

## Chapter 7

# Teaching Middle Schoolers and Adolescents to Textually Respond

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### INTRODUCTION

Most middle school students and adolescents are expected to have gained early reading repertoires in elementary school. However, some who read below grade level may still need reading instruction that teaches phonemic awareness, phonics, and other early reading repertoires. The purpose of the current chapter is to share applications of the Strategic Science of Teaching (SST) for early readers in the middle and secondary grades. Specific reading assessments and interventions to establish textual responding in the middle grades are described.

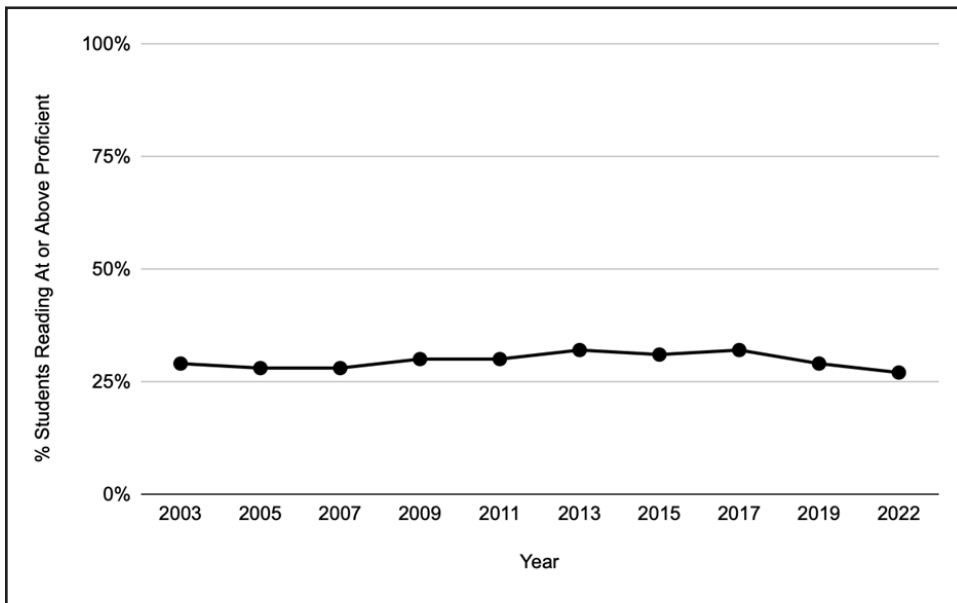
## KEY TERMS

Faculty stimulus control Curriculum-based measure Incidental bi-directional naming	Reading motivation Word study Reading fluency
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### Challenges to Providing Early Reading Instruction to Middle Schoolers and Adolescents

According to the National Assessment of Educational Progress (NAEP), the number of eighth-grade students who read proficiently has not increased in 20 years. In 2002, 33 percent of eighth-grade students were proficient or advanced readers; in 2023, 31 percent were proficient or advanced readers (see Figure 7.1). This information suggests that most eighth graders are not proficient readers based on the NAEP criteria.<sup>1</sup> These data are important because children who cannot read proficiently by at least third grade are four times less likely to graduate from high school than children who can.<sup>2</sup> Given the importance of proficient reading for academic and social success, there is a need to provide effective interventions that can improve the reading outcomes of middle schoolers and adolescents who are early readers.<sup>3</sup>

Providing reading interventions for older students can be challenging for several reasons.<sup>4</sup> First, older students may have unique learning histories, such as acquiring some responses under **faulty stimulus control** (e.g., incorrect responses to similar graphemes such as *b* and *d*). Second, they may also have aversive learning histories with reading in school (e.g., social disapproval from teachers and peers for errors made when reading aloud in class) and, thus, may avoid opportunities to read in class or participate in formal reading interventions due to social stigmas.<sup>5</sup> Third, reading instruction is not a traditional content area in the middle and high school grades, so secondary and middle grades teachers may not be prepared to provide early reading instruction. Fourth, some secondary schools may have difficulty offering high school credits for reading instruction since it is not a traditional content area in secondary schools. Finally, middle and secondary school students have fewer years of formal education left to improve their reading skills. For instance, a ninth grader who is not proficient in reading has only four years of schooling left to enhance their reading abilities. For these reasons, middle and secondary students who are early readers may benefit from targeted, intensive, efficient, and strategic instruction to learn how to read. A strategic science of teaching (SST) may



**Figure 7.1** Percent of 8th Grade Students Reading at or Above Proficient 2003–2022

*Source:* U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022 Reading Assessments.

offer an approach to intensive reading intervention that can help improve the reading performance of middle and secondary students.

### Selecting Students or Classes for Intervention Based on Schoolwide Data

Unlike elementary schools, where most early readers are first learning how to textually respond, older students usually already have textual responding in their repertoire. As such, reading interventions may only need to be provided for specific students who have not mastered this repertoire. Thus, it is necessary to first identify the specific students who need intervention. Students are identified in a two-step process that begins with a review of schoolwide reading data followed by a review of individual student reading data. This process is outlined in Table 7.1.

**IDENTIFY A CUTOFF SCORE FOR INTERVENTION BASED ON THE ASSESSMENT YOU CHOSE.** Identifying a cutoff score for intervention means that you select a range of scores that students must have to be considered for reading intervention. These can include, for example, percentile ranks on a decoding test, correct words per minute on a fluency assessment, number

**Table 7.1**  
**Selecting Students for Reading Intervention**

Step	Description
1	Identify the cutoff score for intervention. For example, you might select all students who read below the 40 <sup>th</sup> percentile for intervention
2	Gather state and schoolwide testing data and review students' reading outcomes. Then, select students who read below the predetermined cutoff score. For example, choose all students who read below the 40 <sup>th</sup> percentile. If needed, prioritize students who read below the 25 <sup>th</sup> and 10 <sup>th</sup> percentiles.

and type of error patterns on a phonics survey, or the percentage of intervals that a learner reads during a silent reading period. For instance, if you choose to use fluency scores from a **curriculum-based measure (CBM)**, you could select students whose reading fluency scores fall below the 40<sup>th</sup> percentile for their grade level. In this case, you would use the 40<sup>th</sup> percentile as the predetermined **cutoff score**.

**REVIEW SCHOOLWIDE AND INDIVIDUAL STUDENT READING DATA.** Begin with a schoolwide reading report to determine how many students in the school read below average. Next, review individual student reading outcomes for this group of students. These can be data from classroom or school assessments such as statewide tests, schoolwide assessments such as the *Northwest Educational Association Measures of Academic Progress*, NWEA-MAP<sup>6</sup> or STAR assessment<sup>7</sup>, or fluency data from curriculum-based measures (CBM) such as the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS).<sup>8</sup> If many students' scores fall below the 40<sup>th</sup> percentile, or if you have limited intervention time, prioritize students whose scores are below the 25<sup>th</sup> percentile for their grade level.<sup>9</sup> Teachers might consider selecting students for early reading intervention based on their reading fluency scores, and not their reading comprehension test outcomes. This is because research on reading fluency suggests that students who are not fluent readers may also have less than proficient textual responding and reading comprehension.<sup>10</sup>

### **Assessing Students' Reading Repertoires**

At this step, you will conduct several **diagnostic assessments** to determine each student's existing reading skills. Diagnostic reading assessments identify the specific needs of each student. If the school already administers diagnostic assessments, use their results so that you can spend time conducting instruction instead of assessments.<sup>11</sup> Results of diagnostic reading assessments will be used to (1) develop students' **individual learning plans** (ILP), (2) group students homogeneously for instructional purposes,

(3) gather baseline data, and (4) monitor student progress in reading intervention sessions during the school year. Each assessment recommended for diagnostic assessment is listed in the appendix of this chapter, but these are not all necessary to use before beginning reading instruction (see appendix).

**ANALYZING ASSESSMENT DATA.** After conducting assessments, use the assessment results to develop individual learning plans (ILP) for each student. Start the plan by summarizing a student's strengths and needs and then setting instructional objectives accordingly. The ILP is updated as students meet instructional objectives and after testing takes place. This information is also used for end-of-year class and school reports. A sample ILP with objectives is included in the appendix (see appendix).

### **Grouping Students Based on Reading Assessment Data**

**HOMOGENEOUS GROUPING.** In some schools, several students may need reading intervention. In that case, a class-wide approach is the most efficient way to provide reading intervention. This is most effective if a school can set aside one 45-minute period for three to five days per week. These periods can be provided before, during, or after school.

Within the class, students are placed into homogeneous small groups based on their similar instructional reading level, reading fluency level, standardized test reading level, or the results of other reading assessments (e.g., students with similar scores on a curriculum placement test). To prevent students from being categorized in a hierarchy based on associated numbers, do not label their reading groups with ordinal numbers, such as Group 1 and Group 2. Instead, allow groups to choose their names. Assign a classroom teacher and/or teaching assistant to teach each group. If there is just one classroom teacher in a class with several groups, then some groups can participate in computerized instruction, peer tutoring, Personalized Systems of Instruction (PSI; see Chapter 2), or a similar independent learning activity while the teacher rotates instruction across small groups.

**DETERMINE THE LENGTH OF INTERVENTION, AMOUNT OF SPACE, AND NUMBER OF INSTRUCTORS NEEDED.** Determining how instructional time will be used is a critical first step in reading intervention for older students. Ideally, instruction should be provided daily for at least 45 to 55 minutes. However, intervention can be provided for 45 minutes at least three times a week if daily instruction is not possible. When planning your intervention, consider the length of the school year and school breaks. You want at least seven months of intervention, usually from October to April including school breaks. Leave enough time for the school's testing dates in your cal-

endar. Later, you will return to this step to plan the length of time needed to complete a specific curriculum or intervention. A sample schedule for 55 minutes of instruction might include: (1) five minutes to review classroom goals and expectations and move into small groups; (2) 45 minutes for reading instruction; and (3) five minutes to exchange points for reinforcers and class dismissal. Try to complete at least one reading lesson per session, if possible. An example of a reading schedule is in Table 7.2.

