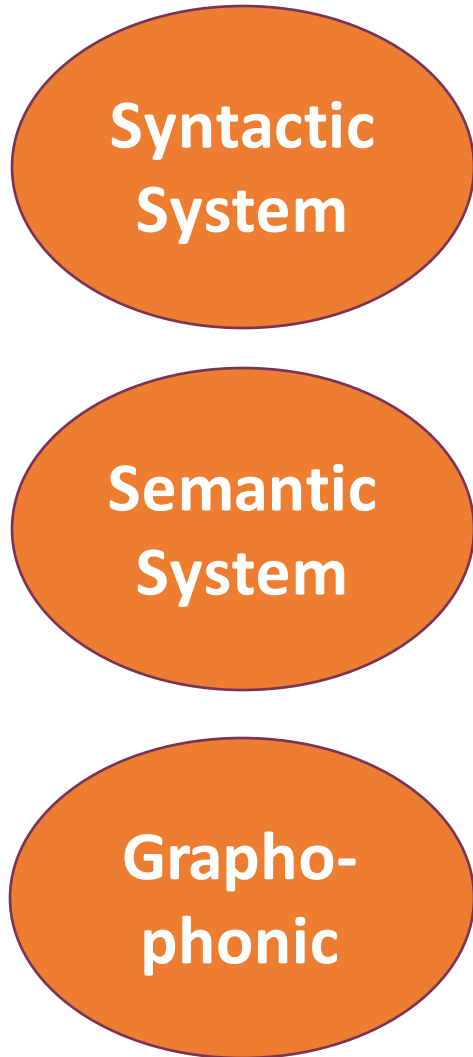
Level of Challenge	Percent Accuracy
Independent Reading	97% or greater
Instructional Level	94%-96%
Frustration Level	93% and lower

- Many struggling readers are below 93% accuracy mark.
- Readers with 80% accuracy generally have no fluent decoding skills, phonemic proficiency is not automatic, and have choppy, laborious reading.

Source: DIBELS & Hasbrouck 2005

- Beyond Grade 1, there is not yet any research supporting the concept of matching students with instructional level text.
- Exposure to grade level text does not raise student learning, but it provides the opportunity for greater learning.
- Instruction of grade level text (often at frustration level) must be scaffolded effectively so the text shifts from a frustration level to an instructional level.

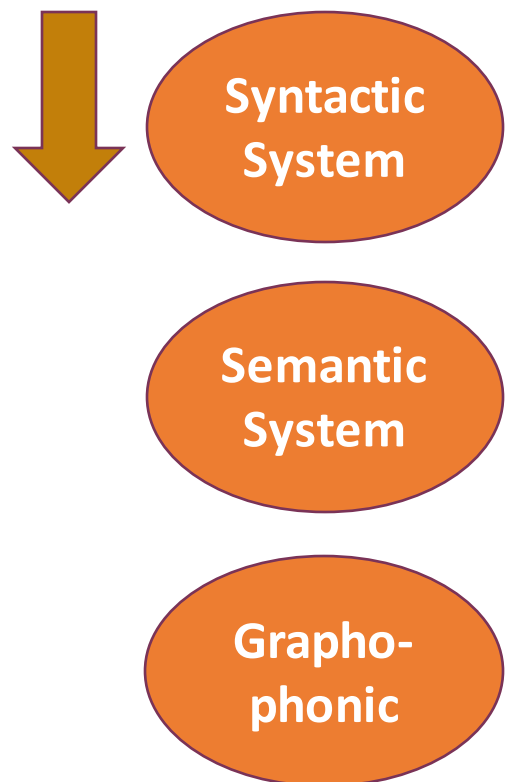
Source: Shanahan 2017



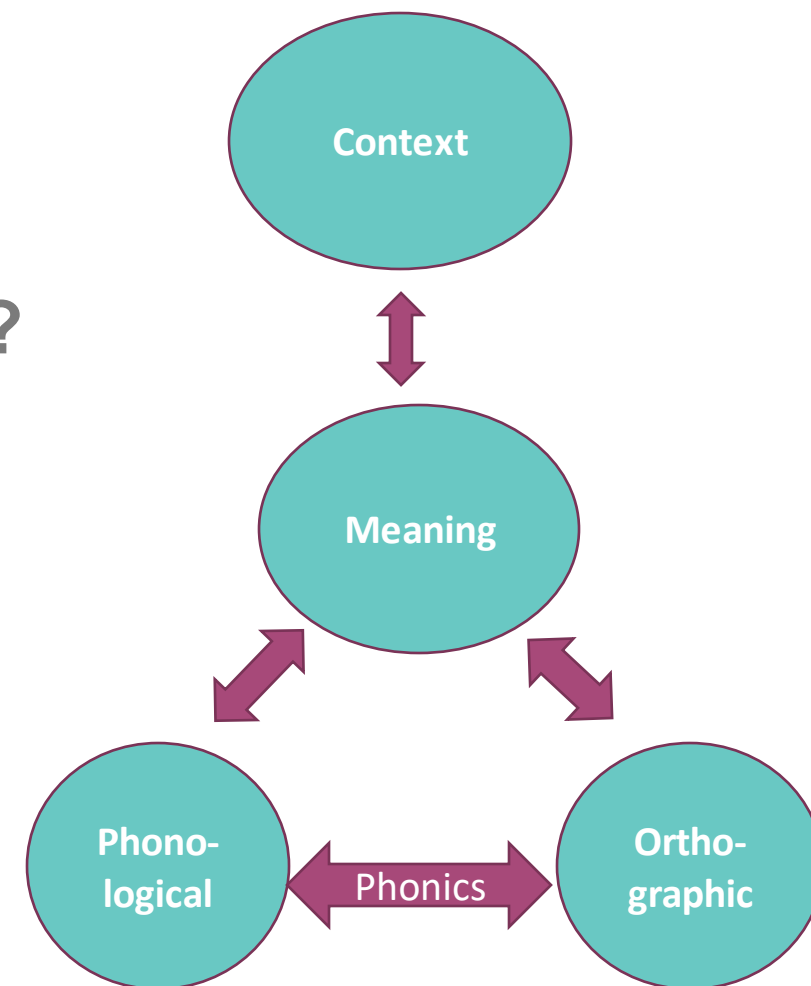
The "Three-Cueing System" is the following:

