



2025

BUILDING SKILLED READERS:

BEST PRACTICE IN READING INSTRUCTION

SESSION 2:

Reducing the reading gap in a secondary setting

- Stasha Demosthenous & Christine D'Arcy

AND

Supporting struggling older readers with multicomponent
literacy interventions

- Melinda de Haan

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1

Christine D'Arcy

Bachelor of Speech Pathology
Senior Speech Pathologist, CPSP, MSPA
Department for Education, South Australia

Based at Parafield Gardens High School, Christine has worked alongside the school's leadership team to implement a literacy screening process, a tiered reading intervention approach and provides one-on-one intervention for struggling older readers.



2


Stasha Demosthenous

Bachelor of Education (Primary and Middle)
Literacy Coordinator
Parafield Gardens High School
Department for Education, South Australia


Stasha started her career as a Year 6/7 teacher before moving to the secondary setting at Parafield Gardens High School. Stasha is passionate about literacy and the importance of building teacher knowledge and capacity to develop all students' literacy skills. Stasha has worked with staff to develop their knowledge of vocabulary and morphology using high impact teaching strategies and leads the school's Tier 2 Reading Acceleration Program (RAP) for Year 7 and Year 8 struggling readers.



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Government of South Australia
Department for Education



Parafield Gardens
High School
Respect Achievement Determination

Reducing the READING Gap in a Secondary Setting


Stasha Demosthenous, Literacy Coordinator
Christine D'Arcy, Speech Pathologist
11 March 2025



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Acknowledgement of Country


*We acknowledge the Kaurna people as the custodians of the lands and waters of the Adelaide region from which we are presenting today.
We pay respect to Elders both past and present.*




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Session Outline

- Our context & literacy journey so far
- MTSS approach & tiers of intervention
- Tier 2 & Tier 3 Reading Acceleration Program (RAP)
- Literacy screening process
- Tier 2 RAP in action
 - Polysyllabic word learning
 - Morphology
- Planning, progress monitoring & outcomes
- Student & teacher perspectives
- Q&A



Parafield Gardens
High School
Respect Achievement Determination



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Our context

Parafield Gardens High School
Respect Achievement Determination

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PGHS Literacy Journey

2020
Inspection for Change
Tier 1: Whole school PD to improve reading comprehension
Before, During & After
Reading Strategy
Science of Reading
Literacy Screening
Tier 2: Step in Speech
Pathways to lead
Tier of Year 8
classroom-based
reading
intervention
based on
Soundwave
EALD program
Years 7-12

2021
Tier 1
Whole school PD to improve reading comprehension
EALD
Before, During & After
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2024
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Whole school PD to improve writing
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Literacy Screening
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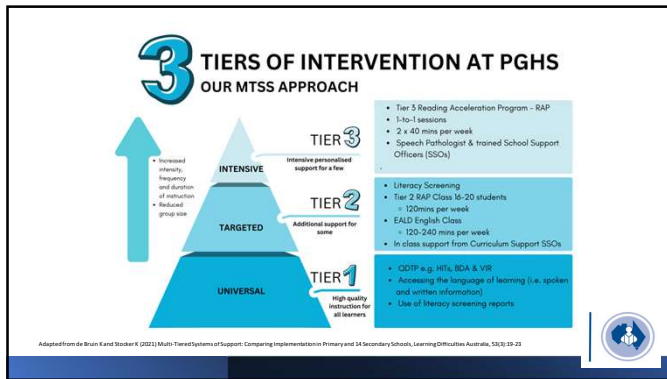
2021
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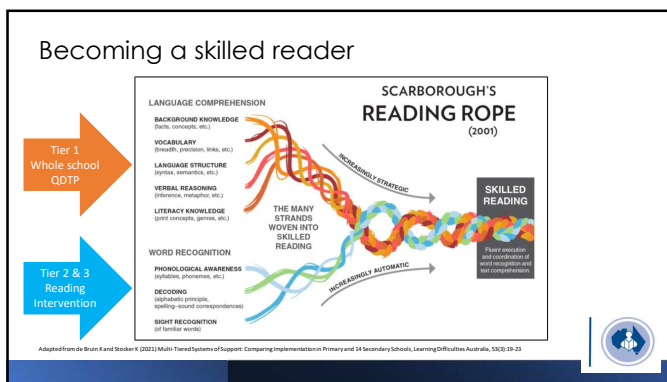
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Soundwave
EALD program
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What does Tier 1 QDTP "look" like?

- Whole School PD in Before, During, & After (BDA) strategies
- Across all year levels and all areas of learning
- Mainstream and special classes

What does the word 'mock' mean?

Think about what it means to mock someone.

What do you predict a 'mockumentary' to be about?

The discussion and responses from Year 10 in general are given for this as this is a discussion of the concept of a mockumentary and not a specific video or a specific topic or a specific person.

mockumentary

Etymology: From the English English word "mock" which means to "tease" or "laugh at" and "documentary".