<i>Schedule</i>	<i>Group 1</i>	<i>Group 2</i>	<i>Group 3</i>
9:00–9:05	Students enter classroom and follow posted class schedule		
9:05–9:20	Teacher's small group	Peer tutoring/fluency	PSI or online instruction
9:20–9:35	PSI or online instruction	Teacher's small group	Peer tutoring/fluency
9:35–9:50	Peer tutoring/fluency	PSI or online instruction	Teachers small group
9:50–9:55	Wrap-up and dismissal		

**ESTABLISH A CLASSROOM MANAGEMENT SYSTEM AND A SYSTEM OF REWARDS.** The classroom needs to have a classroom management plan that incorporates the essential components of a positive classroom. The classroom management system can be established while beginning instruction. The key components of Positive Behavior Interventions and Supports (PBIS) are (1) establishing and demonstrating expectations, (2) posting rules, (3) providing high rates of approvals and low rates of disapprovals, and (4) using effective reinforcement procedures.<sup>12</sup> If the classroom does not have a classroom management plan, begin by establishing a positive classroom as you start your formal reading intervention. Doing this helps shift the focus from discipline and classroom management to reading instruction. Chapter 2 in this book provides a detailed description of how to establish a positive classroom.

### Selecting Curricula and Designing Reading Interventions

**SELECTING CURRICULA.** For reading curricula, Direct Instruction (DI) curricula, including *Corrective Reading*<sup>13</sup> and *Spelling Through Morphographs*,<sup>14</sup> can be used. *Corrective Reading* can be conducted with small groups based on reading levels, while *Spelling Through Morphographs* can be used with a whole class regardless of reading levels. A phonics-based reading fluency curriculum with reading passages such as those found in *The Morningside Model of Generative Instruction: Reading* can also be used

to supplement Corrective Reading.<sup>15</sup> Although DI has faced criticism for its scripted approach to reading instruction, its research-based outcomes may benefit middle grades students who need intensive reading intervention and assist teachers who have a limited background in early reading instruction and limited time to prepare effective reading lessons. Further, it is important to note that in SST, certain components of the scripted curriculum are completely based on a student's cusps (see Chapter 1 for a description of cusps). See Chapter 4 for more information about DI.

When scripted curricula cannot be used, select other curricula that (1) are research-based, (2) have multiple academic levels to accommodate students with varied learning needs, and (3) have standardized directions to decrease the preparation time. Importantly, teachers should be able to embed learn units into the curriculum (see Chapter 4 for a description of embedding learn units into a curriculum). Selecting curricula that already contain discrete antecedents and response opportunities can make embedding learn units easier. Finally, the classroom teacher should choose an activity to supplement instruction such as reading books aloud, completing fun worksheets, or a curriculum that targets another area of need for students. This selection should be the teacher's choice based on students' needs.

For the reading fluency component of the intervention, you can use class-wide peer tutoring and pair students together to read aloud to one another. In some situations, students can be paired with a teacher or assistant in the classroom (e.g., when the student is a more advanced reader than their peer). Fluency materials are selected from school reading materials, a fluency generator website, or reading fluency passages like those found in DIBELS. Students read passages at their instructional reading levels, taken from their informal reading inventory assessment. If there is a need for more intensive intervention, students can conduct repeated readings with one another, where each student reads the same passage twice for a minute each. In all cases of fluency instruction, the reader's assigned partner records their peer's stopping point and errors in the passage before sharing the number of correctly read words per minute and any incorrectly read or missed words. Students can graph their own fluency data.

### **Preparing Teachers and Classrooms for Reading Instruction**

**TEACHER PROFESSIONAL DEVELOPMENT.** School administrators or reading coaches can follow a structure like the one described here to prepare teachers for classroom implementation of a reading curriculum or intervention. First, whenever possible, schools are asked to identify a team of teachers who work together in the same grade or content area. This allows them to collaborate on reading interventions and their students' progress.

In-classroom training sessions are used to show the teacher how to implement the curriculum. First, the trainer describes and explains the curriculum, reviews the key components of the teacher's manual or guide, and then models the curriculum in front of the class. While the trainer is modeling the delivery, the teacher simultaneously follows the curriculum guide or script. The teacher then uses the curriculum with students while a trained observer provides feedback. A fidelity guide or checklist ensures the teacher accurately implements the curriculum. Following the teacher's instruction of students, feedback is given by telling them several positive aspects of their instruction and reviewing any aspects that need additional practice.

The *Teacher Performance Rate and Accuracy Scale (TPRA)*<sup>17</sup> is recommended to evaluate how efficiently and accurately the teacher implements the intervention (see the appendix for an example of a TPRA). Weekly observations and classroom visits are used to support a teacher's implementation of instruction and classroom management. Monthly meetings with teaching teams are held so teachers can share data, discuss challenges, and effective strategies.

**ADJUSTING INSTRUCTION.** When instructional groups need to be adjusted, follow the school's response to intervention (RTI)<sup>18</sup> or multi-tiered system of supports (MTSS) schedule to make instructional changes. If the timing of assessments is appropriate, readminister the initial reading assessments that you used (see list of assessments in the appendix) and use the data to regroup students or provide additional intervention. For instance, if some students test into a higher level of a reading curriculum during the mid-year RTI or MTSS assessment period, move them to a different reading group. In other cases, if one student in a group does not achieve mastery criterion on specific repertoires (e.g., vowel-team discrimination), select and implement an individualized intervention for them, measuring their responses and making changes until they demonstrate mastery. When finished, place the student back into the lesson. Consider implementing more intensive, individualized reading interventions for students who have not made gains in reading fluency or other reading measures.

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### Putting It All Together

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The authors of this chapter have used the procedures described above with students in multiple settings serving upper elementary and middle grades students including youth detention centers, middle school reading intervention classrooms, and classrooms serving students with exceptionalities. These procedures have also been used in early childhood classrooms, mod-



**Table 7.3**  
**Reading Instruction Process**

Week	Activity
Weeks 1–2	<ul style="list-style-type: none"> <li>• Conduct classroom reading assignments.</li> <li>• Establish a general classroom management system including expectations and rules. Condition points as reinforcers (see Chapter 2)</li> <li>• Establish a classroom management system for reading instruction including rules, routines for rotating groupw, storing materials, and earning points</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Divide students into small homogeneous groups.</li> <li>• Start small group reading instruction.</li> </ul>
Weeks 4+	<ul style="list-style-type: none"> <li>• Continue small group instruction daily.</li> <li>• Collect data and make changes during each instructional session.</li> <li>• Assess reading fluency and book observation weekly.</li> <li>• At regular intervals, regroup students based on their progress (e.g., every six to nine weeks).</li> </ul>

ifying the choice of curriculum for younger children. Table 7.3 summarizes the processes described in the above sections.

The appendix of this book shows the outcomes of the reading program described above in two different school districts across three different school years. Data are reported for 187 students, although teachers provided reading interventions to more students. Each intervention was provided for approximately seven months inclusive of school breaks (e.g., October to April). Students were sixth, seventh, and eighth grade students who read multiple years below grade level. Some students had learning disabilities and received varying special education services, while others were identified only for reading intervention classrooms. After conducting assessments and dividing students into homogenous reading classes, teachers received instruction in *Corrective Reading*, *Spelling Through Morphographs*, and fluency instruction; weekly in-class observation and support from college students; and monthly meetings to share data, discuss issues, and develop strategies as a team. Ongoing measures of implementation fidelity and satisfaction showed that curricula were implemented with high fidelity and both teachers and students were satisfied with their participation in the reading intervention program. Pretest and posttest measures of students' reading performance on standardized achievement tests showed educationally significant gains for most classes.

## Individualized Instruction

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As mentioned in this chapter, implementing a specific reading curriculum may not always be feasible, especially if it does not fit a school's schedule. For instance, the authors of this chapter once worked with an alternative high school that had previously attempted to implement *Corrective Reading*. However, the school reported that implementation was unsuccessful because the students thought the curriculum was childish. This perception made it difficult for them to use *Corrective Reading* as an intervention. Further, given the limited time available for reading instruction, it was not feasible to implement an entire reading curriculum in a year.

If using a specific reading curriculum is not acceptable to older students, assess only key repertoires and then use research-based teaching procedures to establish them. A benefit of this approach is that it may target the repertoires that students need and, thus, reduce the amount of time required to implement an entire reading curriculum. The three repertoires that are recommended for early readers in middle and secondary grades are (a) reading motivation, (b) word study, and (c) reading fluency. Teach these repertoires during reading intervention periods for three to five sessions a week. The sample 55-minute reading schedule and small group rotation in Table 7.2 can also be used for this approach to reading intervention.

## The Role of Incidental Bi-Directional Naming and Language

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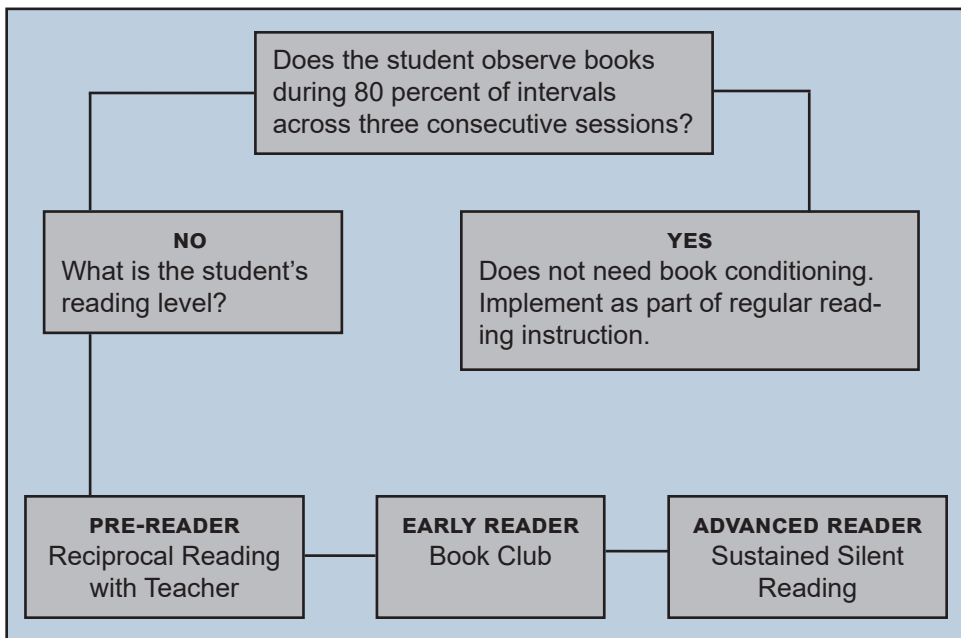
Language plays a critical role in reading, as highlighted by the Simple View of Reading and the Direct and Indirect Effects model of Reading (DIER), both emphasizing the importance of explicit language instruction for successful reading comprehension. Verbal Behavior Developmental Theory (VBDT) also views language as essential to reading but frames reading as an extension of listening and writing as an extension of speaking, proposing a progression of verbal development from early language acquisition to advanced reading and writing. VBDT further identifies Incidental Bi-directional Naming (Inc-BiN) as a key developmental milestone in this progress of language development because it has facilitated language acquisition, textual responding, and reading comprehension for some students. When missing, its absence necessitates targeted instruction, such as Multiple Exemplar Instruction (MEI), to establish it and improve reading outcomes. Chapters 1 and 11 provide a more detailed description of Inc-BiN in the acquisition of reading. It is important to ensure that students have Inc-BiN before teaching textual responding but especially if they are not responding to instruction.