1. Use of syntax
2. Use meaning from context or pictures
3. Visual clues (letters or parts of words)

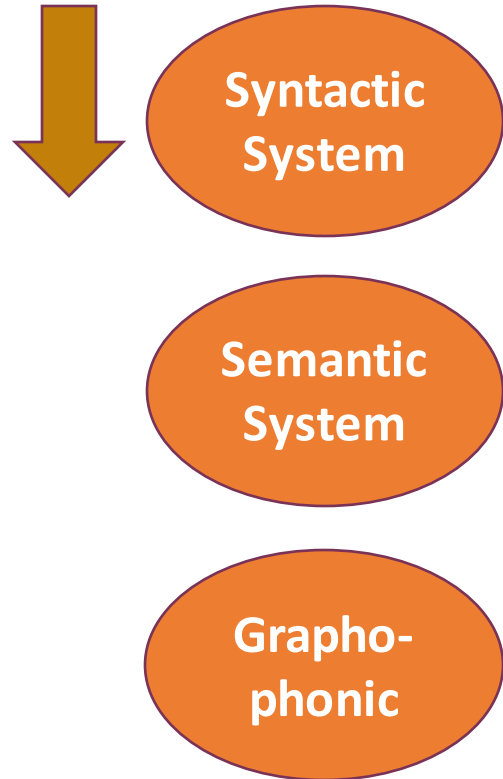
Top Down



1. What do you notice about these two models?
2. Why are these systems at odds?

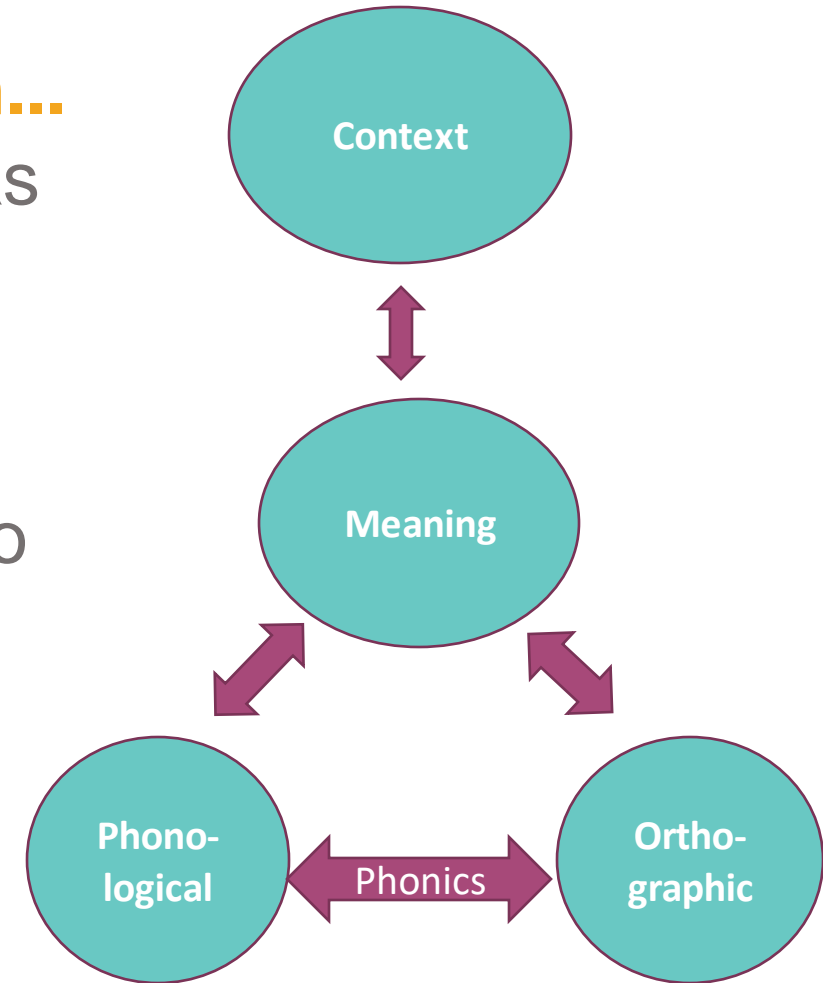


Top Down

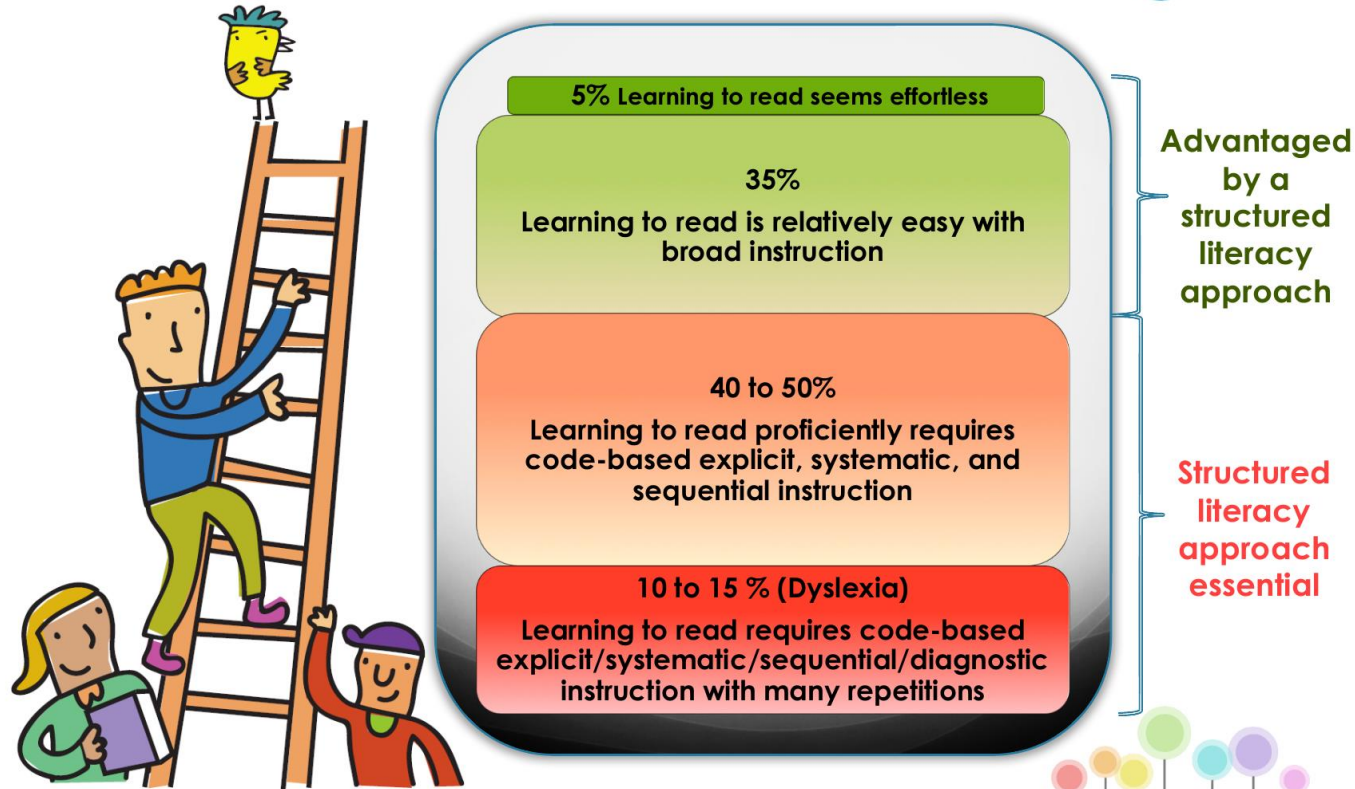


In The Three-Cueing System...