Definition: A mockumentary is a fictional film or programme that imitates the style and format of a documentary, but is not a documentary.

Synonyms: spoof, satire, parody, faux-documentary

Antonyms: documentary, non-fiction, reality, authenticity

Examples: The mockumentary *Spinal Tap* depicted a fictional band.

After - Differentiated Goals

HIGH BAND

1. How are you able to find out how Tier 1 is implemented in your school?
2. How are you able to find out how Tier 1 is implemented in your school?
3. How are you able to find out how Tier 1 is implemented in your school?
4. How are you able to find out how Tier 1 is implemented in your school?

LOW BAND

1. How are you able to find out how Tier 1 is implemented in your school?
2. How are you able to find out how Tier 1 is implemented in your school?
3. How are you able to find out how Tier 1 is implemented in your school?
4. How are you able to find out how Tier 1 is implemented in your school?

All students did the same 'during' activity

We would have had a discussion about the importance of Tier 1.


Year 10 English BDA, Chloe Bubner, Parafield Gardens High School Teacher

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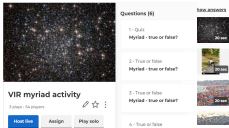
What does Tier 1 QDTP "look" like?

- Whole School PD in explicit vocabulary and morphology instruction & vocabulary instructional routine - VIR
- Across all year levels and all areas of learning
- Mainstream and special classes

VIR – Vocabulary Instructional Routine



intrepidly archaeology



VIR myriad activity

Literacy Coordinator, Stasha Demosthenous, Parafield Gardens High School

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CHRONOLOGICAL

Syllables: cles – les – to – gr – col (30)

Morphology: refer to whiteboard

Reflexives: events arranged in time order (adjective)

Chronological order (adj) (noun)

Etymology: Greek Origin

Synonyms: In time order, in sequence

Antonyms: random, out of order

Example: Johnny wrote a report of his summer holiday in chronological order.

Activity: Place the following events in chronological order.

order	lunch	arrive at school	go to bed	miss
leave home from school	eat dinner	eat breakfast		

CHRONOLOGICAL

What word/phrase does NOT represent chronological?

a) In sequence
b) Random
c) In time order

Example of VIR teaching resources across all subject areas

CHRONOLOGICAL

Which of these set of events are in chronological order?

- a) Johnny started school in 2000, was born in 1996 and began playing soccer in 2006.
- b) Johnny was born in 1996, started school in 2000 and began playing soccer in 2006.
- c) Johnny began playing soccer in 2006, was born in 1996 and started school in 2000.

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Tier 2 & 3 Intervention that supports improved reading outcomes



READING ACCELERATION PROGRAM - RAP

Parafield Gardens High School

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Tier 2 – RAP
Reading intervention elements

- Based on Sounds-Write, systematic, synthetic phonics program
- Includes explicit direct instruction on morphology and etymology to build reading and spelling skills for tier 2 & 3 academic vocabulary
- 1x 80 mins phonics lesson per week
- 1x 40 mins morphology lesson per week
- Delivered by Sounds-Write trained teachers and SSOs
- Single or team-teaching models
- RAP instead of studying another language
- Revision & practice of PA skills and code knowledge
- Teaching through errors to promote problem solving
- Weekly and termly progress monitoring
- Elements of differentiation
- Movement and brain breaks, variety of short, fun, engaging and rewarding activities
- RAP teachers create a safe space to make mistakes, take risks and have a go.

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Tier 3 – RAP
Reading intervention elements

Program: Scope and sequence mirrors Tier 2 Sounds-Write reading intervention scope and sequence

Who: RAP students requiring a higher dose of intervention & some Year 9/10 students with a decoding age significantly lower than their chronological age

Delivered: 1:1 by S-W trained SSOs


When: 2x 40 mins sessions weekly

1. During Monday afternoon Home Group
2. One other subject lesson to limit impact of withdrawal

Criteria: Nominated by Tier 2 RAP teachers and must be good attenders

Progress monitoring: Session by session and end of term assessment (phonemic awareness, decoding, oral reading fluency skills) and feedback to RAP teachers

Exit: Negotiated on case-by-case basis




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Identifying students for intervention?

