

# In Their Shoes: What it is Like Struggling to Read

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



[mdek12.org](http://mdek12.org)

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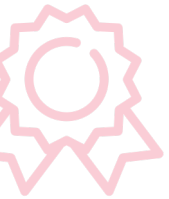
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MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

March 10, 2021





1

**ALL** Students Proficient and Showing Growth in All Assessed Areas



2

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



3

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

**EVERY** School Has Effective Teachers and Leaders

4



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

5



**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

Keep your audio on mute.

Type questions and comments into the chat box.

Be an active participant.

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, notably in language comprehension.
- **Learn** strategies to support word recognition and language comprehension.



Answer the following question on the Menti Meter:



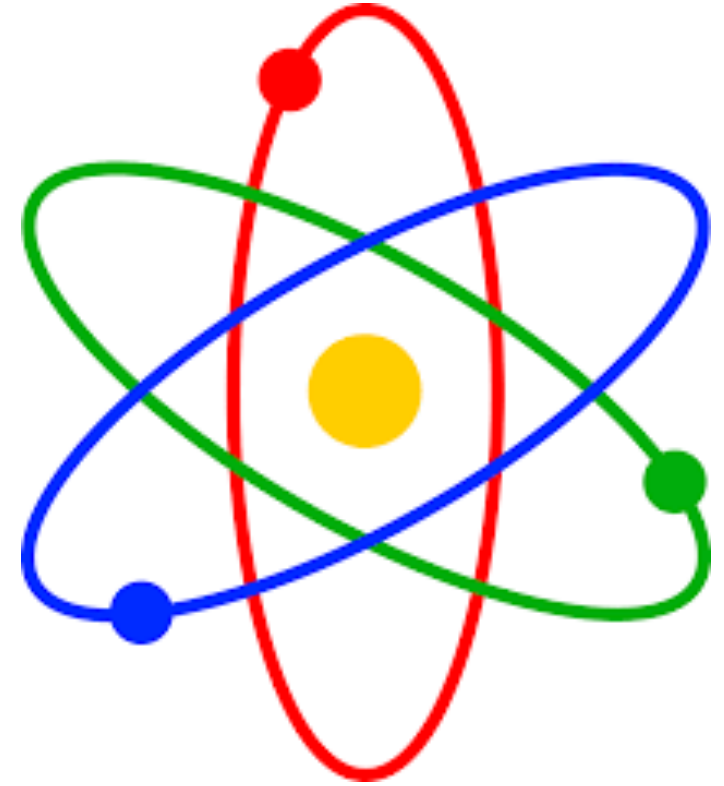
*What percent accuracy do you think is needed to comprehend a text?*