## Establishing Reading Motivation

As described in Chapter 3, when students have limited textual responding or reading comprehension, they may not enjoy independently reading books which, in turn, will decrease the likelihood that they freely engage with books.<sup>19</sup> If they do not engage enough with books, they will have limited practice with textual responding, comprehension, and vocabulary.<sup>20</sup> Furthermore, as students with reading challenges progress in school, reading motivation becomes more challenging because they must put in more effort to catch up with their peers.<sup>21</sup> Since they need help reading text, they will also need help in other subjects that require them to learn from reading. This means that students who are not proficient readers will likely also underperform on standardized measures of state standards for English language arts, science, social studies, and other content areas.<sup>22</sup> Over time, a cycle of underperformance ensues in which they develop a cumulative aversive learning history with reading and, as such, may refuse to engage in reading interventions. In behavioral terms, this aversive history with reading can produce avoidance behavior when students engage with books, text, and opportunities to read. That is, students may learn to dislike reading because it lacks a positive reinforcement value and, instead, has a negative reinforcement value that leads to reading avoidance (see Chapters 3 and 8 for more information).

Increasing the reinforcement value of text for middle grade and adolescent readers is important because it may help them choose to read books and engage with text more often. Chapter 3 in this book describes procedures to increase book observation for younger students (i.e., reinforcement value of reading for a learner). The current chapter extends procedures described in Chapter 3 by describing four interventions to establish books as conditioned reinforcers for middle school and high school students who have below-grade-level reading performance: (1) an adapted sustained silent reading (SSR) intervention; (2) book club, which is a modified reciprocal reading (RR) intervention with peers; (3) an adapted reciprocal reading intervention with a teacher; and (4) book observation.

These four procedures can be selected for students based on their individual needs since students sometimes require different interventions to increase reading motivation.<sup>23</sup> For instance, the adapted sustained silent reading procedure described here seems to be a better procedure to use with advanced readers. In contrast, the modified reciprocal reading intervention with a teacher seems to be a better procedure to use with less advanced readers. Educators can use the procedures described here to supplement their current classroom reading instruction if desired. Figure 7.2 illustrates a decision tree that can be used to select a motivation intervention.



**Figure 7.2** Selecting a Reading Motivation Intervention for Older Students

### Assessing Book Preference

Begin by conducting a book preference assessment. The assessment, which is administered to the entire class or a group at once, has two parts: (1) a reinforcer survey; and (2) a book preference assessment to determine students' preferences for specific types of books. For the reinforcer survey, give students a multiple-choice questionnaire that prompts them to select their preferred choice of books, edibles, social, and tangible reinforcers. Pictures or actual items can also be used for this step. During administration, the teacher reads each question aloud (e.g., "What kind of chips do you like?") and asks students to choose by circling the picture or word representing their preferred item or activity.<sup>24</sup> After completing the assessment, the teacher reviews it and seeks more detailed student responses when needed. Data collected from the reinforcer survey are later used during the intervention.

The book preference assessment is used to identify the types or genres of books that interest students. To conduct this book preference assessment with a small group of students, give students a set of 12 age-appropriate books reflecting different genres or topics. Give the students a few moments to look at a stack of four books and choose the "number 1" book they are interested in reading. Record their choice as most preferred and remove the book from the stack. Repeat this process for the remaining

books in the stack, ranking each book as the student chooses their preferred books. Repeat the assessment process for the remaining books in the set of 12. For a large group of students, provide a sheet of paper with titles, brief descriptions, and book cover pictures for several different types of books. Ask them to choose the books that they would like to read. Record the type, genre, and titles of books that they choose. Results from this part of the assessment are used to select the most and least preferred books for students. This information is later used to select books for the book conditioning intervention.

### **Assessing Book Selection and Observation**

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Before selecting and implementing a book conditioning intervention to increase reading motivation, it is important to test whether books function as reinforcers for students. To do this, teachers can assess by measuring the percentage of intervals during which students observe books. These data determine if a student is eligible for interventions to increase reading motivation. For this assessment, use whole interval recording to measure the amount of time that students observe books. Book observation occurs when students read aloud or silently, point to text, turn pages, and/or select a new book for an entire ten-second interval.

First, divide a ten-minute reading period into ten-second intervals on a data sheet. Next, observe students as they read preferred books during the reading period. Record a plus (+) if they read for an entire ten-second interval without engaging in non-reading behaviors. Record a minus (–) if they do not engage with the book appropriately for the entire ten-second interval. Repeat this process for the entire ten minutes. If the student observes books for 80 percent of intervals, then this assessment indicates that books function as conditioned reinforcers for the student. If a student meets the mastery criterion, they are not a candidate for the reading motivation intervention. If the student does not meet the mastery criterion, then they should participate in a reading motivation intervention. However, even if students do not need a specific reading motivation intervention, it is recommended that teachers incorporate a similar type of book reading session as part of daily reading instruction for all students who need any reading intervention. Box 7.1 lists the steps to assessing book selection and observation.

### **Reading Motivation Interventions**

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#### *Adapted Sustained Silent Reading (SSR)*

Sustained silent reading (SSR)<sup>25</sup> is a common practice in schools during which students select books and read silently to themselves for a brief

### Box 7.1

#### Assessing Book Selection and Observation

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| <ol style="list-style-type: none"> <li>1. Instruct a group of students to choose a book from any of the books available in the classroom and read at their desks (these should be the preferred books identified in the preference assessment).</li> <li>2. Wait for the students to choose a book, and then begin recording their book engagement.</li> <li>3. Use ten-second whole interval recording to assess book engagement for the time indicated in each of these procedures. Correct book engagement includes looking at the book, turning the pages, observing the book, and moving their eyes or head from left to right</li> <li>4. If a student does not engage with the book for at least 80 percent of ten-min-</li> </ol> | <p>ute sessions across two out of three sessions, then they may be candidates for the book conditioning protocol.</p> <ol style="list-style-type: none"> <li>5. If the student does engage with the book for at least 80 percent of ten-minute sessions across two out of three sessions, and they read no less than two grade levels below their current grade (e.g., a sixth-grade student reads at a fourth-grade level), then sustained silent reading may be sufficient as a protocol.</li> <li>6. Students who have conditioned reinforcement for book reading and read on grade level do not need an intervention</li> </ol> |
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period. This adapted version is useful for advanced readers in a group. For this procedure, students will need (1) a pencil/pen, (2) a tracking sheet to record the page on which they stop reading and will begin reading during the next session, and (3) a book that they select to read from the classroom library of students' preferred books. Box 7.2 lists the steps to implementing adapted SSR.

#### *Book Club*

Book Club is a modified reciprocal reading intervention comprised of four components: (1) reciprocal reading within dyads, (2) stimulus-stimulus pairing (SSP), (3) a selection of high-interest books to read during each session, and (4) a peer-yoked contingency. This procedure is more effective for students who may read multiple years below their grade level. The procedure takes about 20 to 25 minutes per session to implement. You will need (1) a small library of preferred books in a book bin with three copies of each book (one for you and two for each dyad), (2) a tracking sheet to record pages read, (3) a whiteboard to record points, (4) edible reinforcers, and (5) "pass cards," which are flashcards that students use to indicate that they do not want to read. Before beginning, pair students into dyads based on similar reading levels.

### Box 7.2

## Sustained Silent Reading (SSR) and Reading Motivation

1. Begin SSR by giving students the following instructions:
  - a. Wait until the teacher says, "Grab a book, and read silently in your seats."
  - b. Pick the book that you selected for SSR.
  - c. Open the book to the page where you will begin reading (e.g., the page after the last page they finished).
  - d. Record the starting page number on your tracking sheet.
  - e. Read silently for ten minutes.
  - f. Record the page number where you stopped reading for the day on your tracking sheets.
2. Once they are seated at their desks, begin measuring their book observation using ten-second whole interval recording.
3. Students can eat and drink while reading silently.
4. After ten minutes, end the session by instructing the class to move to the next activity (e.g., DI).
5. Every week, assess text comprehension by asking students to provide six written responses that are scored using a rubric: (1) characters; (2) setting; (3) plot; (4) details about what the student liked about the story; (5) details about what the students disliked about the story; and (6) prediction of events in the remaining story. The items on the rubric can be changed to reflect comprehension goals for the students and their class.

Book Club begins by helping dyads choose a book to read together. Begin by instructing each student in a dyad to select a book they want to read from a book bin. Once each student selects a book, instruct them to write the book title on a piece of paper, fold it, and put it in a cup. Pick one of the papers from the cup. The selected title is the book that will be used during all book club sessions or until the dyad finishes the book. Repeat the book selection process if the dyad finishes the book before the intervention is completed. Using the selected book, label all three copies of the book with the dyad's name and store it in their bin. A small whiteboard that is used to deliver points, and two red cards that students use as "pass cards," are stored in each dyad's bin.