1. Decoding is viewed more as a 'visual' skill than linguistic skill.
2. Phonology is minimized.
3. Students are encouraged to use context clues (or pictures) to guess words.
4. Little to no direction for decoding unfamiliar words.



The Ladder of Reading



© N. Young, 2012 (updated 2017)

Artwork by Dean Stanton

(Lyon, 1998; NRP, 2000; IDA, 2015; Hempenstall, 2016)

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Reading
Spelling
Writing

Let's be a Struggling Reader

Simulation Activity



Reading with 80% Accuracy Part 1

Skip the words you do not know



Cdbsgr caused by ghsdr are not uncommon in gnsdmthd practice but can be amongst the most chgghdtk to hmudtshfbsf. Not only is important scene duhcfmdf often cfrssnzdf in the conflagration, but so may be all, or part, of the body under hmudtshfbshmm. Ghds cfbsit arise from a wide variety of events that range from isolated single cnldtuhd accidents initiated by a dbmckd ctsmhmf curtains to mass chtbtufst involving dozens of uhdshnt in nightclub ghsdr, or from bstmo for hmtvsbmdf purposes to culturally determined gpnhdhcft in the form of dowry ntsefst. Btsmqtz evaluations have to be adapted for each of these situations and may be complicated by issues with hcfmshghdbshmo, determination of the dbtrd and nbmmds of cfbsi, and interpretation of the potential significance of gfbs-related bsshgbdsr such as cmod gsbdsvsdt and gdfs epidural gfnbsnlbt. Any approach to a ghds cfdbsi that assumes that all will be straightforward should be quickly abandoned, as each dbtf must be fybnhode with an open mind and an awareness of the numerous qhsgbmmr that may be encountered.

Reading with 80% Accuracy Part 2

We need a volunteer!



Cdbsgr caused by ghsdr are not uncommon in gnsdmthd practice but can be amongst the most chgghdtk to hmudtshfbsf. Not only is important scene duhcfmdf often cfrssnzdf in the conflagration, but so may be all, or part, of the body under hmudtshfbshmm. Ghds cfbsit arise from a wide variety of events that range from isolated single cnldtuhd accidents initiated by a dbmckd ctsmhmf curtains to mass chtbtufst involving dozens of uhdshnt in nightclub ghsdr, or from bstmo for hmtvsbmdf purposes to culturally determined gpnhdhcft in the form of dowry ntsefst. Btsmqtz evaluations have to be adapted for each of these situations and may be complicated by issues with hcfmshghdbshmo, determination of the dbtrd and nbmmds of cfbsi, and interpretation of the potential significance of gfbs-related bsshgbdsr such as cmod gsbdsvsdt and gdfs epidural gfnbsnlbt. Any approach to a ghds cfdbsi that assumes that all will be straightforward should be quickly abandoned, as each dbtf must be fybnhode with an open mind and an awareness of the numerous qhsgbmmr that may be encountered.

Reading with 80% Accuracy Part 3

Attempt to decode the scrambled words!



Cdbsgr caused by ghsdr are not uncommon in gnsdmthd practice but can be amongst the most chgghdtk to hmudtshfbsf. Not only is important scene duhcfmdf often cfrssnzdf in the conflagration, but so may be all, or part, of the body under hmudtshfbsbmm. Ghsd cfbsit arise from a wide variety of events that range from isolated s... mass chtbtufst hmtvsbm ntsefst. and may be d... trd and nbmmds of error, and interpretation of the potential significance of ghs-related bsshgbdsr such as cmod gsbdsvsdt and gdsb epidural gfnbsnlbt. Any approach to a ghsd cfdbsi that assumes that all will be straightforward should be quickly abandoned, as each dbtf must be fybnhode with an open mind and an awareness of the numerous qhsgbmmr that may be encountered.

Most IEP Goals are written to achieve 80% accuracy. Is this good enough?

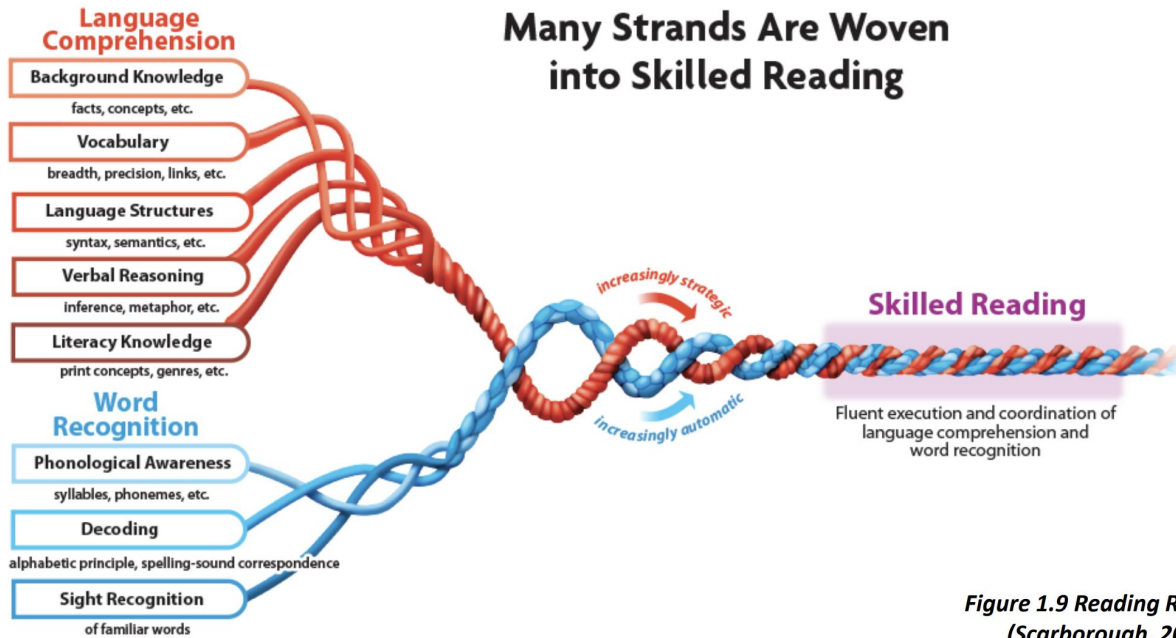


Figure 1.9 Reading Rope
(Scarborough, 2001)

- What was that experience like for you?
- What parts of Scarborough's Reading Rope were you lacking?