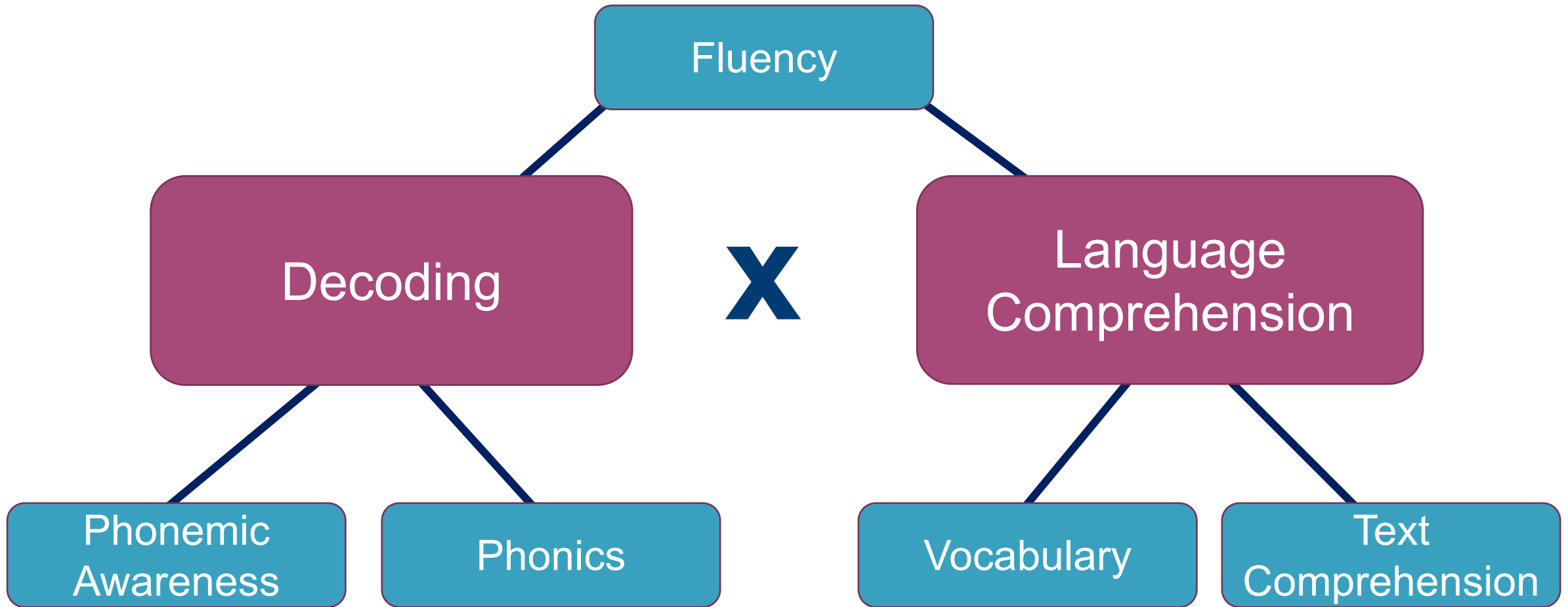


# The Science of Reading

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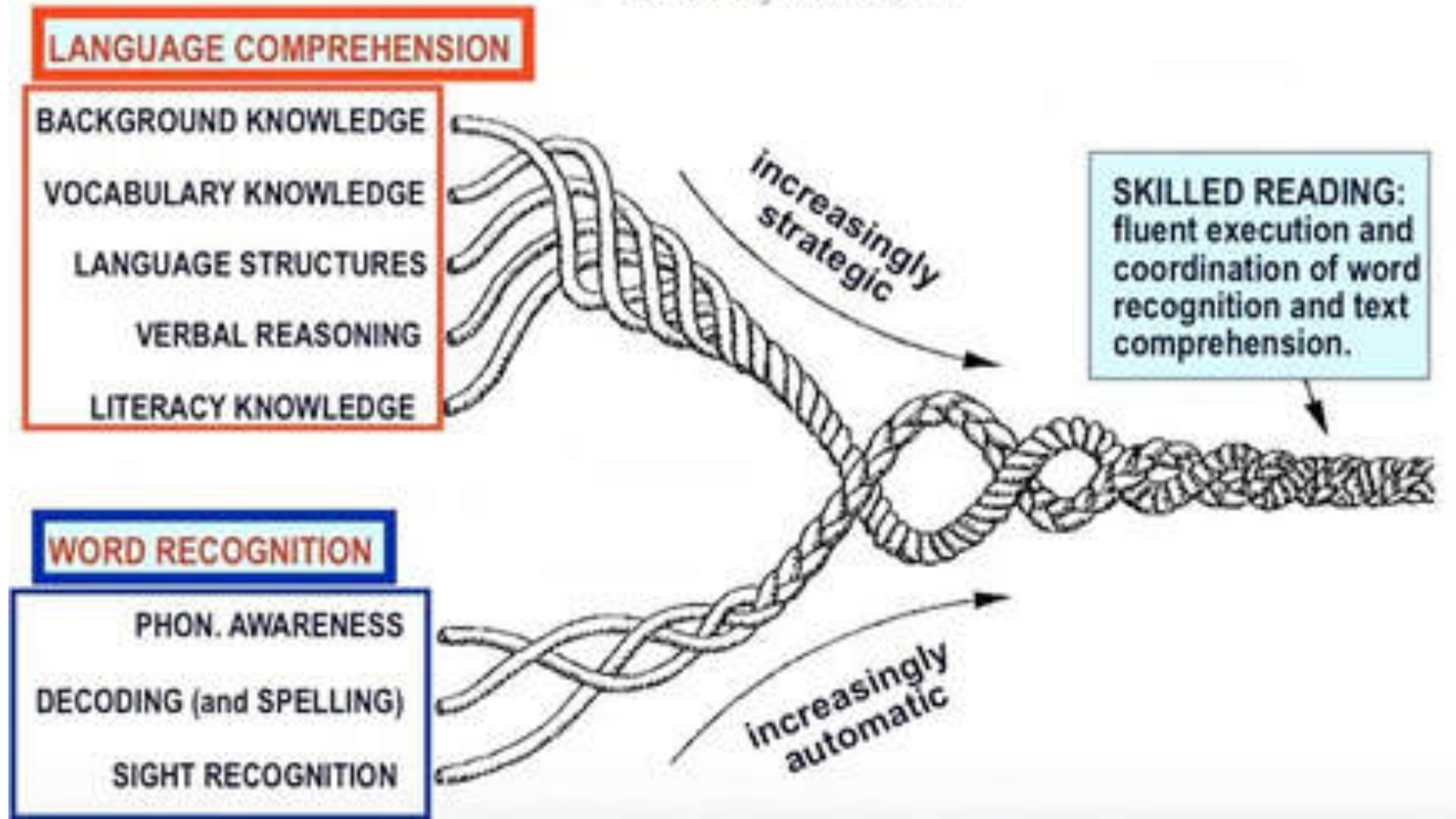
Reading *is* Rocket Science!