Immediately following book selection, use learn units to teach the students turn-taking when reading with a peer. Explain to the students that they will learn how to be a listener and a reader, how they can earn points and win, how the teacher can earn points, and how to use red cards as pass cards if they do not want to read when it is their turn. After explaining and modeling the process, the students should practice reciprocal reading by taking turns reading for one-minute intervals. Reinforce correct responses,

provide corrections, and answer questions as needed until they demonstrate 100 percent mastery with reading at the right time and using pass cards if they do not want to read. After the mastery criterion is met, begin the book club intervention. In summary, book club sessions are ten minutes each, and each student in a dyad receives a total of five one-minute opportunities to read during each session. The intervention steps are (1) set-up, (2) choice of reinforcers, (3) reciprocal reading with a peer, and (4) a peer-yoked contingency. Box 7.3 lists the steps to implement a book club with students.

### Box 7.3 Implementing Book Club

1. Announce that it is Book Club Day and invite students to select a snack and a prize from designated bins and then proceed to a comfortable area like bean bags.
2. Explain the reading rules clearly: a) Take turns reading for one minute, b) you may be randomly chosen to read, c) earn points by reading, d) use a pass card once if needed, and e) eat and drink while listening.'
3. Display a whiteboard to track points. Write "Teacher" and "Team" at the top of separate columns on the whiteboard, placing it in a visible spot.
4. Start a one-minute timer for reading turns, recording a plus (+) for reading and a minus (–) for using a pass or not starting on a whiteboard.
5. During reading, mark points for the dyad or the teacher based on reading and following performance,
6. Throughout the session, praise good reading behavior and correct any mistakes, asking students to repeat the corrected words.
7. Declare the dyad or the teacher as the winner based on who has more points at the end, with the winner collecting their prizes.
8. After book club, conduct a ten-minute silent reading test by recording observations at ten-second intervals.

#### *Adapted Reciprocal Reading with a Teacher*

In this intervention, all sessions are conducted one-on-one with a teacher. Highly preferred edibles (e.g., milk, juice, cookies, crackers, pop tarts) are available for an entire session, and students are told that they can eat and drink while reading with the teacher. During the first session, use learn units to teach the student how to take turns reading with the teacher. Begin by telling students the importance of attending and following along when reading with a partner. The teacher and student should then practice turn-taking, following along, and starting to read at the place their partner stopped reading when the timer ended. For each response, reinforce correct responses and provide corrections for errors.



### Box 7.4 Reciprocal Reading with a Teacher

1. **Book Selection:** Display a selection of five to seven preferred books. Ask students to choose one they would like to read over the next few days.
2. **Reading Session:** Alternate reading with the student for one minute each, totaling a ten-minute session with the student reading for five minutes.
  - If the student reads:*  
Record a plus (+) if the student reads the entire minute, even with errors. Give verbal praise after each reading minute.
  - If the student does not read:*  
Record a minus (–) if the student refuses to read.
3. **Error Correction:** Note any misread words during the session. After each reading minute, show the misread word, read it aloud, ask the student to read it, and then present it again for a second attempt. Do not praise or correct the second response.
4. **Ending the Session:** At the end of the session, ask the student if they wish to continue reading. If the student wants to continue, extend the session by at least one minute. If they decline and disengage, stop reading and move on to the next activity.

### Word Study Instruction

Teaching both phonemic awareness and phonics can lead to increased textual responding and reading fluency.<sup>26</sup> However, methods to establish proficient prerequisite phonemic awareness and phonics skills for older students have received considerably less attention than instruction for younger students.<sup>29</sup> This section describes interventions to teach textual responding to older students with below-grade-level reading performance.

Research suggests that older students may have more problems with word patterns than individual phonetic sounds.<sup>27</sup> As with reading motivation, different learners may require different types of interventions for textual responding.<sup>28</sup> Specifically, one intervention may be useful for older students who have already mastered letter-sound correspondence but cannot blend, and another intervention may be useful for students who are at the beginning stages of reading and have only a few letter-sound correspondences. See Chapter 4 for further considerations regarding individualized instruction.

### Word Study Intervention

Word study is one approach to phonics instruction that teaches complex word patterns such as suffixes, prefixes, and irregular words. The objective of word study is to teach students to respond to word patterns. It is

taught in conjunction with or following early phonics instruction. Using word study instruction may be helpful when teaching older students who are early readers.

One of the interventions used to teach word study is a **word sort**. Word sorts involve a learner sorting words with similar sounds, spellings, or meaning patterns into categories.<sup>29</sup> Word Sort is a specific reading intervention activity for teaching word study.<sup>30</sup> The activity is part of the comprehensive *Words Their Way* reading program, which targets phonics, spelling, and word knowledge. According to Burns and colleagues (2012), Word Sort is appropriate for learners who can identify the component sounds of a word but need additional practice reading whole words.<sup>31</sup> Word Sort is a potentially effective intervention for students who have challenges with textual responding.<sup>32</sup> This section describes a modified word sort intervention that reconceptualizes the procedure as a matching task paired with echoics and fluency.<sup>33</sup>

**ASSESSMENT.** Begin the procedure by assessing the word patterns or grapheme-phoneme relationships the student does not have in their repertoire. You can use an assessment from Table 7.1, such as Scholastic's *Phonics Survey*<sup>34</sup>, or a similar assessment to achieve this purpose. After the student finishes the survey, list the word patterns they did not have in their repertoire and record the list in the "phonics" section of their individual learning plan (ILP). Please note that phonics surveys are designed to be screeners, so conducting the survey or assessing missed items more than once may be helpful when confirming that a particular response is not in a student's repertoire. Also, immediately before teaching a target response, probe it with a word list or similar probe to confirm that the learner still needs to master it. Figure 7.3 provides a list of phonics surveys and screeners.

**CHOOSING INSTRUCTIONAL TARGETS.** From the items that the student missed, choose one item as the exemplar and another item to use as the non-exemplar. If possible, the non-exemplar should be similar enough to the exemplar for the student to have to carefully attend to the print stimuli to discriminate between them. For example, if the phonics survey shows that a student has difficulty with words that contain a long vowel sound (words that end in *e*), then words that contain a short vowel sound (words that do not end in *e*) should be used as the non-exemplar. For some students, it may be necessary to initially use exemplars that are very different from one another. Select three types of patterns or rules to teach, although

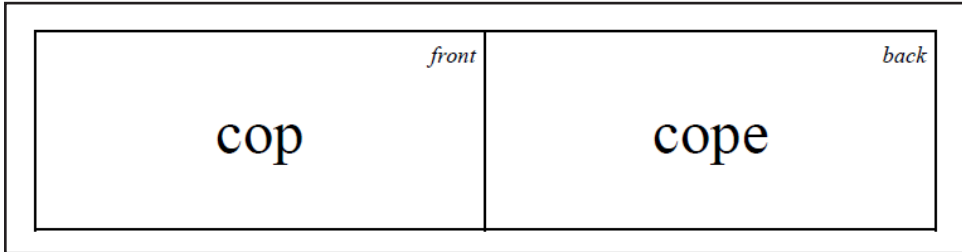
Screener	Reference
LETRS Phonics and Word Reading Survey	Moats, L. C., & Tolman, C. A. (2019.). <i>LETRS Phonics and Word Reading Survey</i> . Voyager Sopris Learning.
National Center on Intensive Intervention Phonics Inventory	National Center on Intensive Intervention. (n.d.). Phonics Inventory. American Institutes for Research.
Qualitative Reading Inventory (QRI) - 7th Edition	Leslie, L., & Caldwell, J. S. (2022). <i>Qualitative Reading Inventory (QRI) - 7th Edition</i> . Pearson.
Read Naturally Quick Phonics Screener	Hasbrouck, J., & Parker, R. (2006). <i>Quick phonics screener</i> . Read Naturally.
Scholastic CORE Phonics Survey	Scholastic Inc. (n.d.). <i>CORE Phonics Survey</i> . Scholastic.

**Figure 7.3** List of Phonics Surveys and Screeners

you will only teach one to mastery before adding another one. To avoid establishing faulty stimulus control, try not to select patterns/rules that are similar to one another as part of your three exemplars (e.g., do not teach the silent ‘e’ rule when teaching about other silent sounds in words).

**MATERIALS.** To begin, prepare flash cards printed electronically on small pieces of white cardstock using a large font in black ink. No other text or pictures should appear on the flashcards. Prepare two flashcards – one with an example and one with a non-example of a word pattern. For example, to teach the *silent e* rule, you might have one flashcard that has the word “cop” without an *e* at the end and a corresponding flashcard that has the word “cope” with an *e* at the end (see Figure 7.4). These words

will serve as model words. Place them next to each other on the table as “header cards” that are examples of the pattern or rule the student should follow. Alternatively, you can write the reading rule on the flashcards. For example, one flashcard may have “silent e” written on it, and another may have “not silent e” written on it. Prepare another set of eight flashcards containing other words that have examples and non-examples of the word pattern (e.g., words that have an ‘e’ at the end and others that do not as in ‘tap’ and ‘tape’).



**Figure 7.4** Sample Header Flashcards for Word Start Intervention

**PRE-INTERVENTION.** Before beginning the intervention, show the two flashcards containing the target word patterns (e.g., “silent e” and “not silent e”) as the header flashcards. Begin by stating the rule for the word pattern (e.g., “When a word ends with an *e*, the middle vowel says its name. It makes the long vowel sound. What’s the rule?”). Let the student restate the rule before you model the sorting task. After the student states the rule, read a sample flash card aloud (e.g., a card with the word *cake* written on it) and place it underneath the appropriate heading (the heading for “silent e”). Next, preview the words by showing the student a card, reading the word, and having the student vocally repeat it. Continue until you have previewed the entire deck of flashcards. Finally, let the student practice sorting the cards by giving them two flashcards - one for each word pattern. Tell them to sort the cards and read the word. Provide a consequence for each response. If the student places a flashcard under the correct header flashcard and correctly reads it aloud, praise their response. If the student places the word under the incorrect header flashcard, the correction procedure includes pointing to the correct location for the card and saying, “This word has a silent e at the end, so it is placed under the ‘silent e’ heading.” If they read the word incorrectly, say, “This is the word [*cake*]. What word?” Give them another opportunity to place the card in the correct location but do not praise their response.

**IMPLEMENTING THE WORD SORT INTERVENTION.** Provide the student with the remaining cards to be sorted. They should follow the same sorting procedure described above. Deliver contingent praise or correction procedures for their responses. The student has achieved mastery criterion when they can sort the pile of flashcards with 100 percent accuracy and read them with 88 percent accuracy during one session. When the student meets the mastery criterion for sorting a set of words with similar patterns, use the fluency procedures described in this chapter to ensure that the student can fluently read novel words with the target word pattern or rule. Repeat the word sort procedure for other word patterns or rules from the original phonics survey that you administered. Since some time may have passed since the original phonics survey was conducted, remember to conduct a brief probe with a word list to confirm that the student still needs to learn a specific word pattern or rule before teaching it.

