

## Developing Skilled Middle and High School Readers Webinar Series

| Session 1  | Before  | During   | After   |
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| <p><b>How Do We Learn to Read?<br/>Exploring Theoretical<br/>Frameworks for Reading<br/>Development</b></p> <p><b>PURPOSE:</b></p> <p>We are learning how the brain learns to read and synthesizing four different theoretical models for reading development.</p> <p>We are reflecting on how our current systems and instruction meet the needs of middle and high school readers.</p> | <p>1. Complete the <a href="#">Participant Guide</a> for Session 1:</p> <ul style="list-style-type: none"> <li>• KDE's <a href="#">Structured Literacy Webpage</a></li> <li>• <a href="#">"Teaching Reading Is Rocket Science"</a> (Moats, 2020)</li> <li>• Listen to episode 2 of <i>Knowledge Matters Campaign</i> podcast: "<a href="#">A simple way of looking at a complex problem</a>"</li> </ul> | <ol style="list-style-type: none"> <li>1. Welcome and orientation to the series</li> <li>2. Current KY initiatives to support skilled reading</li> <li>3. The Reading Brain (Cunningham &amp; Rose; Eden; Hudson et al., 2016)</li> <li>4. The Simple View of Reading (Gough &amp; Tunmer, 1986)</li> <li>5. Scarborough's Reading Rope (2001)</li> <li>6. The Five Pillars of Early Literacy vs. The Pillars of Adolescent Literacy (NRP, 2000; NIMCH, 2008)</li> </ol> | <ol style="list-style-type: none"> <li>1.. Read pp. 4-18 of <a href="#">Providing Reading Interventions for Students in Grades 4-9</a> using this <a href="#">Participant Guide</a>.</li> </ol> <p>Optional Readings:</p> <ol style="list-style-type: none"> <li>1. Podcast: <a href="#">What the Words Say</a> by Emily Hanford (2023)</li> <li>2. Article: <a href="#">Evidenced-Based Practices for Literacy Intervention in Middle School</a> by Sarah Yost (2024)</li> <li>3. Documentary: <a href="#">The Truth About Reading</a> (2023)</li> </ol> |

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## Developing Skilled Middle and High School Readers Webinar Series

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| <p><b>Decoding Multisyllabic Words within Complex, Grade-Level Text</b></p> <p><b>PURPOSE:</b></p> <p>We are learning how to address gaps in multisyllabic word reading ability among middle and high school readers and build routines for decoding multisyllabic words.</p> <p>We are reflecting on how our current systems and instruction meet the needs of middle and high school readers.</p> | <ol style="list-style-type: none"> <li>1. Read Recommendation 1 (pp. 4-18) of <a href="#">Providing Reading Interventions for Students in Grades 4-9</a> using this Session 2 <a href="#">Participant Guide</a>.</li> </ol> | <ol style="list-style-type: none"> <li>1. Warm-Up</li> <li>2. Routines for practicing automaticity and decoding (Toshe et al., 2019)</li> <li>3. Routines for morphemic analysis (Toshe et al., 2019)</li> </ol> | <ol style="list-style-type: none"> <li>1. Use one of the routines for decoding multisyllabic words.</li> <li>2. Read Recommendation 2 pp. 19-26 of <a href="#">Providing Reading Interventions for Students in Grades 4-9</a> using this Session 3 <a href="#">Participant Guide</a>.</li> </ol> <p>Optional Readings:</p> <ol style="list-style-type: none"> <li>1. Article: <a href="#">In Memphis, the Phonics Movement Comes to High School</a> by Sarah Mervosh (2022)</li> <li>2. Video: <a href="#">How This Superintendent Overhauled Literacy Instruction</a> (2023)</li> <li>3. Podcast: <a href="#">Interventions for Secondary Students</a> (2023)</li> <li>4. Webinar: <a href="#">Reading Intervention in Middle School: Critical Steps for Success</a> (2022)</li> <li>5. Resource: <a href="#">Morpheme Frequency in English</a> (2019)</li> </ol> |
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## Developing Skilled Middle and High School Readers Webinar Series

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| <p style="text-align: center;"><b>Fluency Building within Complex, Grade-Level Text</b></p> <p style="text-align: center;"><b>PURPOSE:</b></p> <p>We are learning how to address gaps in fluency and build routines for developing fluency in middle and high school readers.</p> <p>We are reflecting on how our current systems and instruction meet the needs of middle and high school readers.</p> | <ol style="list-style-type: none"> <li>1. Read Recommendation 2 of <a href="#">Providing Reading Interventions for Students in Grades 4-9</a> using this <a href="#">Participant Guide</a></li> </ol> | <ol style="list-style-type: none"> <li>1. Warm-Up Exercises</li> <li>2. Defining Fluency (Pikulski &amp; Chard, 2005)</li> <li>3. How is fluency taught in younger grades?</li> <li>4. Routines for building fluency recommended by the IES Guide:</li> <li>5. Purposeful Repeated Reading</li> <li>6. Partner Reading</li> <li>7. Choral Reading</li> <li>8. Considerations for Silent Reading</li> </ol> | <ol style="list-style-type: none"> <li>1. Read pp. 29-36 of <a href="#">Providing Reading Interventions for Students in Grades 4-9</a> using this <a href="#">Participant Guide</a>.</li> </ol> <p>Optional Readings:</p> <ol style="list-style-type: none"> <li>1. Protocol: <a href="#">Fluency Protocol for Middle and High School Students</a> (SAP, 2021)</li> <li>2. Webinar: <a href="#">Fluency and Equity: Helping All Kids Access Grade-Level Texts</a> (Rasinski, 2021)</li> <li>3. Academic Article: <a href="#">Fluency: Bridge Between Decoding and Comprehension</a> by Pikulski and Chard (2005)</li> <li>4. Blog Post: <a href="#">Teaching Oral Reading Fluency to Older Students</a>” by Shanahan (2023)</li> <li>5. Video: <a href="#">Fluency for High School ELL Students</a></li> </ol> |
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## Developing Skilled Middle and High School Readers Webinar Series