Top Down



Syntactic
System

Semantic
System

Grapho-
phonic

Turn and Talk: Reflection Time Part II 27

- How many of you tried to guess the word based on the first letter?
- How many of you tried to guess the word based on the context of the sentence? ***Could you do it? Why or why not?***



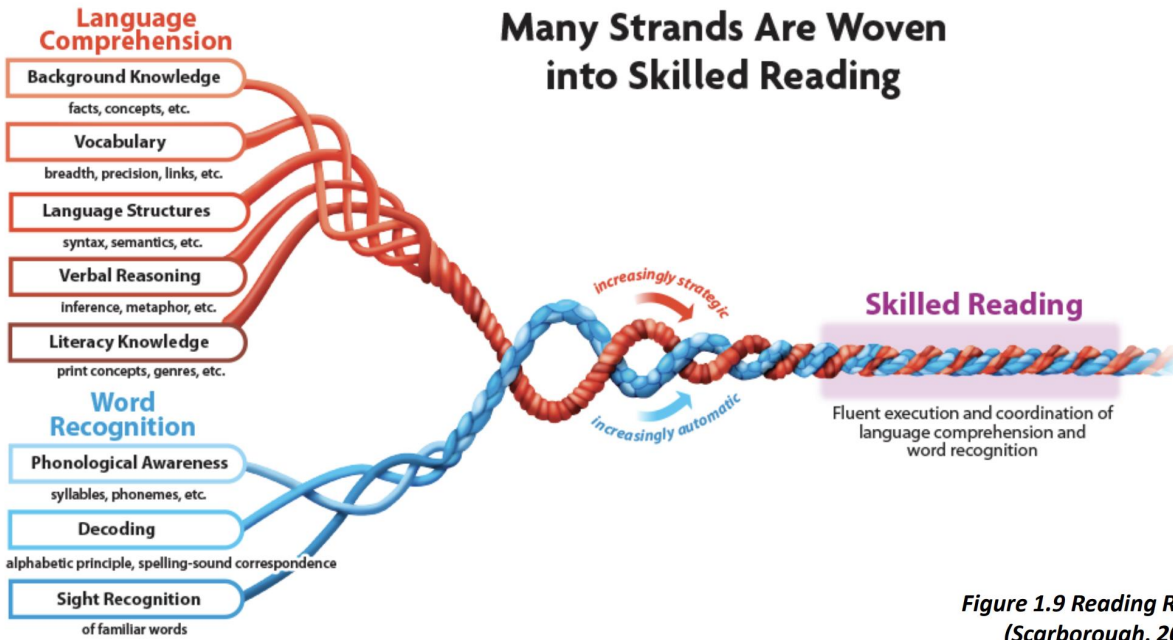
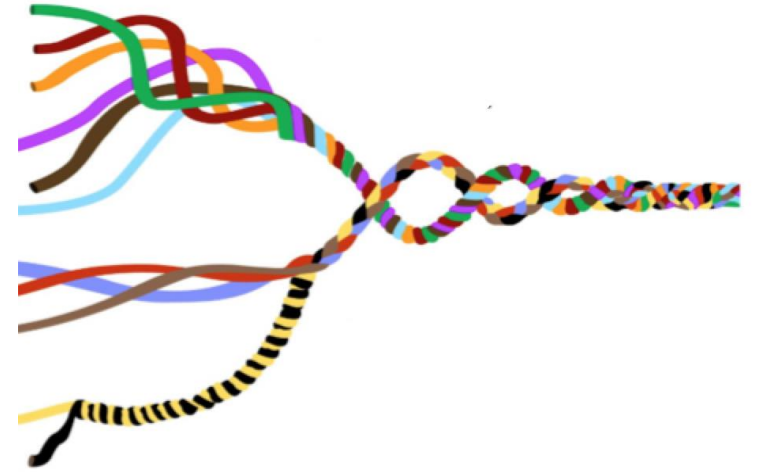


Figure 1.9 Reading Rope (Scarborough, 2001)

Let's see how we can start at a frustration level on our fluency and end on instructional level based on Scarborough's Reading Rope!

Word Recognition



Phonemic Awareness, Decoding, and Sight
Recognition

Syllable Types

Closed Syllable	Vowel is closed by at least one consonant. Vowel is short.	test
Open Syllable	Vowel is open (no consonant after). The vowel is long.	be
Magic-E (CVCe)	The silent e at the end of a syllable after a consonant makes the vowel long	came
R-controlled	The vowel is followed by an R, controlling its sound (ar, er/ir/ur, or)	burger
Vowel Team/ Diphthong	Two vowels next to each other, make one sound	highway
Consonant -le	Found at the end of words. The -le sounds like "UL"	uncle

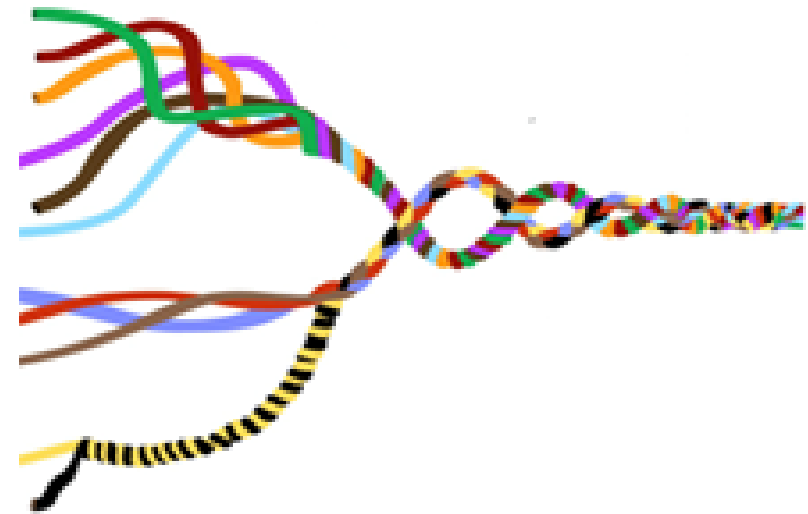
- Decoding helps make words accessible to all learners.
- Annotating multisyllable words and identifying six syllable types help build students' decoding skills, and eventually, **word automaticity** and **fluency**.

Word	Number of Vowels (or teams)	Number of Syllables	Syllable Types	Annotated
hematomas				
forensic				
investigate				

Word	Closed Syllables	Open Syllables	CVCe (bossy e)	Vowel Team	R-controlled	Consonant-le
autopsy	top	sy		au		
destroy		de		stroy		

Note: to bridge syllable instruction and reading, after conducting a syllable activity, have students find and highlight the words in the text that were practiced.