### Box 7.5 Implementing Word Sorts

#### 1. Assessment:

Conduct an initial phonics survey (e.g., Scholastic's Phonics Survey) to identify word patterns or rules the student struggles with.

Record the missing patterns in the student's individual learning plan under the "phonics" section.

#### 2. Choosing Target Patterns/Rules:

Identify three specific patterns or rules the student struggles with, based on survey results.

Select non-exemplar patterns that are distinctly different to avoid confusion (e.g., avoid teaching similar sounding patterns together).

#### 3. Preparing Materials:

Create flashcards on white cardstock with large, black font. Each flashcard should show either an example or non-example of the rule.

Prepare two "header" flashcards to illustrate the rule (e.g., one with "silent e" and another with "no silent e"), and

additional eight flashcards showing other examples and non-examples.

#### 4. Implementing Word Sort:

**Introduction:** Show the student the header flashcards and explain the rule (e.g., "silent e makes the vowel say its name"). Demonstrate sorting with a couple of words.

**Preview:** Show each flashcard to the student, read the word, and have the student repeat it.

**Practice Sort:** Let the student sort the flashcards under the correct headers while reading the words. Provide praise for correct responses and corrections for mistakes.

**Word Sort:** Continue with sorting until the student achieves 100% accuracy in placement and at least 88% in reading the words correctly.

**Fluency:** Once mastery is achieved, move on to fluency exercises to help the student read new words with the learned patterns accurately and fluently.

The appendix shows data from a research study<sup>33</sup> using the described word sort intervention. The intervention taught middle school students to sort and read words containing target word patterns, followed by fluency training. Connected text probes were then used to assess how accurately and quickly students read words that contained the target word patterns throughout the intervention. Results showed that the number of correctly read words on both word lists and in passages increased when compared to pre-intervention responses after word study was taught through the Word Sort procedure.

### Multiple Exemplar Instruction to Teach Phonemes and Phonemic Awareness

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Understanding the role of **instructional history** is important when teaching reading to older students. If a learner is not readily acquiring reading repertoires, it may be because they lack a relevant instructional history. For example, a student's acquisition of complex reading responses sometimes depends on their ability to relate different types of responses to one another. Mastering the trigraph "dge," for instance, involves several different responses including but not limited to:

- Saying /j/ when seeing "dge"
- Writing "dge" when hearing /j/
- Blending "dge" in a word as in "bridge"

Further, certain responses are functionally independent from one another, which means that acquiring one does not guarantee that a learner will acquire another without instruction. For example, choosing "dge" from a list of words on a worksheet differs from reading it aloud on a flashcard. This is because selection and production responses have different **response topographies** or **forms**. Thus, a student who can point to (select) the letter *a* from a row of letters may not automatically produce (say) the sound /a/ upon seeing the letter *a*. Similarly, the responses that comprise reading such as saying a letter sound or blending word parts are topographically different responses and, as such, students may need systematic instruction to efficiently acquire them.

Rotating instructional opportunities across different types of responses can help students acquire topographically different responses and increase **derived** or untaught responses to novel or untaught stimuli. This is likely because this type of systematic instruction, called **multiple exemplar instruction (MEI)**, creates an instructional history that brings topographically different responses under the same stimulus control. **MEI** is a tactic that brings

“responses that were initially independent under **joint stimulus control** by rotating different responses to a single stimulus (i.e., writing, spelling, and textually responding to a single word) such that learners acquire the capability of learning multiple responses from instruction in only one (e.g., after learning to spell a word vocally, a student can write it without direct instruction).”<sup>35</sup> MEI has been used to teach spoken and written responses to letter names, letter sounds, CVC words, and other early reader textual stimuli.<sup>36</sup> MEI may be implemented such that students emit responses to a stimulus across varying response **topographies**. In reading, the topographies may include segmenting, blending, matching, selecting, reading, and/or writing sounds and words. The MEI intervention described in this section<sup>37</sup> teaches students multiple phonemic responses including selecting, writing, reading, and segmenting words that include targeted phonemes.

### Multiple Exemplar Instruction to Teach Phonemes

**SELECT TARGET STIMULI.** At this first step, the teacher should identify several specific phoneme-grapheme relationships that are not in the student’s repertoire. These can be identified with a phonics assessment as described earlier in the chapter. The sequence used to teach the target stimuli can follow the sequence outlined in an early reading curriculum and does not need to be in alphabetical order. It is important, though, to ensure that at least six dissimilar letters separate graphemes or phonemes with similar topographies to avoid faulty stimulus control (e.g., separate *b* and *d* or *p* and *q* from one another).<sup>38</sup>

**PREPARE STUDENT MATERIALS.** Prepare a worksheet for the student for each session. Each target stimulus should have its own worksheet. Below is a description of how to prepare the student’s worksheet. Figure 7.4 shows a sample worksheet.

1. Write the unknown target sound or word part by itself. The student will read the target sound.
2. Leave a blank space for the student to write in. The student will write the target sound here when directed to do so.
3. In random order, write the unknown target sound or word part and write two previously mastered sounds or word parts. The student will circle the target word part when directed to do so.
4. List three unknown words that contain the target sound or word part. The student will circle the parts of the word that contain the target sound when directed to do so.

Student Copy

1. oy
2. \_\_\_\_\_
3. v      oy      a
4. cowboy      overjoy      carboy
5. overjoy
6. \_\_\_\_\_

**Figure 7.4** Sample MEI Student's Worksheet

5. Write a simple word that contains the target sound or word part. The student will read the word when directed to do so.
6. Write an unknown word that contains the sound or word part, with the target sound or word part underlined. The student will segment the word when directed to do so.
7. Provide a blank space for the student to write a response. The student will write a novel/unknown word that contains the target sound or word part when directed to do so.

**IMPLEMENT MEI PROCEDURE.** For each target letter sound or word part, present learn units for the following responses. One session includes the teacher's presentation of each of the seven response opportunities. Table 7.4 lists the instructions provided by the teacher for each response below.

- read the target sound or word part;
- write the target sound or word part;



**Table 7.4**  
**Responses Taught in Multiple Exemplar Instruction Intervention**

<i>Instruction from Teacher</i>	<i>Response from Student</i>	<i>Sample worksheet item</i>
"What sound?"	Reads the target sound	Student sees "dge" and says the /j/ sound
"What makes the ( <i>teacher models sound</i> ) sound?"	Writes the target sound	Student writes "dge"
"Circle the ( <i>teacher models sound</i> ) sound."	Selects the target sound from other sounds	Student sees three graphemes ( <b>dge, ai, ou</b> ) and selects the grapheme that corresponds with the /j/ sound
"Circle the ( <i>teacher models sound</i> ) sound in these words."	Selects the target sound in words	Student sees three words ( <b>edge, lodge, budge</b> ) and selects the <i>dge</i> (/j) sound in each word. The words can have the <i>dge</i> sound in different places in the word.
"What sound does the underlined part make in this word?"	Reads the target sound in a word	Student sees <b>lodge</b> (with <i>dge</i> underlined) and reads <b>dge</b> .
"What are the parts of this word?"	Segments the sounds in a word	Student sees the word <b>gadget</b> and says the parts of the word (/e/ /j/)
"Write the word" ( <i>teacher says a word with the target sound</i> ).	Writes a word that contains the target sound	Student writes the word <b>judge</b>

- select the target sound or word part from an array of sounds or word parts;
- select the target sound or word part in a word;
- read the target in a word;
- segmenting words that contain the sound or word part;
- writing a word that contains the sound or word part.

**DATA COLLECTION.** When the student emits a correct response, give them a point on the whiteboard or point tracker; they should see the board where points are tracked. If the student responds incorrectly, model the correct response, and then provide a second response opportunity. Do not give them a point, praise, or correct their response to the correction. You

can use your version of the worksheet as a permanent product to record their responses as correct or incorrect.

**MASTERY CRITERION.** When the first target response is mastered, repeat the instructional procedure for the next target response in your sequence. Continue until all have been mastered. Mastery criterion is 6/7 or 7/7 correct responses for two consecutive sessions. As each response is mastered, use sound or word part fluency and reading passage fluency instruction as described in this section.

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## Fluency Instruction

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In this portion of the chapter, we describe fluency interventions to teach textual responding. When needed, fluency interventions can be used with most early reading instruction, including teaching phonemes, prefixes and suffixes, and passage reading. We describe two interventions to establish fluency when needed: *word reading fluency* and *connected text fluency*. We then detail fluency interventions.

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### Word Reading Fluency Instruction

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After teaching a letter sound or part through Word Sort or MEI, immediately teach the student to respond fluently to the sound or word part when it is interspersed with known and unknown sounds or word parts. Make word list fluency sheets with four nonsense words, four known words, and four unknown words that contain the target sound(s). Each word should appear 20 times on one sheet (a total of 160 words on a list of words for word list fluency). Instruct the student to read as many words on the fluency sheet as they can in one minute. At the end of the timing, praise the student for their correct responses, read any missed words aloud, and then encourage them to “beat” their previous score. Allow students to graph their own scores. During each fluency training session, use a different fluency sheet. Repeat this procedure until the student achieves their fluency criterion. Figure 7.5 is an example of a word list fluency sheet used after a student learned the silent-e rule.

**MAINTENANCE, BASELINE, AND RETENTION PROBES.** After the student meets fluency criterion on a target word pattern, administer a fluency test to assess maintenance (i.e., the strength of the stimulus control that has been learned). If the student does not achieve the fluency criterion on the maintenance test, then return to the fluency training condition in their next session. If the student achieves the fluency criterion on the post-test, present them with a **connected text fluency** post-test that has the target word

Word List Fluency - Posttest						
Student Name:			Teacher	Date:		
lope	cofe	dode	goes	dome	those	6
pone	hone	note	sope	vote	chose	12
those	dome	goes	dode	cofe	lope	18
chose	vote	sope	note	hone	pone	24
those	dome	goes	dode	cofe	lope	30
chose	vote	sope	note	hone	pone	36
lope	cofe	dode	goes	dome	those	42
pone	hone	note	sope	vote	chose	48
those	goes	cofe	pone	note	vote	54

**Figure 7.5** Sample Word List Fluency

pattern in a reading passage (see description of connected text fluency in this chapter). Repeat word reading fluency instruction with the remaining target word patterns.