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



"**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. Look at the first letter of the word.
2. Use the context of the sentence and or paragraph.
3. Look at a picture.



## Pros

- It is effective in the short term but does not let students apply decoding skills to new words.
- Students can access higher level text.

## Cons

- If limited background knowledge or vocabulary on topic, cannot determine context of sentences or paragraphs.
- Pictures are not always present or helpful.
- It hurts overall accuracy.
- It does not teach students to read new words in different contexts.

# Let's be a Struggling Reader

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Simulation Activity



# Reading with 80% Accuracy Part 1

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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

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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 cfsit 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 cfbsi 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

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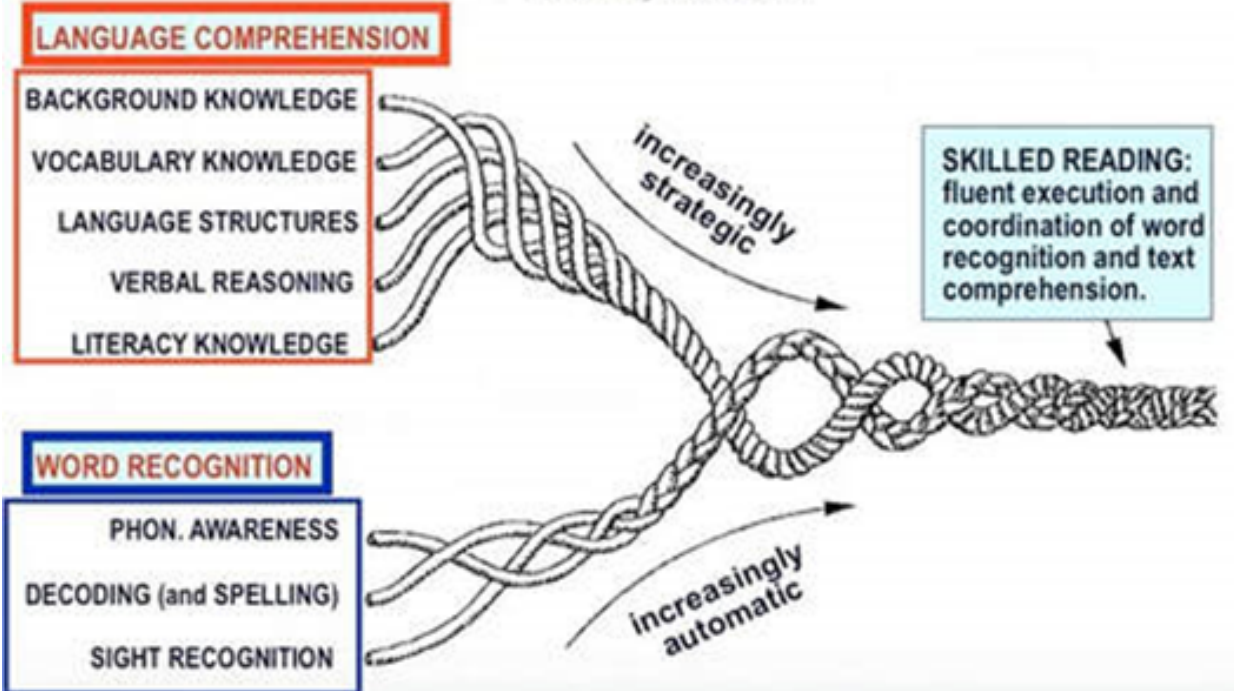
Attempt to decode the scrambled words!