| Session 4   | Before   | During  | After  |
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| <p><b>Vocabulary and Knowledge Building Essentials</b></p> <p><b>PURPOSE:</b></p> <p>We are learning how to build world and word knowledge for students to support comprehension.</p> <p>We are reflecting on how our current systems and instruction meet the needs of middle and high school readers.</p> | <ol style="list-style-type: none"> <li>1. Read Recommendation 3, Part A (pp. 29-36) of <a href="#">Providing Reading Interventions for Students in Grades 4-9</a> using this <a href="#">Participant Guide</a>.</li> </ol> | <ol style="list-style-type: none"> <li>1. Warm-Up</li> <li>2. Why does vocabulary matter? (Hart &amp; Risley, 1995)</li> </ol> <p><u>Routines to Build World and Word Knowledge:</u></p> <ol style="list-style-type: none"> <li>3. Determining which words to teach when students have limited vocabulary (Beck et al., 2013)</li> <li>4. Tenets of explicit vocabulary instruction (Archer, 2011)</li> </ol> | <ol style="list-style-type: none"> <li>1. Read Recommendation 3, Parts B-D (pp. 37-64) of <a href="#">Providing Reading Interventions for Students in Grades 4-9</a> using this <a href="#">Note Catcher</a>.</li> </ol> <p>Optional Readings:</p> <ol style="list-style-type: none"> <li>1. Resource: <a href="#">World Knowledge Companion Text Sets: Empowering educators and inspiring students through literacy</a> (<i>SAP</i>, 2023)</li> <li>2. Video: <a href="#">Noni Lesaux's: "A Matter of Talk"</a> (2014)</li> <li>3. Resource: <a href="#">How Knowledge Helps</a> <i>AdLit.org</i></li> <li>4. Podcast: <a href="#">Ep. 3, Reading Comprehension Revisited: "That cloud looks like an anvil."</a> <i>Knowledge Matters Podcast</i>. July 2023.</li> <li>5. Article: <a href="#">How to Build Students' Reading Stamina</a> <i>EdWeek.org</i> (2024)</li> <li>6. Book Chapter: <a href="#">Building Vocabulary in the Later Grades</a> (Beck, McKeown &amp; Kucan, 2005)</li> </ol> |

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## Developing Skilled Middle and High School Readers Webinar Series

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| <p><b>Comprehension as a Process and a Product</b></p> <p><b>PURPOSE:</b></p> <p>We are learning how to support middle and high school student reading comprehension through text-dependent questions, routines for summarizing and routines for monitoring comprehension.</p> <p>We are reflecting on how our current systems and instruction meet the needs of middle and high school readers.</p> | <p>1. Read Recommendation 3, Parts B-D (pp. 37-64) of <a href="#">Providing Reading Interventions for Students in Grades 4-9</a> using this <a href="#">Participant Guide</a>.</p> | <p>1. Warm Up: Background Knowledge or Strategies?</p> <p>2. Processes vs. Products (Carlisle &amp; Rice, 2002)</p> <p>3. Teaching Students to Monitor Comprehension</p> <p>4. Syntactic Analysis</p> <p>5. Text-Dependent Questions</p> <p>6. Summarizing with Gist Statements</p> | <p>1. Read Recommendation 4 (pp. 68-76) of <a href="#">Providing Reading Interventions for Students in Grades 4-9</a> in this <a href="#">Participant Guide</a>.</p> <p>Optional Readings:</p> <p>1. Webinar: <a href="#">Leveraging MTSS to Support Older Readers</a> (Core Learning, 2023)</p> <p>2. Resource: <a href="#">Text-Dependent Questions and Tasks</a></p> |
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## Developing Skilled Middle and High School Readers Webinar Series

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| <p style="text-align: center;"><b>Skilled Reading to Skilled Writing</b></p> <p style="text-align: center;"><b>PURPOSE:</b></p> <p>We are learning how students can translate skilled reading to skilled writing through frequent, informal, low-stakes writing connected to complex text.</p> <p>We are reflecting on how our current systems and instruction meet the needs of middle and high school readers.</p> | <p>1. Read Recommendation 4 (pp. 68-76) of <a href="#">Providing Reading Interventions for Students in Grades 4-9</a> using this Session 6 <a href="#">Note Catcher</a>.</p> | <ol style="list-style-type: none"> <li>1. Warm-Up: Quantitative vs. Qualitative Analysis</li> <li>2. The Importance of “Stretch” Texts</li> <li>3. Reading Stretch Texts with Writing to Learn and Writing to Demonstrate Learning</li> <li>4. How does skilled reading translate to skilled writing?</li> </ol> | <p>Optional Readings:</p> <ol style="list-style-type: none"> <li>1. PDF: <a href="#">Reading to Write Report: Evidence for How Writing Can Improve Reading</a></li> <li>2. Webinar: <a href="#">Writing: The Unsung Hero of Reading Comprehension</a></li> </ol> |
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