### Connected Text Fluency

Connected text pre-post tests are reading passages consisting of randomly generated sentences that contain target and novel words. The connected text pre-post-test aims to assess a student's fluency with target word patterns within connected text instead of word lists, flashcards, or passages in the form of stories. Each target word appears twice, in two different sentences. You can make your own passage or modify an existing passage. Check the readability of the passage by using a readability measure. Ensure the passage is at the student's independent or instructional reading levels. When administering the passages, have several numbered and unnumbered copies of the reading passage, a stopwatch, and a pen or marker.<sup>33</sup> Figure 7.6 is an example of a connected text passage intended to assess passage reading fluency with the long i-e words; this is the teacher's version since target words on the student's version are not bolded or highlighted.

Student Name:	Date:
<p>Can I stay here for a while? The chime of the clock woke me up. The grapes are ripe. Check out our website. Watch the plane glide. There is a big pile of trash. My bug bite hurts. You should be on my side. The fruit isn't ripe yet. Make hay while the sun shines. Look at that pile of junk. Put the book on the left side. I only heard three chimes. He took a bite of his food. A bird can glide in the air. Keep this site as a bookmark.</p>	
<p>Total CWPM: Total Target words read: /16 Total Time:</p>	

**Figure 7.6** Sample Connected Text Passage—Teacher's Version

**DATA COLLECTION.** Measurement begins by starting a one-minute timer as soon as the student reads the first word. If the student does not say the first word within three seconds, the teacher should say the word, start the stopwatch, and mark the word as incorrect. Follow along on a numbered copy of the passage and put a slash (/) over words read incorrectly. Omissions, additions, mispronunciations, substitutions, skipped lines, and pauses greater than three seconds are also noted as errors as the student reads aloud. Self-corrected mistakes and errors on proper nouns are not scored as errors. If the student reads a passage in less than a minute, correct words per minute (CWPM) are calculated by multiplying the total number of words read correctly by 60 seconds and then dividing by the number of seconds the student spent reading the passage. Students read three passages, and the median CWPM is used as the overall measure.<sup>8</sup>

### **Group Implementation of a Fluency Intervention**

During each day of reading instruction, students should read a passage at their instructional reading level to a teacher or peer. Conduct fluency practice class wide or in small groups where peers read to one another and then exchange roles. The teacher should be the listener for early readers at the beginning stages of reading. This section describes the procedure as peers would conduct it.

To begin, the student and a peer sit at a table together. The reader has an unnumbered copy of the first passage, and the listener has a numbered copy. The classroom teacher should give these specific instructions to the students:

*When I say, “start,” begin reading aloud at the top of this page. Read across the page [demonstrate by pointing]. Try to read each word. If you come to a word you don’t know, skip over it. Be sure to do your best reading. Are there any questions? [Pause] Start.”*<sup>8</sup>

The teacher should start the one-minute timing on the stopwatch. At the end of one minute, say “Stop,” and have the listener mark a bracket ( ] ) after the last word read by the reader. Give the students time to exchange roles and then repeat the procedures. Allow students to graph their own data after reading. Ensure that students have learned the rules and routine for the fluency procedure, such as knowing where and when to obtain materials, how to follow along, how to record data, how to graph data, and where to put their materials when they are finished. Since these sessions can be loud when conducted classwide, you may also need a rule about the level of voices in the classroom. To reduce noise in the classroom, students can participate in the reading fluency procedure in rotating small groups during reading sessions.<sup>33</sup>

### **Passage Reading Fluency Interventions**

Students can read brief fiction or non-fiction stories to determine their fluency level. These are typically found in commercial fluency assessments such as DIBELS, EasyCBM, and AIMSweb. They can also be generated by a teacher with an online fluency generator. If students are not demonstrating reading fluency for their grade level, then teachers can implement interventions.

The interventions for passage reading fluency are two reading strategies: repeated readings and listening passage preview. Select one or both interventions if students do not meet the reading fluency mastery criterion from class-wide or small group fluency practice. Each of these procedures can be conducted by peers in dyads or by a teacher reading with a student. Repeated readings are implemented by having the student read each passage twice. Listening passage preview is implemented by having the teacher read a passage once to a student while the student reads along silently; then, the student reads the same passage immediately after the teacher’s second reading. A reading fluency probe with an untrained passage is conducted immediately after the student finishes the session.

**REPEATED READINGS.** During repeated readings, give the student an unnumbered copy of a passage and say: *I’m going to have you read this (point to passage) passage out loud two times. Before you reread it, I will tell you how you did. Try to read each word. If you come to a word you don’t know, I’ll tell it to you. Be sure to do your best reading. Are there any questions? [Pause] Start.*

Start the timer when the student reads the first word. At the end of one minute, say “*Stop*” and remove the passage. Record errors and prompt or redirect students when necessary. Before rereading a passage for a second or third time, give the following instructions): *The last time you read (number) of words correctly. Now, I’m going to have you reread this passage. Let’s try to beat your last score. Try to read each word. If you come to a word you don’t know, I’ll tell it to you. Be sure to do your best reading. Are there any questions?* [Pause] *Start.* After reading the passage for a second time, have the student read an untrained passage to assess fluency.<sup>33</sup>

**LISTENING PASSAGE PREVIEW.** During a listening passage preview, give the student an unnumbered copy of a passage and say: *I am going to read this story about \_\_\_\_\_. I want you to silently read the story along with me. Follow along and try your best not to read ahead.*<sup>40</sup> Read the story aloud. During each reading, read with accurate expression and at a pace only slightly faster than you estimate that the student can read the story. In addition, stop reading the passage five to seven times throughout the passage and instruct the student to say the next word in the passage. This is done to ensure that the student is following along. Immediately after you finish reading the passage, have the student read the same passage. Measure their responses using the administration and scoring procedures described above. After reading the target passage, ask the student to read an untrained passage to assess reading fluency.<sup>33</sup>

## CONCLUSION

Reading interventions are needed to address some adolescent learners’ reading challenges. Students must be taught to read quickly and accurately, segment and blend sounds into words, and engage often with text. This chapter outlined how to select interventions based on student assessment data. Successful implementation of interventions relies on effective preparation of teachers and frequent monitoring of treatment fidelity. Whether using a scripted reading curriculum with a group or individualized instruction, it is imperative to monitor student progress and determine if a student is ready for more advanced reading instruction or if more intensive interventions are necessary.

## ENDNOTES

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## Appendix 7.A

### Recommended Reading Assessments for Middle and Secondary Students

<i>Diagnostic Area</i>	<i>Description</i>	<i>Administration</i>
General reading performance	Standardized tests normed on diverse groups of students	Administer standardized tests in fall and spring of the school year to measure learning. Gather derived scores such as grade equivalences for pre and post-intervention comparisons
Independent, instructional, and frustration reading levels	Use informal reading inventories (IRI)	Administer before intervention, as needed during intervention, and after intervention
Phonemic awareness	Phonemic Awareness Survey such as assessments for Phonemic Awareness	Administer before and after intervention
Phonics Assessment	Phonics survey to assess strengths and needs for instruction	Administer before and after intervention
Reading fluency	Curriculum-based measures of reading	Administer before intervention, bi-weekly during intervention, and after intervention
Reading Motivation	Use books that the student selects or prefers to read	Book engagement is measured by using three separate 10-minute whole interval recordings of book selection and observation
Reading Comprehension	Reading comprehension is measured with a diagnostic assessment	Administer the assessment as needed
Curriculum placement tests	A student's placement in a reading curriculum is measured with curriculum-based assessments.	Administer before beginning a curriculum

<i>Diagnostic Area</i>	<i>Analysis</i>	<i>Resources</i>
General reading performance	Students who read below the 25th percentile on the phonics portions of these tests are the focus of intervention	Kaufman Test of Educational Achievement Brief–Reading Subtests (KTEA Brief; Kaufman & Kaufman, 2019)
Independent, instructional, and frustration reading levels	Identifies a student’s independent, instructional, and frustration reading levels. Information is used to select reading materials for intervention	San Diego Quick Assessment (SDQA; LaPray, 1978); McAdaragh, 2014
Phonemic awareness	Determines if students can blend, segment, delete, and substitute phonemes	Phonics (Heggerty, 2005) or the review lessons in Great Leaps Reading (Campbell, 1998)
Phonics Assessment	Identifies a student’s strengths and weaknesses in phonics reading. Results are used to identify instructional goals for teaching phonics	McGraw Hill phonics survey
Reading fluency	Identifies a student’s fluency when reading passages and sounds. Results are used to develop learning targets for fluency and to measure progress	Good & Kaminski, 2003; Smolkowski & Cummings, 2016
Reading Motivation	Determines how long students read independently and if they will select books when given a choice of activities	Uwayo, 2019
Reading Comprehension	This assessment identifies the student’s strengths and weaknesses in reading comprehension (main idea, compare and contrast, detail, and figuring things out)	Adcock & Forest, 2003
Curriculum placement tests	Students are placed into the appropriate level of curriculum based on these results; homogeneously grouped with peers	Corrective Reading Placement Tests (Engelmann, 1988); Jefferson et al., 2017

## Appendix 7.B

### Individualized Learning Plan

### University Reading Center

#### Background Information

Name: JJ

Grade: 6

Age: 12.8 years

DOB: 1/26/2010

Assessors: A. Smith

Assessment Dates: 10/5/2022 - 10/19/2022

Report Date: 10/26/2022

#### General Information

JJ is a 12-year-old sixth-grade girl attending a local middle school. According to her school's evaluation, she has a specific learning disability in reading, which qualifies her for special education support and an individualized education plan (IEP). JJ's mother enrolled her in an after-school reading program where she receives intensive reading interventions four times a week.