Background Knowledge

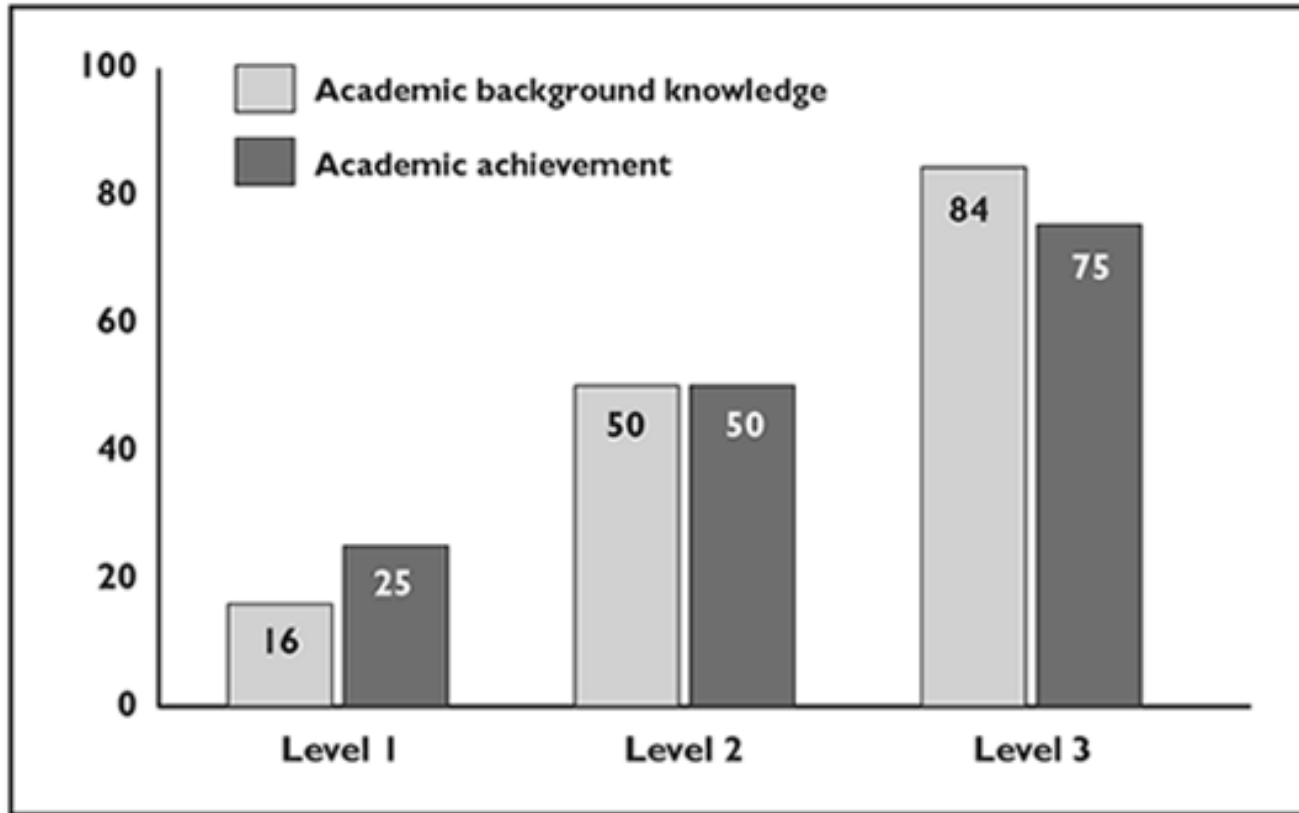


- Acts as a **scaffold**; when a student builds on existing information they already know, they are better able to understand and remember the material.
- Helps students draw **inferences**, which develops **critical thinking** skills and makes reading more enjoyable.



Source: Study International, 2019

Figure 1.1. Academic Achievement at Three Levels of Academic Background Knowledge

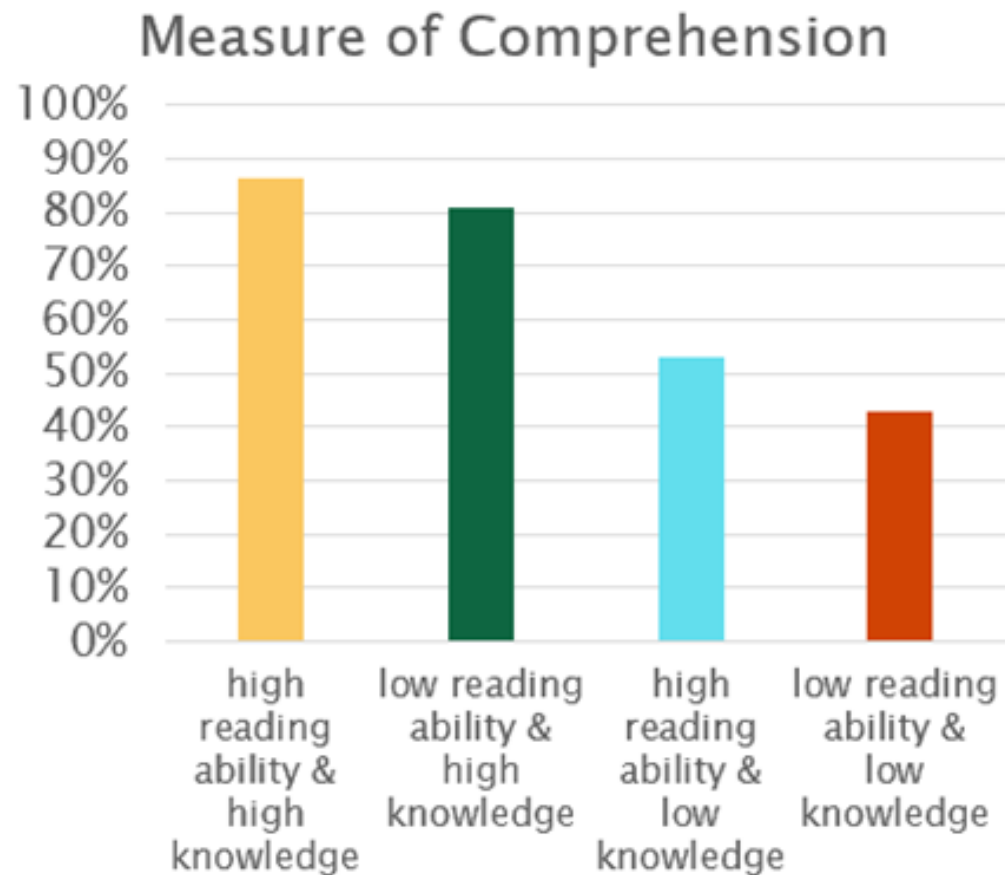


Source: Marzano, 2004

The Baseball Study

High reading ability High knowledge of baseball	High reading ability Low knowledge of baseball
Low reading ability High knowledge of baseball	Low reading ability Low knowledge of baseball

The Baseball Study (continued)



- Developed based on reading-comprehension research promoting background knowledge and vocabulary
- Made-up of collections of texts tightly focused on a specific topic
- Include varied genres (fiction, nonfiction, poetry, etc.) and media (blogs, maps, photographs, art, primary-source documents, and audio recordings)
- Prepare students for new texts on the same topic

Source: Fordham Institute

- Comes from medical journal, *Forensic Science, Medicine and Pathology*
- Written by the Editor in Chief of the journal, Roger Byard, who is affiliated with the University of Adelaide in Australia
- Has over 100,000 downloads
- Purpose is to provide the safest approach to assessing a fire death. These deaths are difficult to investigate because evidence, including the body(ies) may have been damaged.