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 shtbtufst to mass hmtvsbmm and ntsefst. may be dtrd 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?**

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



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

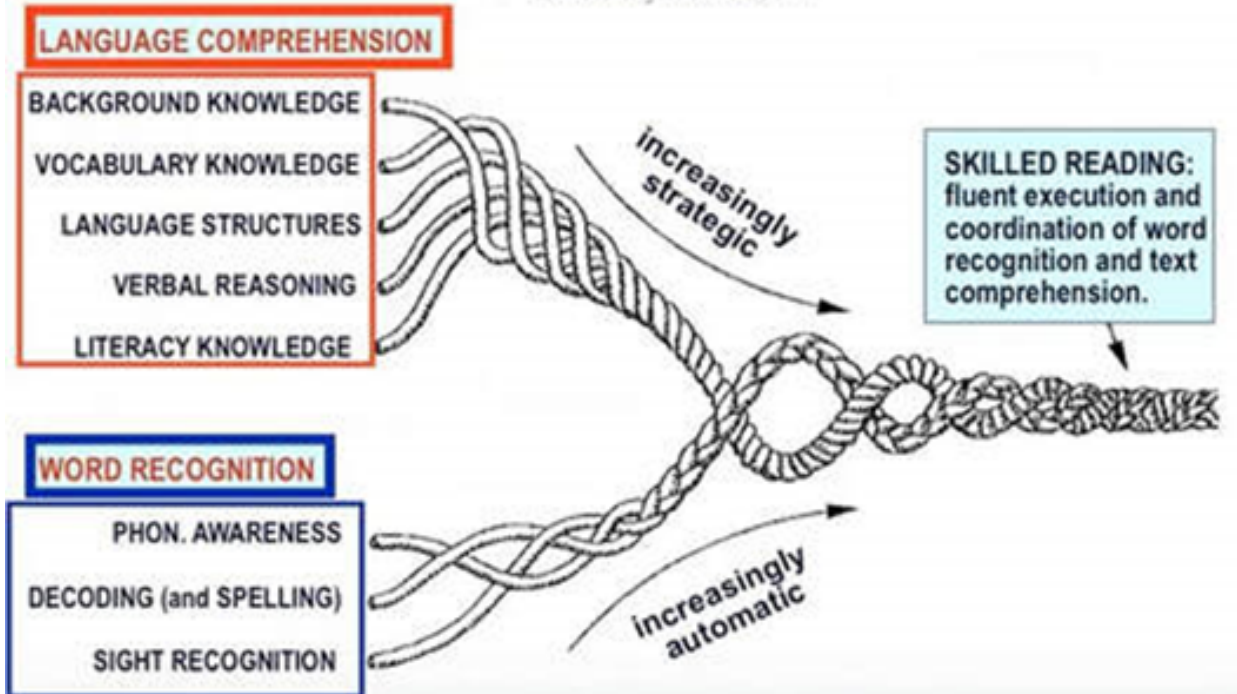


- How many of you tried to guess the word based on the first letter?
- How many of you tried to guess the word based on the context of the sentence? Could you do it? Why or why not?





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

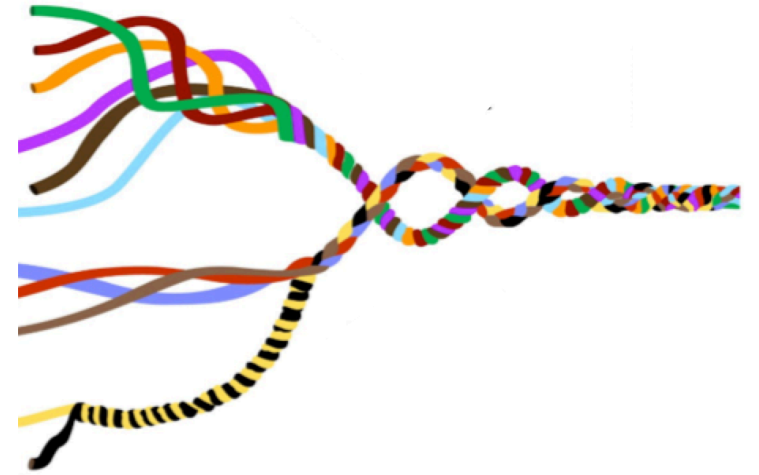


Let's see how we can start at a frustration level on our fluency and end on instructional level based on Scarborough's Reading Rope!