This report presents the results of the assessments administered to evaluate JJ's reading repertoires. The assessments help identify a student's strengths and areas of need in reading. Results are used to develop an Individualized Learning Plan (ILP) with learning objectives. Assessments are administered again at the end of each semester to measure progress. The following assessments were administered to assess JJ's reading:

1. Kaufman Test of Reading Achievement Brief (KTEA-Brief) Reading Subtests
2. A test for book engagement and reading motivation
3. Dynamic Indicators of Early Literacy Skills (DIBELS) Fall Benchmark
4. San Diego Quick Assessment (SDQA)
5. Phonics Syllabication Survey
6. Comprehensive Assessment of Reading Strategies (CARS)

### Assessment Descriptions and Results

Standardized Reading Test (KTEA-Brief): The KTEA-Brief assesses word level reading and reading comprehension to obtain composite and subtest scores in reading. This test was administered on 10/3/2022. Standard and composite scores are available but not listed below. On the KTEA- Brief, JJ obtained the following grade equivalency scores:

<i>Score</i>	<i>Letter and Word Recognition</i>	<i>Reading Comprehension</i>
Grade Equivalent Score	4.3	3.5

**Reading Fluency Assessment:** The Dynamic Indicators of Basic Early Literacy (DIBELS) assessment is a screener and progress monitoring tool used to assess a student’s reading fluency. During administration, students are given 1 minute to read a list of letters, letter sounds, or a passage. The DIBELS Fall Benchmark was used to measure JJ’s reading fluency or how quickly and accurately she reads. On the DIBELS reading fluency test, JJ obtained the following scores:

<i>Fluency Subject</i>	<i>Benchmark Period</i>	<i>Median Score (CWPM)</i>	<i>Percentile Rank</i>
DIBELS Passage reading (grade level)	Fall Benchmark	112	25th
DIBELS Passage reading (instructional level)	Fall Benchmark	120	50th

**Informal Reading Inventory (IRI):** An IRI is an informal reading assessment that measures a student’s independent, instructional, and frustration reading levels. The San Diego Quick Assessment (SDQA) was administered. JJ obtained the following scores on the SDQA:

<i>Test</i>	<i>Reading Level</i>	<i>Grade Level</i>
SDQA	Independent Reading Level	Grade 4
SDQA	Instructional Reading Level	Grade 4
SDQA	Frustration Level	Grade 5

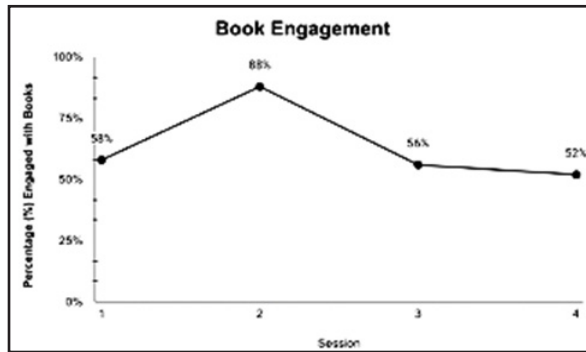
**Phonics & Syllabication Survey:** The phonics and syllabication survey is a tool for determining which phonics correspondences and syllables spelling conventions a student can read and for isolating those correspondences and conventions that the student needs to learn. The survey helps determine if a student needs a structured language program. JJ's phonics assessment showed the following:

<i>Strengths</i>	<i>Needs</i>	<i>Skills</i>
X		Letter names
X		Alphabet writing
X		Letter sounds: Consonants
	X	Letter sounds: Short vowels
	X	Letter sounds: Vowel teams
	X	Closed syllables (short vowels, simple)

**Comprehensive Assessment of Reading Strategies (CARS):** The CARS is an assessment of reading comprehension that determines which areas of reading comprehension may need additional instruction. JJ's CARS assessment showed the following:

<i>Strengths</i>	<i>Needs</i>	<i>Skills</i>
X		Main idea
	X	Facts and details
	X	Sequence
	X	Cause and effect
	X	Predictions
X		Conclusions and inferences

**Reading Motivation:** JJ's book choice and book observation were assessed during four 10-minute sessions using whole-interval recording. JJ's mastery criterion for this assessment was 90% engagement for three consecutive sessions. During this assessment, JJ chose picture books that were below her grade level and did not select chapter books or other texts that were at her reading level. During the observation sessions, she engaged with the books during 63% of intervals and did not request to continue reading books at the end of a session. The graph represents the amount of time that JJ observed books during four 10-minute sessions.



**Curriculum Placement Tests:** The Corrective Reading Direct Instruction placement tests are used to place students into a lesson within the associated Direct Instruction Curriculum. The DI curricula are highly structured lessons that continuously build on each other to remediate reading deficits. Based on this test, JJ was placed into the following lessons:

<i>DI Curriculum</i>	<i>Skills Taught</i>	<i>Lesson Placement</i>
Corrective Reading: Decoding Placement Test	Builds comprehension skills and accurate reading.	Level B2, Lesson 1
Spelling Through Morphographs	Teaches how to break down words into their smallest parts with meaning.	Lesson 1

## Summary of Assessment Results

JJ's reading skills were evaluated using multiple assessments including a standardized reading test, an informal reading inventory, and several diagnostic assessments. Overall, the assessments showed that her decoding skills are at the fourth-grade level, which is two years below her grade level. Her reading fluency is at the 25th percentile. She engaged with books for an average 65% of intervals or 6.5 of a 10 minute reading session. Based on these outcomes, it is recommended that JJ's individual learning plan (ILP) focuses on these areas:

**Reading Decoding:** JJ placed into the Corrective Reading Decoding Curriculum Level B2. This is a highly sequenced and scripted curriculum that will focus on building her decoding, comprehension, and fluency skills. JJ should receive one lesson per day in this curriculum.

**Phonics:** JJ's phonics skills should be taught using structured lessons and supplemented by an individualized discrimination training procedure to teach vowel teams. Additionally, once she masters vowel teams, fluency training should be implemented to ensure that she can read with accuracy and speed.

**Reading Motivation:** JJ should participate in a reading motivation intervention (e.g., participate in the book club reciprocal reading with peer yoked contingencies) for one 10-minute session/day.

**Reading Fluency:** JJ's reading fluency was at the 25th percentile level for her grade level. To increase her reading fluency, repeated reading or listening passage preview should be implemented as a part of her daily lessons. Her fluency goals should focus on the short-term goal of increasing correct words per minute at her instructional level and the long-term goal of reading passages at her grade level.

**Spelling:** JJ placed into Lesson 1 of the Spelling Through Morphographs curriculum. . JJ should receive one lesson per day in this curriculum.



## Sample Literacy Goals

**Reading Fluency:** Given an instructional level passage JJ will read at a rate of 140 words per minute.

STO 1: Given an instructional level passage, JJ will read 125 words CWPM.

STO 2: Given an instructional level passage, JJ will read 132 CWPM.

STO 3: Given an instructional level passage, JJ will read 140 words CWPM.

**Reading Motivation:** During 10-minute sustained silent reading sessions, JJ will engage with books (i.e. looking at pages, flipping pages, talking about the book, reading book out loud) for 90% of intervals across three consecutive reading periods.

STO 1: During 10-minute sustained silent reading sessions, JJ will engage with books for 70% of intervals across three consecutive reading periods.

STO 2: During 10-minute sustained silent reading sessions with books for 80% of intervals across three consecutive reading periods.

STO 3: During 10-minute sustained silent reading sessions with books for 90% of intervals across three consecutive reading periods.

## Appendix 7.C

### Teacher Performance Rate and Accuracy Scale (TPRA)

Teacher Performance Rate and Accuracy Scale		
Date: <u>1/14/03</u>	School: <u>Kennedy Middle School</u>	
Teacher: <u>L. Walsh</u>	Observer: <u>K. Smith</u>	
Student: <u>T. Washington</u>	Program: <u>Reading Letters A-C</u>	
Teacher Antecedent	Student Behavior	Teacher Consequence
1. <input checked="" type="checkbox"/>	—	C
2. <input checked="" type="checkbox"/>	—	C
3. <input checked="" type="checkbox"/>	+	R
4. <input checked="" type="checkbox"/>	+	R
5. <input checked="" type="checkbox"/>	+	<input checked="" type="checkbox"/> R
6. <input checked="" type="checkbox"/>	—	C
7. <input checked="" type="checkbox"/>	+	R
8. <input checked="" type="checkbox"/>	+	R
9. <input checked="" type="checkbox"/>	+	R
10. <input checked="" type="checkbox"/>	+	R
Correct/ Incorrect: <span style="border: 1px solid black; padding: 2px;">9/1</span>	7/3	<span style="border: 1px solid black; padding: 2px;">9/1</span>
Teacher Number Per Minute Correct:	$8 \text{ correct learn units} = 2.25 \text{ learn units/minute}$	
Teacher Number Per Minute Incorrect:	$2 \text{ correct learn units} = .56 \text{ learn units/minute}$	
Student Number Per Minute Correct:	$7 \text{ correct learn units} = 1.97 \text{ learn units/minute}$	
Student Number Per Minute Incorrect:	$3 \text{ incorrect learn units} = .85 \text{ learn units/minute}$	
Converted Time: <u>3.55 min</u>	Actual Time: <u>3 min 33 sec</u>	

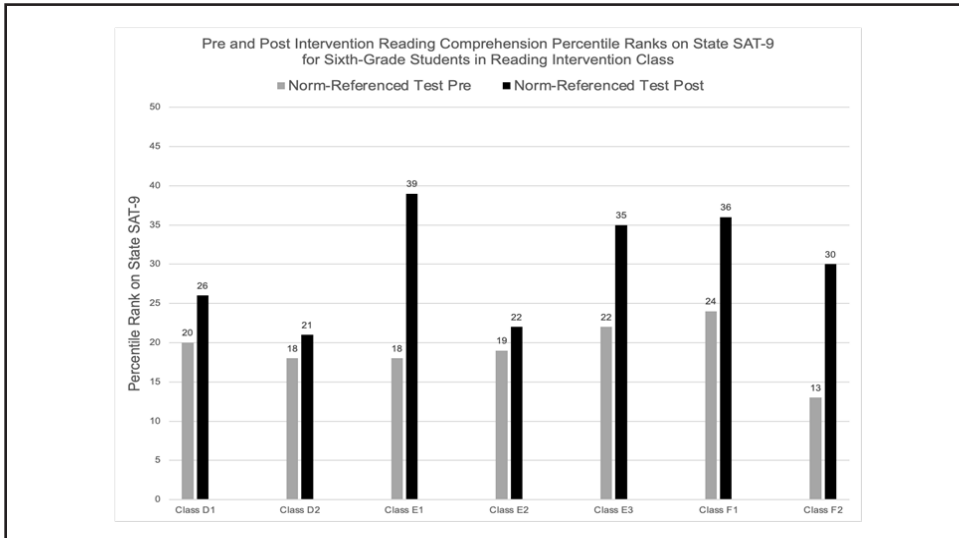
Ross, D. E., Singer-Dudek, J., & Greer, R. D. (2005). The teacher performance rate and accuracy scale (TPRA): Training as evaluation. *Education and Training in Developmental Disabilities, 40*(4), 411–423.