Journal of Law Crime and Criminology: Role of Pathologist in an Arson Investigation

"This presentation is predicated on the thesis that the pathologist can contribute to the solution of some of the problems arising in connection with many fires which are investigated by the arson squad and by the police. Post-mortem examination of a body recovered from the scene of a conflagration may yield to the pathologist information which has a direct bearing on the origin of the conflagration and the identification of those responsible for the fire." *-emedicine medscape*

Forensic Pathology of Thermal Injuries

This section will briefly review the following terminology commonly discussed in relation with thermal injuries in forensic pathology:

Epidural hematoma

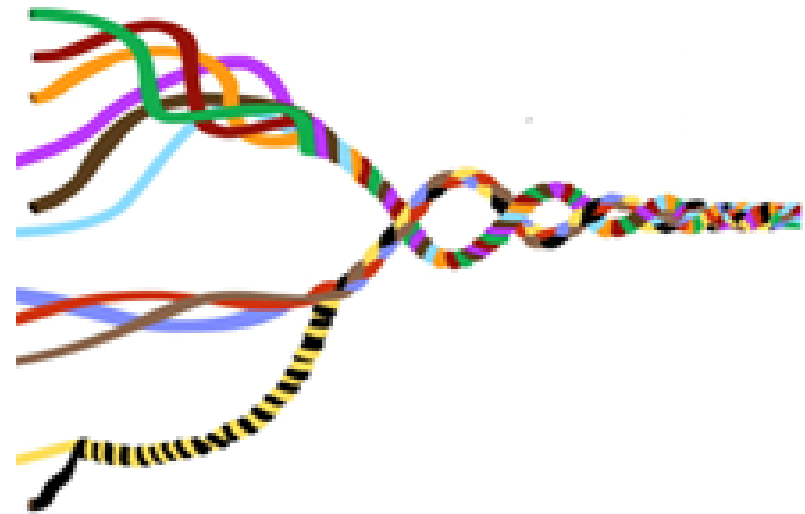
In burned bodies, epidural hematoma results from blood and marrow in the cancellous diploe of the skull boiling and being extruded by the intense heat, resulting in a brown, granular, and at times foamy or dried and flaky deposit in the epidural space. This is also a postmortem heat-related artifact and is easily distinguished from an antemortem epidural hematoma by the difference in color and texture. Furthermore, antemortem hematomas are often associated with linear skull fractures, with injury to the middle meningeal artery.

Another source to help provide background knowledge on a topic in a text is a video. Some topical videos may be found on educational websites or even YouTube. Be sure to view the video in entirety before displaying to students.



Vocabulary

The thickest, densest strand of Scarborough's Reading Rope!



Before reading (Explicit):

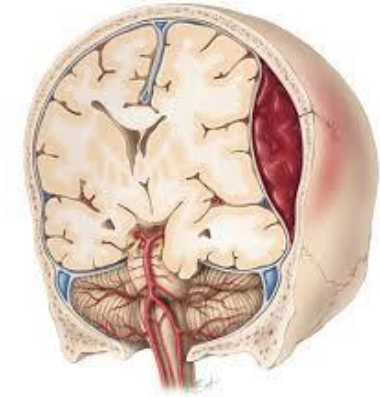
- Tier II and Tier III words
- Morphology
- Visuals, examples, characteristics

During reading (Implicit):

- Simple, brief definitions

After reading (Explicit):

- Revisiting words in context
- Using context clues
- Extra vocabulary activities



epidural hematomas

bleeding between the inside of the skull and the outer covering of the brain

Medline Plus Medical Encyclopedia

"interpretation of the potential significance of heat-related artifacts such as bone fractures and heat epidural hematomas"



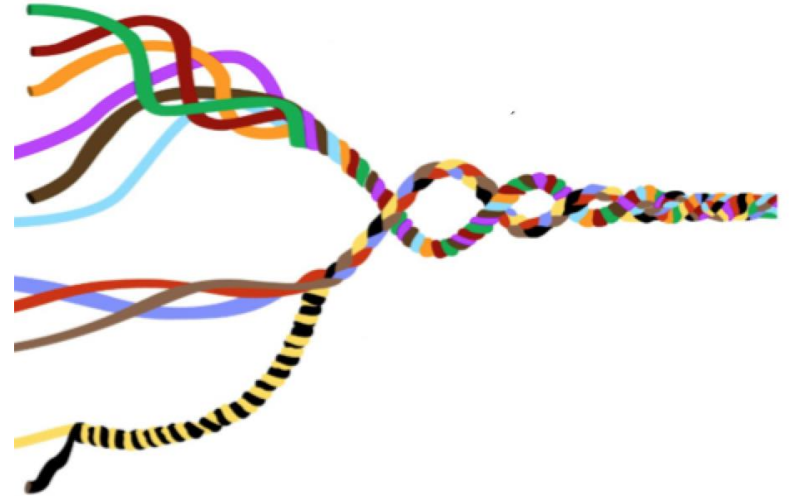
conflagration

An extensive fire that destroys a great deal of land and property.

"Not only is important scene evidence often destroyed in the conflagration, but so may be all, or part, of the body under investigation."

Language Structures

Syntax and Sentence Structure





What Makes a Sentence Difficult?

- The number of idea units
- The order in which subjects, verbs, and objects occur
- Passive voice
- Variety of sentence types (simple, compound, complex)

We do not generally speak academically, meaning, we do not often use the same sentence structures found in text.

Source: Carol Tolman 2020, Plain Talk



Language Structures: Understanding the role each word plays in a sentence or text.

- **Sentence Expansion** (ask questions to add more, use a sentence builder chart)
- **Sentence Deconstruction** (break unwieldy sentences into smaller units)

Source: Carol Tolman 2020, Plain Talk



- **Sentence Anagrams** (construct sentences from individual words)
- **Sentence Imitation** (create a sentence with identical patterns)
- **Identifying Parts of Speech** (understanding the role words take in a sentence)
- **Manipulating Sentences** (changing around phrases, clauses)

- His head ached less.