# Word Recognition

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Phonemic Awareness, Decoding, and Sight  
Recognition

## Syllable Types

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

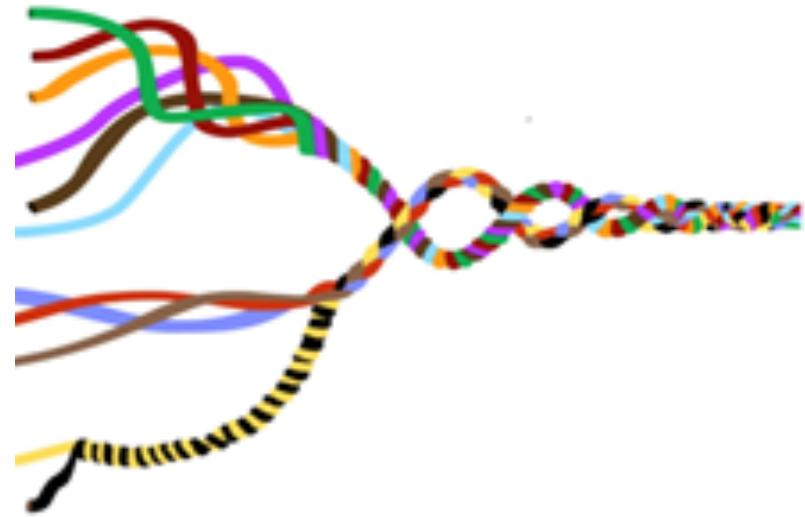
- Decoding helps make words accessible to all learners.
- Annotating multisyllable words and learning six syllable types help build students' decoding skills, and eventually, word automaticity and fluency.

# Activity: Pre-Work with Syllables

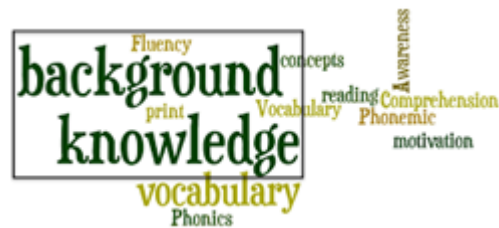
| Word        | Number of Vowels (or teams) | Number of Syllables | Syllable Types | Annotated |
|-------------|-----------------------------|---------------------|----------------|-----------|
| hematomas   |                             |                     |                |           |
| forensic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

# Background Knowledge

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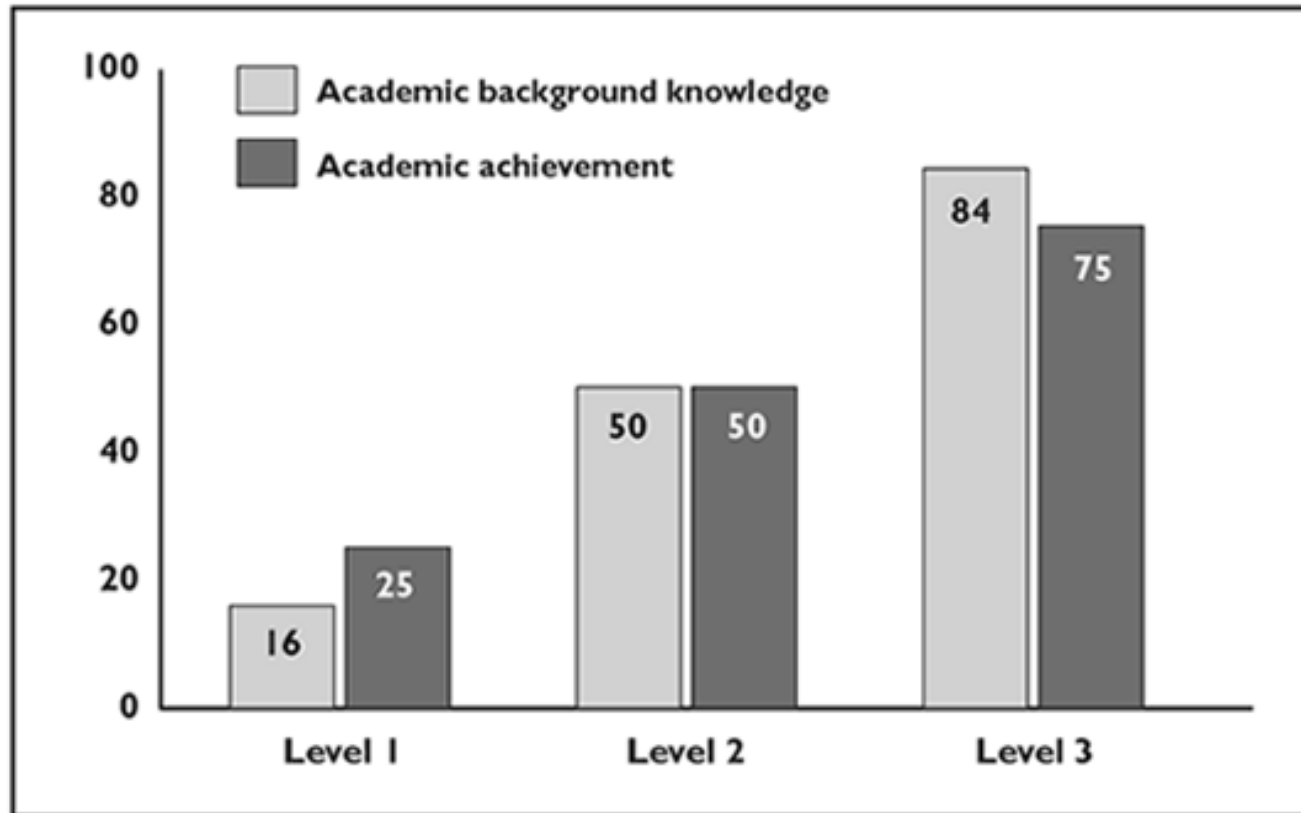