## **Appendix 7.D**

### **Results of Whole-Class Reading Instruction for Middle School Students in Reading Intervention Programs**

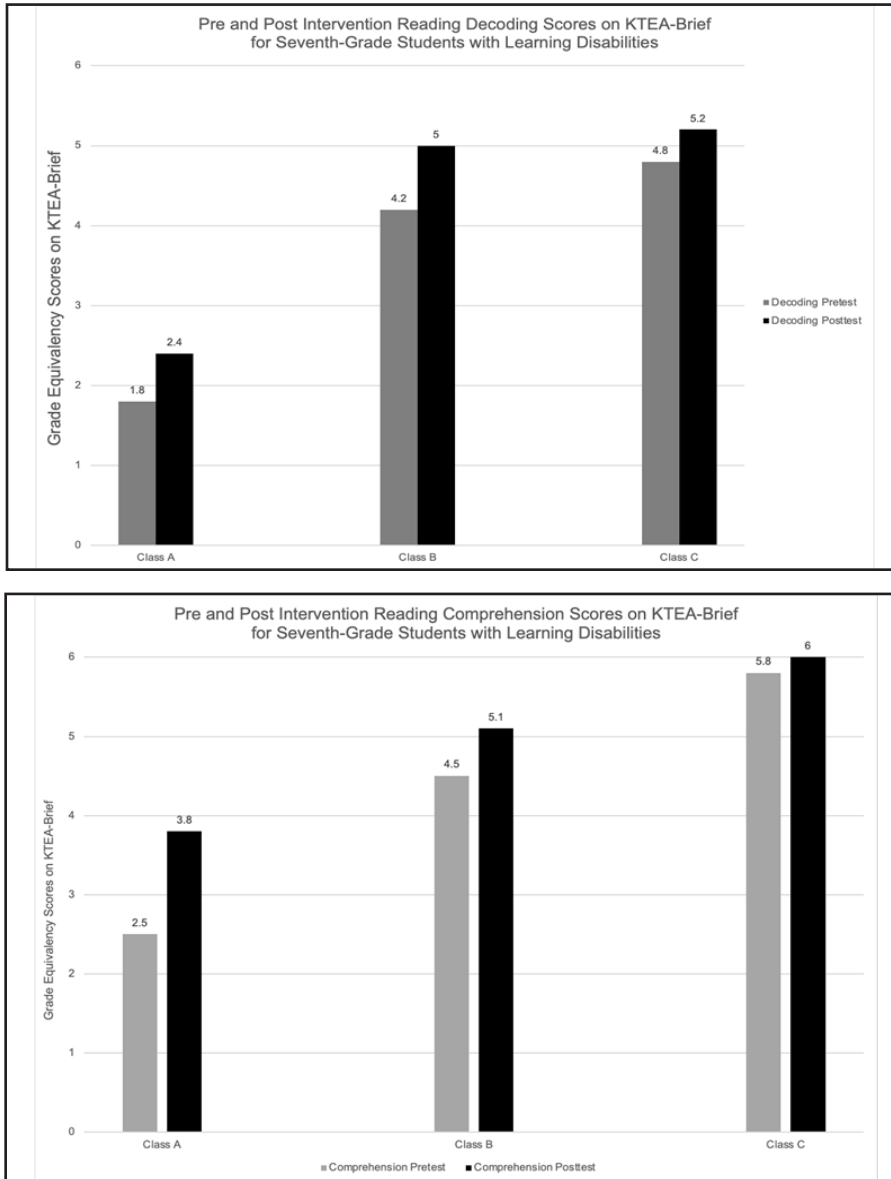
Figures 7.7 through 7.9 show the outcomes of the whole class reading intervention described in Chapter 7. The intervention was used with middle school students in two different schools in two separate districts across three different school years. Data are reported for 187 students, although teachers provided reading interventions to more students. Each intervention was provided for approximately seven months inclusive of school breaks (e.g., October to April). Students were sixth, seventh, and eighth grade students who read multiple years below grade level. Some students had learning disabilities and received varying special education services, while others were identified only for reading intervention classrooms. After conducting assessments and dividing students into homogenous reading classes, teachers used Corrective Reading, Spelling Through Morphographs, and fluency instruction; weekly in-class observations and/or support from college students; and monthly meetings to share data, discuss issues, and develop strategies as a team. Ongoing measures of implementation fidelity showed that curricula were implemented with high fidelity. Social acceptability measures showed that both teachers and students liked their participation in the reading intervention program. Pretest and posttest measures of students' reading performance on standardized achievement tests showed gains for most classes.

122 Sixth-grade students who read below grade level were divided into homogeneous groups and instructed using Corrective Reading Decoding and classwide fluency for seven months. Results show gains on the SAT-9 portion of the state reading test. Gray bars represent scores at the end of fifth grade and black bars represent scores at the end of sixth grade following the intervention.



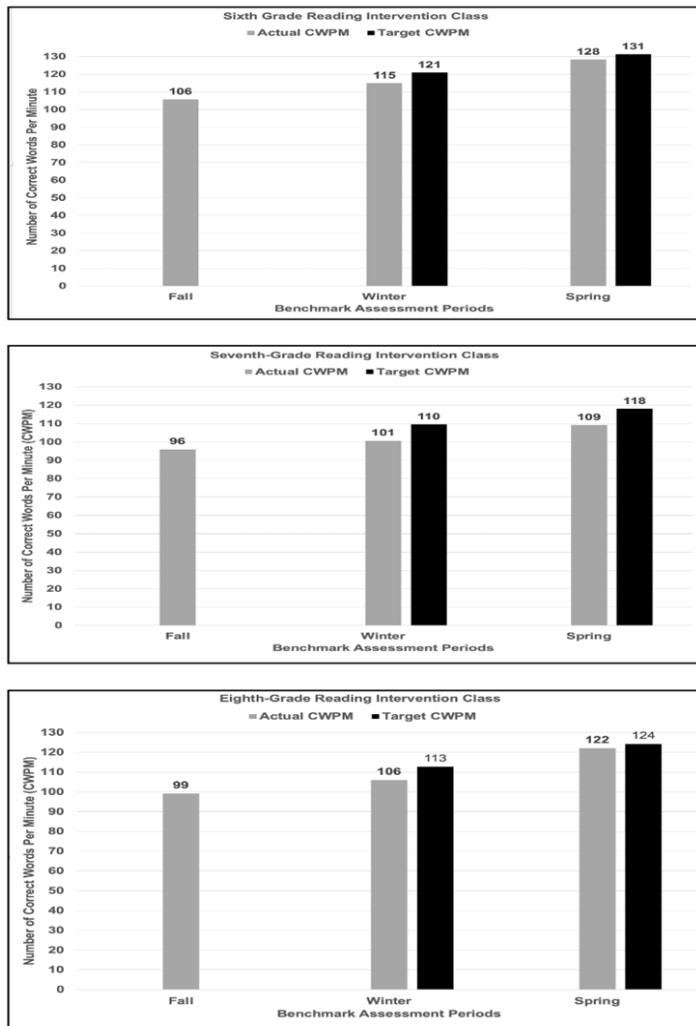
**Figure 7.7** Pre-Post Intervention Scores on State Test for 6th Grade Reading Intervention Classes

26 Seventh-grade students with learning disabilities who read below grade level were divided into homogeneous groups and instructed using Corrective Reading Decoding, classwide fluency, structural writing, and read aloud sessions for seven months. Results show gains on the KTEA-Brief decoding and comprehension assessments.



**Figure 7.8** Pre-Post Intervention Scores on K-TEA Brief for 7th Grade Reading Intervention Classes

39 Sixth, Seventh, and Eighth-grade students who read below grade level were divided into homogeneous groups and instructed using Corrective Reading Decoding, classwide fluency, and read alouds with their teacher for seven months. Results show gains on their AIMSweb Benchmark Scores. In this graph, gray bars represent the students' actual average CWPM rates and the black bars represent their target average CWPM rates. Repeated readings with a peer were used as an intervention to increase fluency based on the winter benchmark scores because the students were not making the targeted gains.



**Figure 7.9** Curriculum-Based Measure Scores on AIMSweb Reading for Middle School Students

## Data-Based Instructional Decisions during Fluency Instruction

A student in the 3rd grade reads an average of 42 words correct per minute (WCPM) during the Fall assessment. Following a set of oral reading fluency (ORF) norms, the student was reading slightly above the 10th percentile. In the student's ILP, the teacher writes a goal for the student to read 79 WCPM during the Winter assessment. If the student meets this goal, they will then read at the 25th percentile. With 10 school weeks between the Fall assessment and Winter assessment, the student would need to gain an average of four WCPM weekly in order to meet the goal. The teacher implements Repeated Readings and assesses WCPM through a CBM. After two weeks of daily intervention, the student should have gained eight WCPM to meet their projected goal; however, the student has gained only five WCPM. The teacher then implements another fluency intervention, Listening Passage Preview. These fluency interventions are detailed in Chapter 7.

1. Identify students' WCPM using a CBM
2. Identify the percentile the student reads within using ORF norms
3. Create a goal for the student to read in the next highest percentile by the next assessment period
4. Identify how many words the student should gain weekly to meet their goal
  - a. Subtract the students WCPM from the goal WCPM, then divide by the number of school weeks intervention will be provided
5. Assess WCPM gains biweekly using a CBM
  - a. If the student is meeting weekly gains, continue with intervention
  - b. If the student is not meeting weekly gains, begin troubleshooting (e.g., assess treatment fidelity, motivation, modify, or select new intervention)