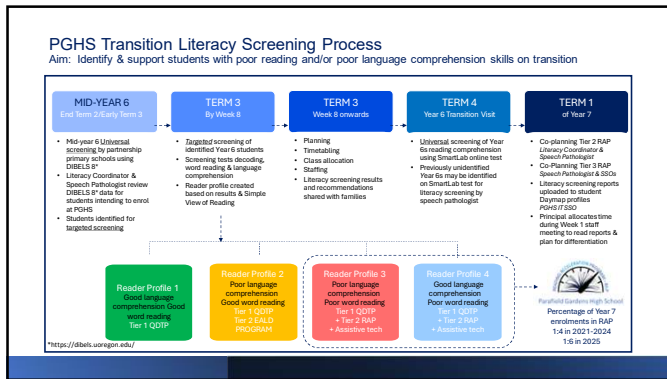
Literacy Screening

- on transition
- throughout the year

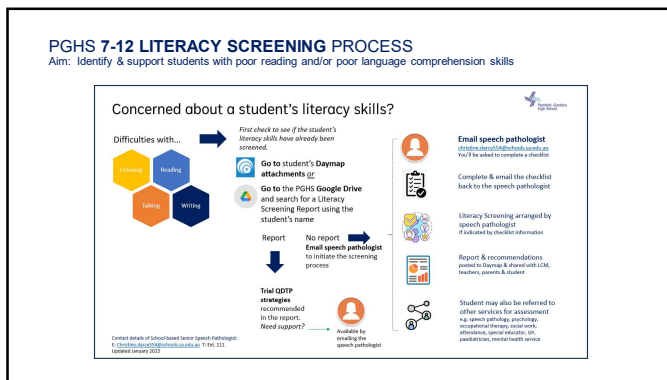
Q: Does screening data suggest a reading or language challenge that needs support?



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RAP – Sequence of Learning



Warm Up

- Stop the Shark, Find a Word, Unscramble the Word, Reading/Spelling/Writing

Review learning from previous lesson

Main Body of Lesson (Teach/Practice New Code)

- Word Building, Sound Swapping, Sound Story, Segmenting/Working with Polysyllabic Words, Sentence Completion Tasks, Oral Reading Fluency

Review prior learning (review and apply code already taught)

- Dictation, Games (Cards, Bingo, Blooket, Kahoot, Jeopardy)

We make use of the same lesson/unit structure for all phonemes and morphemes. This reduces students' cognitive load and promotes on task behaviour so students know exactly what to expect and what tasks they will be engaging with.



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RAP IN ACTION

Polysyllabic Word Learning

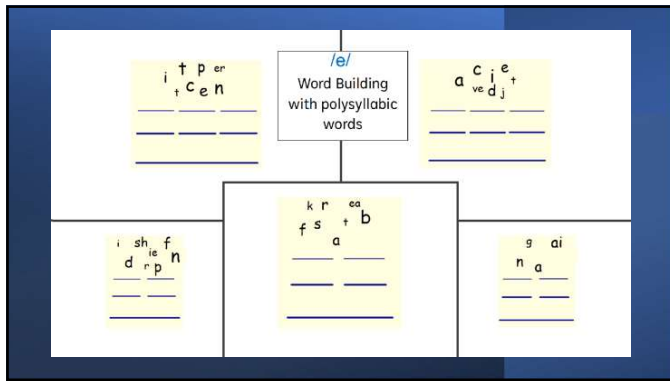
23

Be the first to
unscramble
the mystery word!

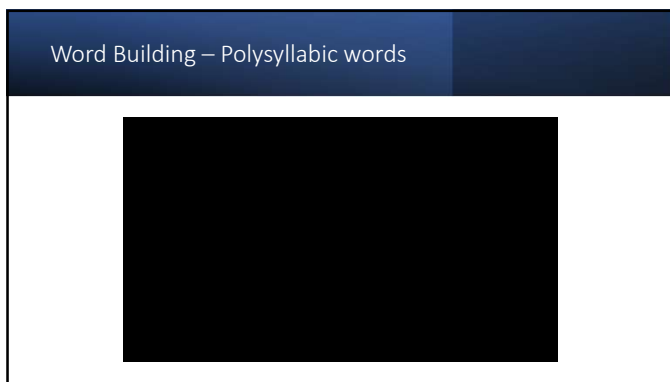
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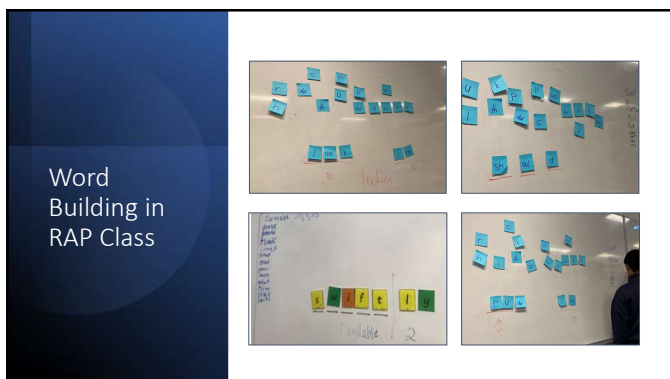
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Polysyllabic word building



Segmenting, blending and sorting /er/ sound spellings

deliver	deli/ver	deli/ver
firm	f/ir/m	f/ir/m
turning	t/ur/n/ing	t/ur/n/ing
engine	en/j/ine	en/j/ine
space	s/p/ace	s/p/ace
figure	f/ig/ure	f/ig/ure
city	s/it/ee	s/it/ee
entire	en/t/ire	en/t/ire
entirely	en/t/ire/ly	en/t/ire/ly
entirely	en/t/ire/ly	en/t/ire/ly

1. Segment the words in your word.
2. Write the sounds on the line and say the sounds in your head.
3. Put in the syllable breaks.
4. Re-write the word in full.