- "Background knowledge acts as scaffolding, so when a student builds on existing information they already know, they're better able to understand and remember the material."
- "Background knowledge also helps students draw inferences, which develops critical thinking skills and makes reading more enjoyable."



Source: Study International, 2019

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

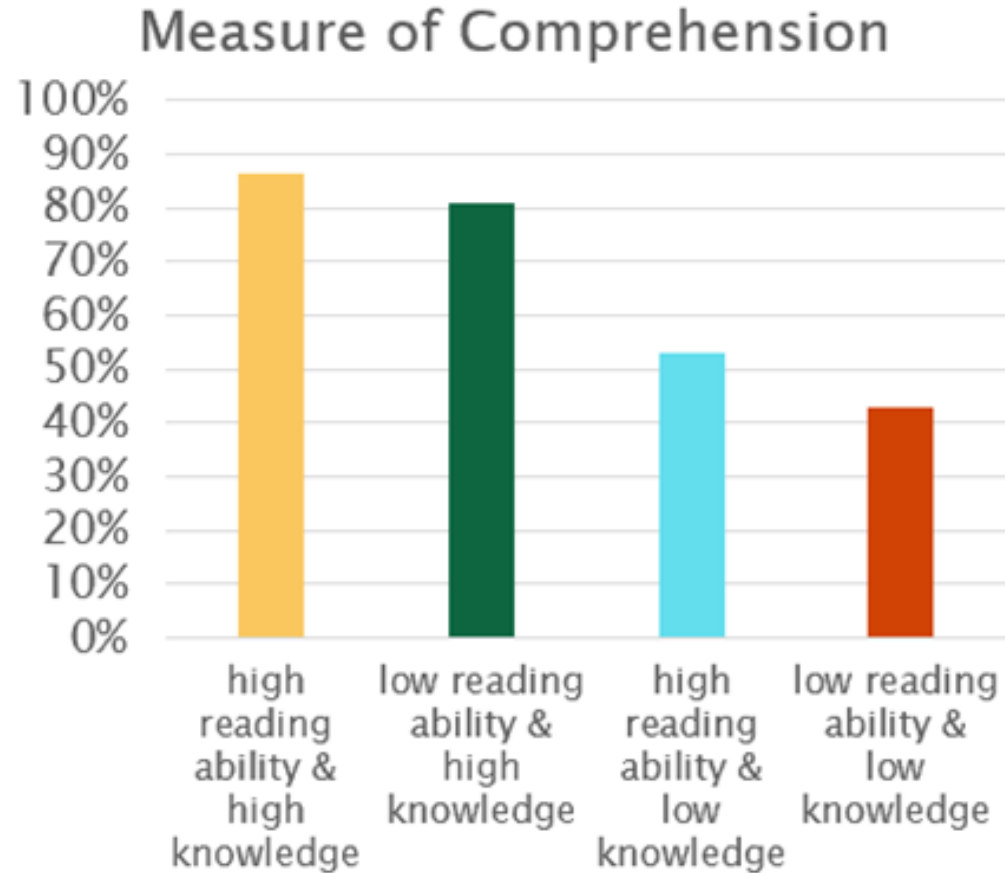


Source: Marzano, 2004

## The Baseball Study

|                                                       |                                                      |
|-------------------------------------------------------|------------------------------------------------------|
| High reading ability<br>High knowledge of<br>baseball | High reading ability<br>Low knowledge of<br>baseball |
| Low reading ability<br>High knowledge of<br>baseball  | Low reading ability<br>Low knowledge of<br>baseball  |

## The Baseball Study (continued)





- One promising instructional strategy, developed based on reading-comprehension research showing the importance of background knowledge and vocabulary, is text sets. Text sets are collections of texts tightly focused on a specific topic. They may include varied genres (fiction, nonfiction, poetry, and so forth) and media (such as blogs, maps, photographs, art, primary-source documents, and audio recordings).
- [Research has shown](#) the use of conceptually coherent text sets to be effective in building knowledge and vocabulary, as well as preparing students for new texts on the same topic.