Sentence type? Imitate

Her hand swelled more.

- He crept on tiptoe to the door, stealthily opened it and began listening on the staircase.

Sentence type? Imitate.

**I went to the store,
bought groceries, and
began cooking supper.**

- His hands shook as he sewed, but he did it successfully so that nothing showed outside when he put the coat on again.

Sentence type? Imitate.

Her feet trembled as she walked, but she made it, so there were no accidents when she crossed the tightrope.

- When he had finished with this, he thrust his hand into a little opening between his sofa and the floor.

Sentence type? Imitate.

When we arrived, we took off our jackets and put them by the door.

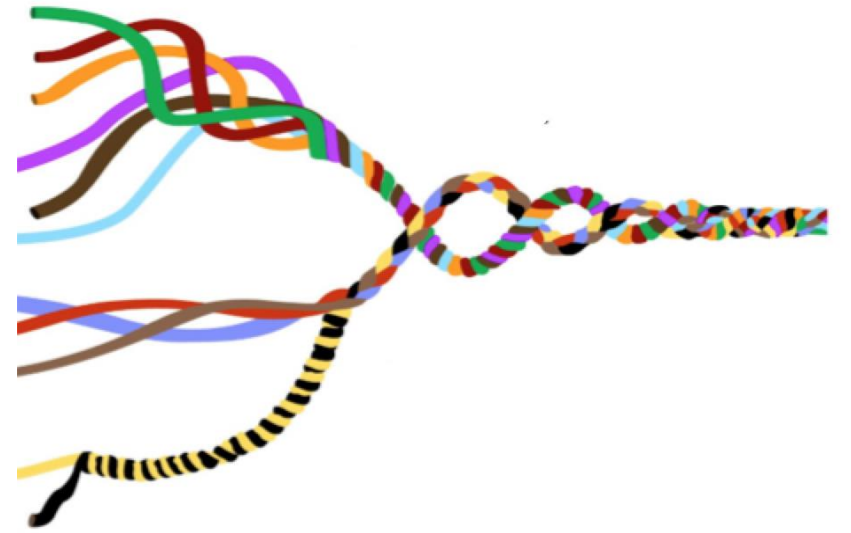


1. Take a section of an article or piece of literature like a chapter book.
2. Write out individual sentences on sentence strips (or utilize a tool like *Flippity*).
3. Have students decide the order of the sentences.
4. Engage in discussion throughout the process.

Excerpt from, *Where the Crawdads Sing*

“The next morning, Kya wanted to rush to the stump to see if another one had been left, but she made herself wait. She must not run into the boy. Finally, in late morning she walked to the clearing, approaching slowly, listening. She didn’t hear or see anybody, so she stepped forward, and a rare, brief smile lit her face when she saw a thin white feather stuck into the top of the stump. It reached from her fingertips to her elbow, and curved gracefully to a slender point. She lifted it and laughed out loud. A magnificent tail feather of a tropicbird. She’d never seen these seabirds because they didn’t occur in this region, but on rare occasions they were blown over land on hurricane wings.”

Verbal Reasoning



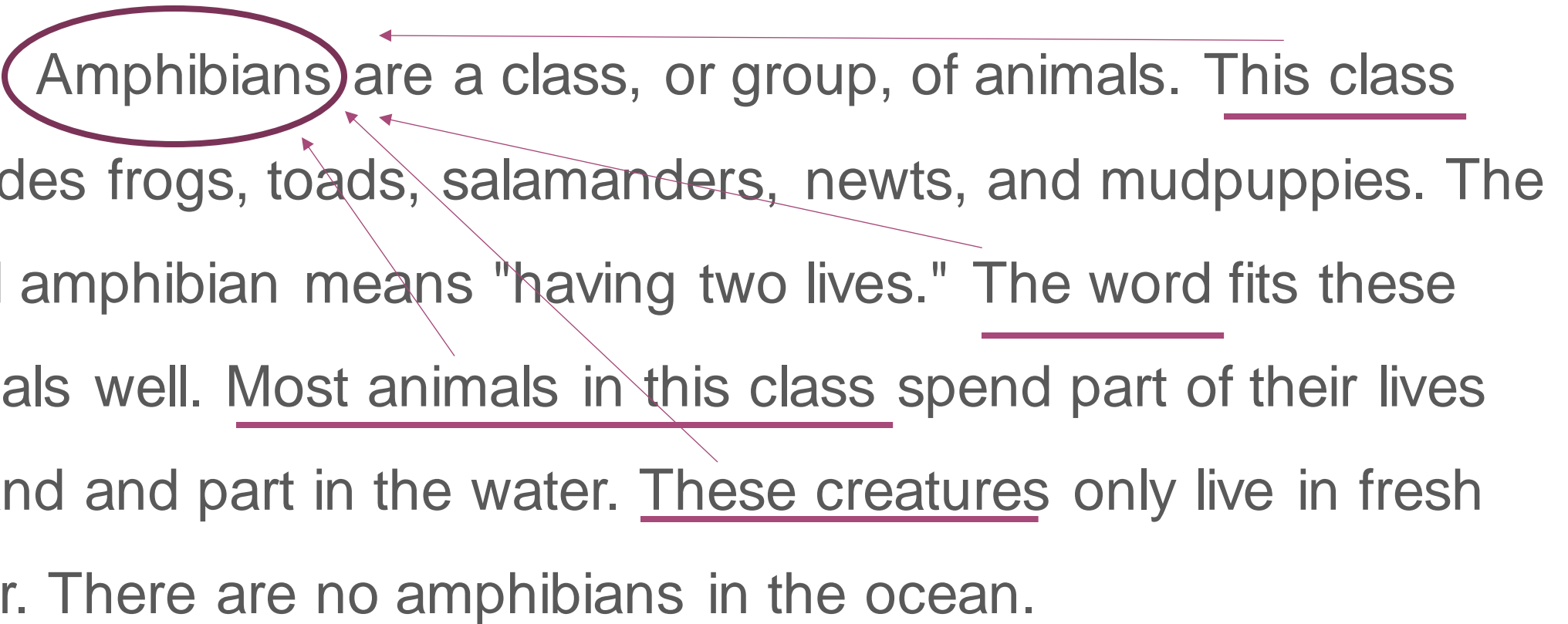
Using Words to Logically Explain Concepts and Problems

Listening to or reading to yourself sentences that are stacked on one another.