/er/ Word Building

1. Place the correct /er/ sound spelling in the word.
2. Write the word in the space, using the sounds as you write them.
3. Write the whole word.

er	or	ou	oo
er	or	ou	oo
er	or	ou	oo

HITS Clear learning intentions | I do, We do, You do (pairs), You do | Multiple Exposures

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Words to read

< u ou o >

mug	luckily	lovely	running
cup	double	jumping	bump
sons	sunny	mother	stuck
other	trouble	young	touch



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Words to spell

< o oa ow oe o-e >

- I say the word, you write the word, underline the <oe> sound spelling, then chin your whiteboard



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Many spellings represent more than one sound

Word sorting: spelling <ea>

- Read each word in the table.
- Sort the words into the correct sound for the <ea> spelling.

diseased	breakable	breathing	treacherous	increasingly	great
steak	measurement	weaponry	meaningless	threatening	conceded
/eh/ sound		/ee/ sound		/e/ sound	



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- Name: _____ Date: _____
- Read each word.
 - Say the sounds as you underline them.
 - Write the number of sounds on the line next to the word.

eg. bird - 3

- Then, sort the words into the different spellings for /e/ and highlight/underline the spelling.

birthday	purple
thirteen	burden
perfect	mystery
nursery	workshop
spectator	early

er	ee	e
ie	ai	



Segmenting Polysyllabic Words

- Read each word.
 - Say the sounds as you underline them.
 - Write the number of sounds on the line next to the word.
- eg. bird - 3
- Then, sort the words into the different spellings for /er/ and highlight/underline the spelling.

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suppose	suppose	suppose
shadow		
remote		
goes		
reproach		
location		
slowly		
decode		
approaching		
echoes		
quotable		

Sort the words above into the different spellings for /oe/, then highlight the spelling.

oo	o	oe	ow	o-e

Word analysis

- Underline the sounds in each word.
- Write the sounds on the line and say the sounds as you go.
- Put in the syllable breaks.
- Re-write the word with syllable breaks
- Re-write the word in full.

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Word Analysis

1. Listen to the word	2. Write the syllables 3. Highlight the vowel sound in each syllable	4. Write the word again & highlight the /e/ sound spelling	Write the /e/ sound spelling
address	a / ddress	address	e, ea, ai, ie, a
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

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Practice new learning

/oo/

o oo u ue ou

u e u ew

Sound Search

Reading a text together

Listening for the /oo/ sound

Highlighting /ee/ sound

Sorting spellings of the /ee/ sound (done next lesson)

The Cruise

Sue and Bruce were looking forward to their holiday. They were going on a cruise around the Greek islands.

On June 8th they flew to Athens and were soon boarding the ship. They had waited for their home for the next few weeks.

"Our room's number forty-two," said Sue. "I think you mean cabin."

"Stupid Bruce," said Sue. "It's the one with the blue door."

It was very big. There were four bedrooms, a sitting room and two bathrooms. This was too big for us," said Bruce. "Look, there are shoes under the bed and a pair in the wardrobe. There's toothpaste and shampoo in the bathroom." Just then there was a knock at the door.

"You aren't," said the steward. "There has been a mistake. This is for a group of people who all want to be together. Do you mind moving to number two hundred and four? I will take your cases and follow me."

Having to move did not ruin their holiday. Number two hundred and two was smaller and suited them much better.

The route took them to some beautiful islands and some excellent beaches. The crew were all very helpful and the food was delicious.

It was the best holiday they had ever had.

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Sentence Completion Task

- Choose a word from the box for each sentence.
- Then, underline the /oo/ sound in each word.


movement together parachute afternoon
coupon improve jewellery sewage

- The teacher's feedback was to _____ my work.
- I am going to the shops this _____.
- My mother wears a lot of _____.
- Be sure to open the _____ when you go skydiving.
- We're all in this _____.
- I have a _____ for a discount to see this movie.
- You need a student _____ slip to leave class.
- You can smell the _____ plant of Bolivia on a hot day.

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[illegible][illegible]

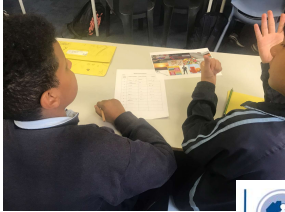

Blending and segmenting sounds and syllables in polysyllabic words



Wheel of Fortune
3-4 Teams


How many sounds?
You will need:
• whiteboards and markers
• Who and how?
• Listen to the word
• Say the sounds as you spell each syllable
• Write the whole word
• How many sounds in the word?

10






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Sound and word reading practice



Students write down the words they hear.

Students write down the words they hear.

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Taboo

sunny

- weather
- forecast
- sun

30 seconds – GO!