Source: Fordham Institute

- This passage comes from a medical journal, *Forensic Science, Medicine and Pathology*.
- It was written by the Editor in Chief of the journal, Roger Byard who is affiliated with the University of Adelaide in Australia.
- This passage has over 100,000 downloads.
- It was written 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.

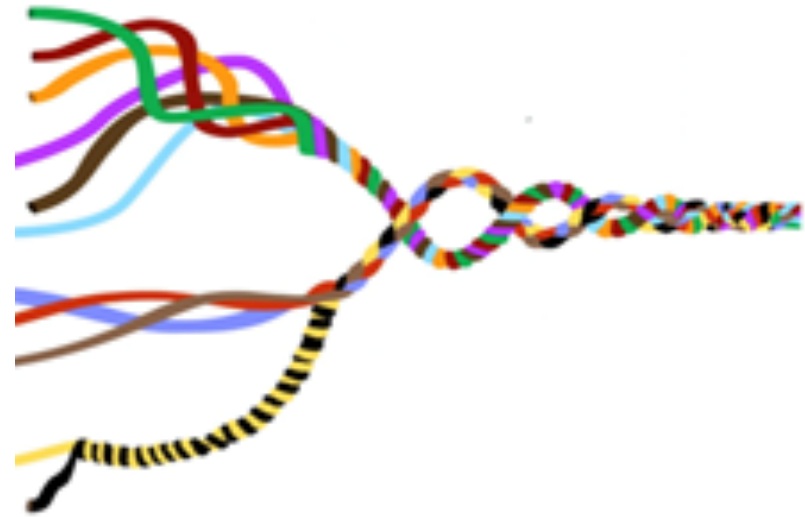
Another source to help provide background knowledge on a topic in a text is a video. Some topical videos may be found on educational websites or even YouTube. Be sure to view the video in entirety before displaying to students.



# Vocabulary

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



## Before reading (Explicit):

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

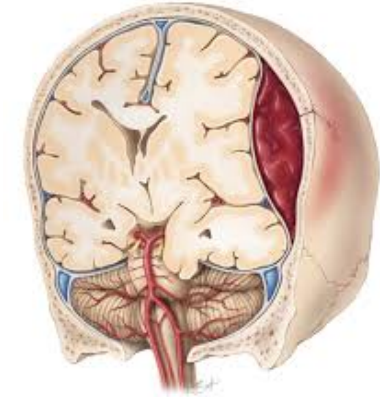
## After reading (Explicit):

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

## During reading (Implicit):

- Simple, brief definitions





## 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

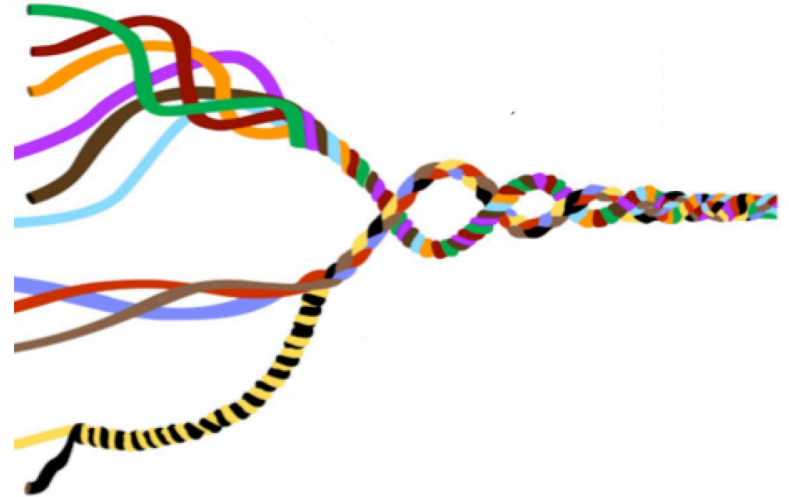
An extensive fire that destroys a great deal of land and property.

"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

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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.**



## Activity: Building a Paragraph 49



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.