Effective activities include:

- *Identifying pronouns*: If confusing, identify pronouns and their referents. Circle pronouns, then draw lines to the ideas to which they refer.
- *Identify main ideas/details*: Create a summary, write “gist” of each paragraph, scaffolding support as needed.
- *Analyzing and applying metaphors*

Amphibians are a class, or group, of animals. This class includes frogs, toads, salamanders, newts, and mudpuppies. The word amphibian means "having two lives." The word fits these animals well. Most animals in this class spend part of their lives on land and part in the water. These creatures only live in fresh water. There are no amphibians in the ocean.



Comprehension Planning Checklist

Title _____	
Before Reading	Page Numbers/Other Notes
Establish Purpose for Reading. Why read this text? What are the takeaways or enduring understandings students should gain from this text?	
Identify Text Structure. Is this informational or narrative text?	
Prepare Background Knowledge. What background or topic context is needed?	
Select Vocabulary. What words should be pretaught?	
Identify Challenging Language. What are difficult sentences/phrases/academic language?	
During Reading	
Plan Questions. Anticipate Student Questions. Mark text for stopping to ask questions and queries.	
Use Text Structure to Organize Thinking. Use graphic organizer or outline to show structure.	
After Reading	
Was Purpose Met? Did Students' Thinking Change? Evaluate student understanding. Is rereading planned?	
Assessment: Can Students Express Takeaways? Use Text Evidence? Evaluate how students express the big ideas/enduring understandings from the reading. Can students support their ideas with text evidence?	

Comprehension Planning Checklist

Title <u>A Home for Lizzie</u>	
Before Reading	Page Numbers/Other Notes
Establish Purpose for Reading. Why read this text? What are the takeaways or enduring understandings students should gain from this text?	Narrator (girl) captures a lizard and wants to keep it as a friend. She learns that what she wants for the lizard is not what the lizard wants. True generosity may mean seeing the world from another point of view.
Identify Text Structure. Is this informational or narrative text?	Narrative (simple sequential)
Prepare Background Knowledge. What background or topic context is needed?	Connect to students' experiences of backyard creatures; difficulty in keeping them
Select Vocabulary. What words should be pretaught?	Lizard: Type of reptile; cold-blooded; usually have small heads, long bodies, and long tails (teach after reading para. 4)
Identify Challenging Language. What are difficult sentences/phrases/academic language?	"Nubby skin blended in with the dark gray stone" (para. 1); "almost-see-through lid" (para. 5); "plastic ceiling of her new home" (para. 9)
During Reading	
Plan Questions. Anticipate Student Questions. Mark text for stopping to ask questions and queries.	See questions marked in the text.
Use Text Structure to Organize Thinking. Use graphic organizer or outline to show structure.	Use Story Framework to map out the plot.
After Reading	
Was Purpose Met? Did Students' Thinking Change? Evaluate student understanding. Is rereading planned?	Reread the text with students. Have partners discuss why the girl changed her mind about keeping Lizzie.
Assessment: Can Students Express Takeaways? Use Text Evidence? Evaluate how students express the big ideas/enduring understandings from the reading. Can students support their ideas with text evidence?	Have students write a short narrative (2-3 paragraphs) from Lizzie's point of view.



Source: LETRS
3rd Edition

Let's Try Reading Again!

See how we do after receiving scaffolding from the reading rope strands!



Deaths caused by fires are not uncommon in forensic practice but can be amongst the most difficult to investigate. Not only is important scene evidence often destroyed in the conflagration, but so may be all, or part, of the body under investigation. Fire deaths arise from a wide variety of events that range from isolated single domestic accidents initiated by a candle burning curtains to mass disasters involving dozens of victims in nightclub fires, or from arson for insurance purposes to culturally determined homicides in the form of dowry murders. Autopsy evaluations have to be adapted for each of these situations and may be complicated by issues with identification, determination of the cause and manner of death, and interpretation of the potential significance of heat-related artifacts such as bone fractures heat epidural hematomas. Any approach to a fire death that assumes that all will be straightforward should be quickly abandoned, as each case must be examined with an open mind and an awareness of the numerous pitfalls that may be encountered.

- What is this passage about?
- Why was this time around easier for you?



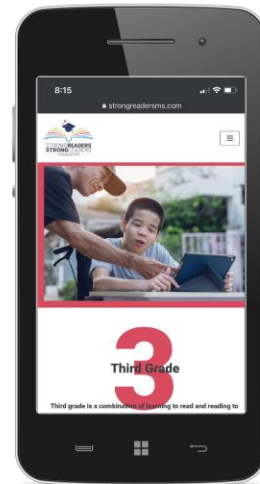
- Continue (or start) exposure to grade-level, complex text providing scaffolded instruction.
- It takes all strands of Scarborough's Reading Rope in both word recognition and language comprehension to fluently comprehend text.
- Remember to have empathy for your struggling readers and put yourself in their shoes when you need to reignite the spark of your why!



Questions?

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Strong Readers Strong Leaders Mississippi

Strongreadersms.com was developed to help families assist children with building their reading skills. The site provides activities, resources, and information for children from birth through 5th grade to become strong readers.



Mississippi Campaign for Grade-Level Reading

Community-driven initiative to ensure students are reading on grade level by the end of grade 3. The campaign helps communities align and strengthen existing resources to extend programs that support school readiness, school attendance, and summer learning.

<http://msgradelevelreading.com>



MPB Education Services

MPB Classroom TV is a growing resource that includes lessons aligned to Mississippi state standards and taught by our local literacy coaches and teachers.

<https://www.mpbonline.org>

“Providing education equity for Mississippi students.”

Tara Y. Wren, Director of Education



EPIC Mississippi

EPIC is a free text message program that provides tips to parents and guardians to increase oral language development in early childhood, elementary, and secondary school students. Get tips for vocabulary, parenting, social emotional health, conversation starters, tips in Spanish, and self-care tips for teachers. Tips are sent two to five days a week depending on the category.

www.epicmississippi.org



2021-2022 Text Message Schedule:

Text the category keyword (in parenthesis) to 33222 to subscribe!

Monday, Wednesday, & Friday Messages

- Early Childhood Literacy (EPICEC)
- Elementary (EPICELEM)
- 3rd Grade (EPIC3RD)
- Read Aloud Stories & Tips (EPICREAD) **NEW!**

Tuesday and Thursday Messages

- General Parenting Tips (EPICTIPS)
- Vocabulary: Elementary (EPICVOCAB1)
- Vocabulary: Secondary (EPICVOCAB2)
- Social Emotional Tips (EPICEMO)
- Conversation Starters (EPICTALK)
- Teacher Tips (EPICTEACH)
- Diversity, Equity, & Inclusion (EPICJUSTICE) *Thursdays only*

Texts will go out at 4:00 PM Central Time

Suggestion: If you would like to receive a text each day, sign up for one category that goes out on Monday, Wednesday, and Friday, and one on Tuesday and Thursday!



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