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Using Chat GPT to generate decodable fiction

- Can you please write me a 100-word story using the following words:
lucky, funny, sunny, cousin, double, trouble, young, mother, sometimes, won
- Can you please write me a 200-word story about car racing using the following words: race, racing, amazing, agent, radio, April, major, waiting, raindrop, pathway, delay, mate, became, lane

ChatGPT
On a sunny afternoon, my cousin Tommy and I set out to explore the old barn. We were young and reckless, but my mother always said we had a double dose of luck. It was funny, the way we doubled some random thoughts—and created and together paragraphs.

But sometimes, luck wasn't enough to keep us out of trouble. We accidentally triggered a trapdoor, sending us into a hidden world. At first, it felt like an adventure, like even found an old safe. With a mix of luck and fate, we escaped a trap and got our freedom—along with a whole lot of new coins.

April came with dark clouds, but the racing track was full of excitement. The major race of the season was about to start, even with the chance of rain. Drivers, including Jake and his racing mate, Sam, were waiting in their seats, engines humming.

Jake's agent had warned him about the wet conditions, but he felt ready. When the signal turned green, they sped off. The track was a winding pathway, each turn a challenge. The first lap ended with Jake's excitement, soon followed by many more. Answering to delay the race.

Over the radio, Jake heard his crew chief's voice, "Steady, Jake. It's getting slippery out there!" He focused hard, feeling the curves with care. Sam was right behind him, both struggling.

As they reached the final turn, the rain became a downpour, making it hard to see. But Jake stayed calm and held his grip. With amazing control, he crossed the finish line first, with Sam close behind. Victory was his, showing his will and determination.

At that moment, the rain couldn't take away the joy of racing or the happiness of winning.

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Using Chat GPT to generate decodable non-fiction

- Non-Fiction Example – Article around 'Climate Change'
- This text has a range of sounds and morphemes that have been taught – can be used a review but also to expose students to contemporary, non-fiction topics

In a recent study, scientists highlight the increasing urgency of climate change, emphasizing the need for immediate action. The study, by international researchers, outlines the ways climate change affects our planet, from rising sea levels to more frequent extreme weather.

The report reveals that many coastal communities are already feeling the impact. Flooding has become a routine issue, displacing thousands and causing billions in damage. "We're seeing more intense typhoons and hurricanes," said Dr. Julia Liu, a leading climate scientist. "These storms not only cause immediate destruction but also long-term economic and social issues."

The study points to significant changes in wildlife behaviour. Many species are struggling to adapt to the changing environment. The increased heat is causing coral reefs to bleach and die, disrupting marine ecosystems.

Governments around the globe are urged to take more decisive action to reduce greenhouse gas emissions. Measures such as investing in renewable energy, improving energy efficiency, and protecting natural habitats are crucial steps in mitigating climate change.

Despite these challenges, there are glimmers of hope. Some countries are making strides in reducing their carbon footprints and transitioning to sustainable practices. "It's crucial that we continue to push for change," said environmental activist Leo Hughes. "Our future depends on the actions we take today."

The consensus among scientists is clear: we must act now to secure a livable planet for future generations.

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RAP IN ACTION

Morphology matters!

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The Magic of Morphology

Rationale for Inclusion

- Many students can decode words but struggle to understand their meanings, which impacts their overall comprehension.
 - So, we integrated morphology into our RAP program.
 - We explicitly teach:
 - Base words
 - Affixes (prefixes & suffixes)
 - Latin and Greek roots
-
- The diagram illustrates the morphological structure of the word "portending". It is broken down into three components, each in a colored box:
- trans** (green box): A prefix meaning "across" or "beyond".
 - port** (purple box): A root word meaning "bearing" or "carrying".
 - ending** (pink box): A suffix meaning "the act of ending" or "a conclusion".




The Morphology Project. (n.d.). Retrieved from <https://thesyntaxproject2022.squarespace.com/the-morphology-project>




The Magic of Morphology

Key Benefits


- Helps students break down unfamiliar words & determine their meanings
 - Improves depth and breadth of word comprehension
 - Supports Reading and Spelling
 - Across all areas of learning
- prefix




base



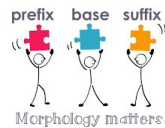
suffix





Benefits of a Scope and Sequence

- Systematic Skill Development
- Maintains Instructional Consistency



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The Magic of Morphology

Measuring Improvement

- Adapted 'The Diagnostic Spelling Test – Morphology (DiSTm)' from Macquarie University

DiSTm. (n.d.). Retrieved from <https://www.motif.org.au/distm#:~:text=The%20diagnostic%20spelling%20test%20%2D%20Morphology%20consistent%20morphologically%20based%20spelling%20rules>

Write each word in this column	Circle the meaning/job of the morpheme in this column	
What does it mean or do to the base word?		
Practice Words		
1.		
2.		
Review Words		
1. regret	What does the prefix re- mean?	
	a) forward	c) behind
	b) again	d) past
2. unlock	What does the prefix un- mean?	
	a) is	c) back
	b) against	d) not
3. inactive	What does the prefix in- mean?	
	a) not	c) too much
	b) away	d) not used



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multi –

> A **prefix** (or morpheme) is a group of letters that we add to the **front** of a base word and this changes the meaning of the word

multicolour

↓

Latin element
Means 'many/much'
Latin Origin






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re –

Activity: Find the base word, then apply the meaning of the prefix re- what does the word mean?