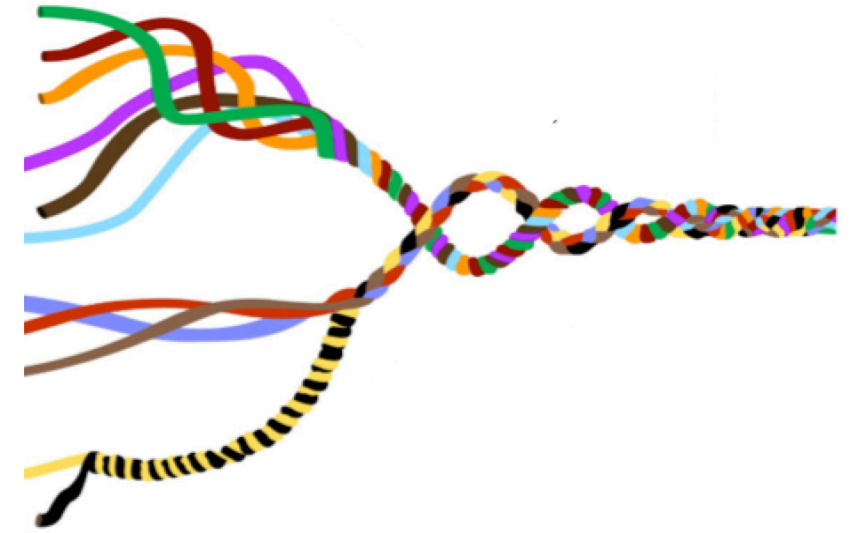
Excerpt from, *Where the Crawdads Sing*

“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

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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.

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

## Comprehension Planning Checklist

| Title _____                                                                                                                                                                                                         |                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Before Reading                                                                                                                                                                                                      | Page Numbers/Other Notes |
| <b>Establish Purpose for Reading.</b><br>Why read this text? What are the takeaways or enduring understandings students should gain from this text?                                                                 |                          |
| <b>Identify Text Structure.</b><br>Is this informational or narrative text?                                                                                                                                         |                          |
| <b>Prepare Background Knowledge.</b><br>What background or topic context is needed?                                                                                                                                 |                          |
| <b>Select Vocabulary.</b><br>What words should be pretaught?                                                                                                                                                        |                          |
| <b>Identify Challenging Language.</b><br>What are difficult sentences/phrases/academic language?                                                                                                                    |                          |
| During Reading                                                                                                                                                                                                      |                          |
| <b>Plan Questions. Anticipate Student Questions.</b><br>Mark text for stopping to ask questions and queries.                                                                                                        |                          |
| <b>Use Text Structure to Organize Thinking.</b><br>Use graphic organizer or outline to show structure.                                                                                                              |                          |
| After Reading                                                                                                                                                                                                       |                          |
| <b>Was Purpose Met? Did Students' Thinking Change?</b><br>Evaluate student understanding. Is rereading planned?                                                                                                     |                          |
| <b>Assessment: Can Students Express Takeaways? Use Text Evidence?</b><br>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                                                                                                                                                                                              |
| <b>Establish Purpose for Reading.</b><br>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. |
| <b>Identify Text Structure.</b><br>Is this informational or narrative text?                                                                                                                                         | Narrative (simple sequential)                                                                                                                                                                                         |
| <b>Prepare Background Knowledge.</b><br>What background or topic context is needed?                                                                                                                                 | Connect to students' experiences of backyard creatures; difficulty in keeping them                                                                                                                                    |
| <b>Select Vocabulary.</b><br>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)                                                                                            |
| <b>Identify Challenging Language.</b><br>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                                                                                                                                                                                                      |                                                                                                                                                                                                                       |
| <b>Plan Questions. Anticipate Student Questions.</b><br>Mark text for stopping to ask questions and queries.                                                                                                        | See questions marked in the text.                                                                                                                                                                                     |
| <b>Use Text Structure to Organize Thinking.</b><br>Use graphic organizer or outline to show structure.                                                                                                              | Use Story Framework to map out the plot.                                                                                                                                                                              |
| After Reading                                                                                                                                                                                                       |                                                                                                                                                                                                                       |
| <b>Was Purpose Met? Did Students' Thinking Change?</b><br>Evaluate student understanding. Is rereading planned?                                                                                                     | Reread the text with students. Have partners discuss why the girl changed her mind about keeping Lizzie.                                                                                                              |
| <b>Assessment: Can Students Express Takeaways? Use Text Evidence?</b><br>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!

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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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- Tolman, C. (2020). "Language Structures and Verbal Reasoning: Missing Links in Close Reading Lessons." *Plain Talk About Literacy and Learning*. New Orleans, LA.

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students
- Campaign aims to equip parents and community members with information and resources to help children become strong readers
- Visit [strongreadersms.com](http://strongreadersms.com) for more information!





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DEPARTMENT OF  
EDUCATION