1. reread (I DO)	5. relaunch
2. rewrite (WE DO)	6. redevelop
3. reinvestigate (YOU DO in partners)	7. reprint
4. redo (YOU DO)	8. reunite
	9. review






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-ly

Activity: Find the base word, then apply the meaning of the suffix -ly; what **process** could the word be helping to describe? Write a sentence for **four (4)** of the words.

1. quietly (I DO)	4. slowly
2. anxiously (WE DO)	5. bravely
3. badly (YOU DO)	6. nervously

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Using online games to review morphology knowledge

Nearpod <https://nearpod.com/>

The screenshot shows the Nearpod interface with a search bar at the top. On the left, there are icons for different game types: Quiz, Multiple Choice, Draw It, Fill in the Blank, Memory Test, and Time to Climb. The main area displays a sample morphology quiz slide with questions like 'A base word is...' and 'The morpheme "large" means...'. To the right, there is a preview of a game slide featuring cartoon characters and a treasure map.

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RAP – Curriculum Materials

- Sounds Write lessons & materials
- Decodables (fiction & non-fiction)
- App with decodables designed for older readers
- Sound Stories
- Dictation
- Games
- Cards
 - Roll and Read
 - Four in a Row
 - Board Games
 - Blooket
 - Kahoot
 - Jeopardy
 - Taboo
 - Nearpod

This block contains several images of educational materials. On the left, there is a screenshot of the Blooket interface showing a game in progress. In the center, there is a Kahoot! game card with a question about the word 'large'. On the right, there is a bingo card with words related to morphology, such as 'prefix', 'suffix', 'root', and 'base'. At the bottom right, there is a logo for Parafield Gardens High School.

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RAP IN ACTION

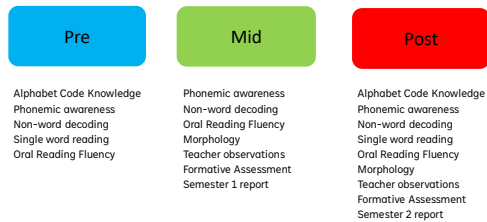
Planning, progress monitoring
& outcomes

54

55

[illegible]

RAP – Assessment, monitoring & reporting



NB: For more detail about our assessment schedule go to page 88 of The Grattan Institute's 2024 publication, *The Reading Guarantee: How to give every child the best chance of success* - <https://grattan.edu.au/report/reading-guarantee/>



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Tier 2 RAP Outcomes

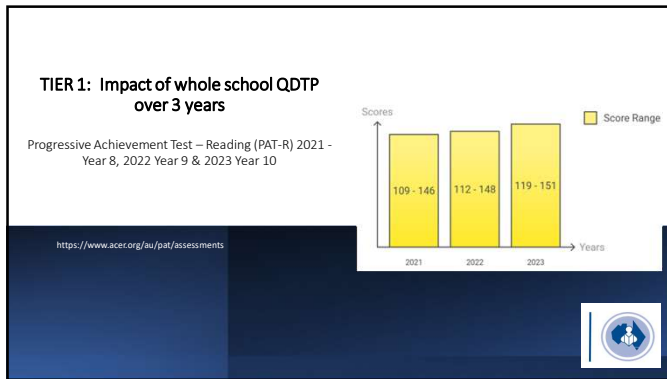
Dose
120 minutes per week
Approximately 38 weeks

Data collection points
Prior to transition
End Term 2
End Term 4

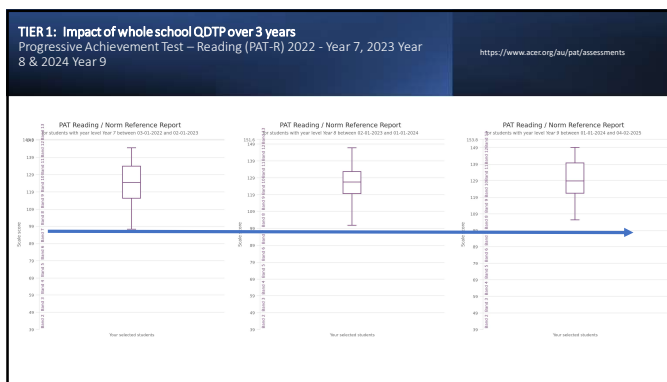
AVERAGE improvement in decoding age



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Impact of Tier 2 RAP: Student perspectives

TA, Year 9 student
How did RAP help you?
"It helped me understand English better, for example, learning the sounds helped me read more words and improved my reading overall. RAP improved my reading skills, so things became easier for me in my other classes, I wasn't struggling anymore to read texts given to me in other classes because of RAP."

BA, Year 7 student
What can you do now that you couldn't do before RAP?
"Spelling nine letter words, the simple kind like 'because'."

AD, Year 8 EALD student
How did RAP help you?
"RAP has really helped me with my spelling and confidence in writing."

JP, Year 8 student
How did RAP help you?
"I know how to say difficult words, but I normally don't know how to spell them. I can spell them now, after I was in that program."

Pasfield Gardens High School
 Respect Achievement Determination

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Impact of Tier 2 RAP: teacher perspectives

Beth
Pontifex,
English
Coordinator

"Students who graduate from the RAP program have a profound improvement in their confidence as they engage with the mainstream English curriculum as they have the knowledge and skills needed to access year level content."

"They take decoding skills learnt with them as they move through Middle School into Senior School. For some of these students, after being part of the RAP program, it means for the first time they're working at the same level as their peers, and you can see how this greatly increases their sense of accomplishment and self."

"Students are also willing to ask for help from their teachers as they know the benefit that additional support has for them. The impact of the RAP program goes beyond measurable datasets!"



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Want to know more?

- Australian Education Research Organisation (AERO)
 - Leading and building an effective MTSS videos
 - Go to: <https://www.edresearch.edu.au/guides-resources/videos>

- The Reading Guarantee: How to give every child the best chance of success, Jordana Hunter, Anika Stobart, and Amy Haywood, Grattan Institute, 2024
 - Go to page 31, see Box 6: Parafield Gardens High School has implemented a multi-tiered system of support to help struggling readers catch-up
 - Go to page 82-89, see B.2 Parafield Gardens High School <https://grattan.edu.au/report/reading-guarantee/>

- Email: stasha.andrews598@schools.sa.edu.au
- Email: christine.darcy554@schools.sa.edu.au



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Q&A



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Learning Difficulties Australia

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research.

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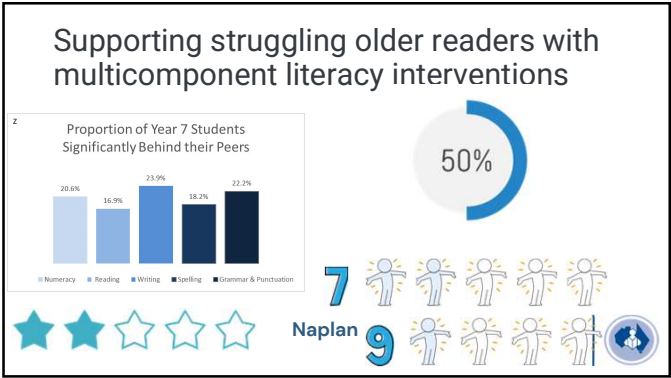
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Learning Difficulties Australia Consultant
DSF-SPELD Tutor



2

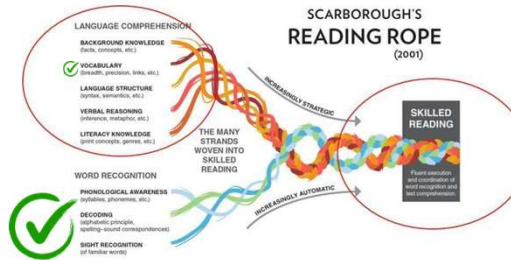


3

Supporting struggling older readers with multicomponent literacy interventions



4



5



6

Age: 7th graders
Duration: 75 min
Dosage: 2 x week
Time: During 'literacy' block (not missing core instruction)

Opatz, M.O. and Kocherhans, S. (2024)

7

Age: Year 4 students
Duration: 40 min
Dosage: -
Time: -

Less: work in complex text
More: reading fluency

Daniel, J., Barth, A. and Ankrum, E. (2023)

8

Age: Secondary
Duration: 30 min +
Dosage: -
Time: -

More: background knowledge, vocab
No: reading fluency, word study

Aero, 2024

9

Comparison of multi-component reading interventions



10

Figure 1: An MTSS decision tree for reading in secondary school



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Key recommendations

Most recommend something 'accessible yet challenging' One year above what they are capable of reading independently.





Why this is recommended

- Includes words from core subject area classes (WWC, 2022).
- Provides background knowledge (AERO, 2024)
- Improved vocab + comprehension (Hwang et al., 2022).


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Key recommendations	Why this is recommended
Include a routine to decode multisyllabic words. Connect word reading with word meaning. Morphology/etymology. Include vocabulary review!	Older children – decoding + vocabulary common issue (Nation, 2018). Multisyllabic words = common roadblock (Heggie & Wade-Woolley, 2017). Can improve reading comprehension outcomes (Kim et al., 2016, Vaughn et al., 2022).





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**Example: Routine to decode a multisyllabic word.**

Step 1: Look for prefixes and suffixes. Circle prefixes and suffixes in the word.

unreasonableable


Step 2: Underline the remaining single vowels and vowel or vowel-consonant combinations.

unreasonable

Step 3: Loop under each word part as you say it.

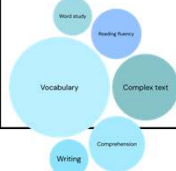
unreasonable


Step 4: Say the whole word by blending the parts together, making it into a word you recognize.

14

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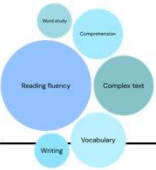
Key recommendations	Link to reading outcomes
Try to target high frequency, academic vocabulary. Include vocabulary review - need multiple, meaningful exposures.	Word reading + meaning = greater impact on word reading fluency (Austin, et al., 2021). Vocabulary interventions = highest effect sizes on all reading outcome measures (Scammacca et al. 2007; Scammacca et al. 2015). Bang for your buck!







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Key recommendations	Link to reading outcomes
Use a range of approaches within a session. Link to comprehension questions = purpose.	Linked to positive improvements in reading comprehension outcomes Consolidates decoding – beneficial for all students (Shanahan, 2021). For older readers – best in multicomponent interventions (AERO, 2024). Needs to be very targeted and precise way (Flynn et al. 2012; Wanzek et al. 2013). As little as 10min x 2 week (Shanahan, 2021). Paired reading Choral reading Recorded reading





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Teaching Oral Reading Fluency to Older Students

oral reading fluency, text reading fluency 04 December, 2021 35 Comments


Oh goodness, everybody's least favorite topic (except maybe Tim Rasinski). What I'm talking about is fluency instruction/practice for older students... grades 4 and up, 90's kid.


No one gets too bent out of shape if I talk about little kids working on their oral reading, but when those youngsters reach 9- or 10-years old that presumption is baby stuff.



17

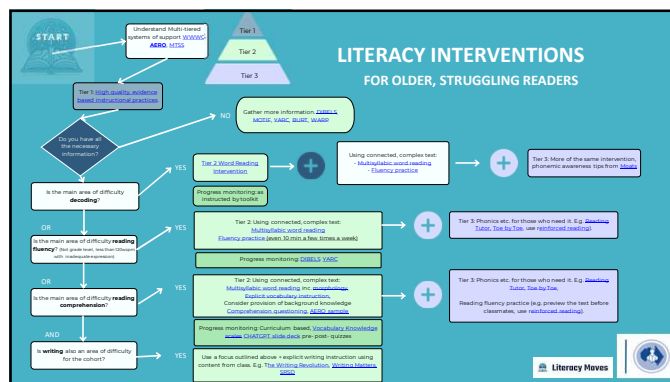
Key recommendations	Link to reading outcomes
Use a set of practices routinely. Build world + word knowledge. Teach a routine for determining the gist. Teach students to monitor their comprehension as they read See IES Practice Guide Reading Interventions 4-9.	Provides a purpose for reading. Provides opportunity for extended discussion. A key recommendation for struggling adolescent readers (IES, 2008).



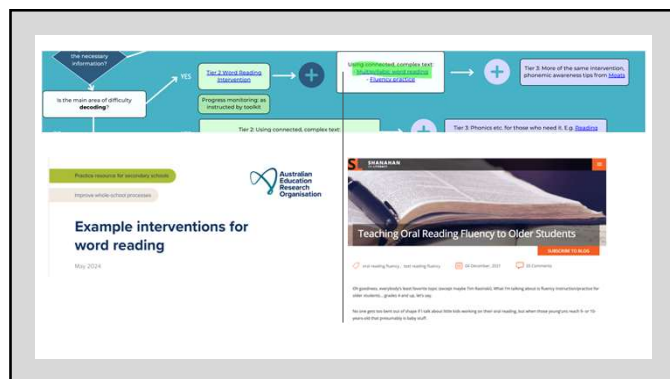


18


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23



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Tier 2 application


Routine to decode a multisyllabic word (Vaughn et al., 2022).

Step 1: Look for prefixes and suffixes. Circle prefixes and suffixes in the word.


condense

distill

Macqlit Lesson 33: con means 'with/together', dis means 'apart'.



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Routine to decode a multisyllabic word.


Step 2: Underline the remaining vowel sounds.

condense

distill



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Routine to decode a multisyllabic word.

Step 3: Loop under each part of the word as you say it.

condense

distill



27

ORF

Is the main area of difficulty **reading fluency**? (Are you able to read the text with fluency?)

YES

Tier 2: Using connected, complex text: [Multisyllabic word reading](#)
[Fluency practice: Read it right & say it like a reader](#)
Progress monitoring: [DIBELS-5](#)

NO

Tier 3: Phonics etc. for those who need it. E.g. [Phonics](#)
[Tier 3: Phonics etc. for those who need it. E.g. Phonics](#)

Example: Routine to decode a multisyllabic word.

Step 1: Look for prefixes and suffixes. Circle prefixes and suffixes in the word.
e.g. **happily** → **happy** + **ly**

Step 2: Underline the remaining single vowels and vowel or vowel-consonant combinations.
e.g. **happily** → **h a p p y l y**

Step 3: Loop under each word part as you say it.
e.g. **h a p p y l y**

Step 4: Say the whole word by blending the parts together, making it into a word you recognize.

Teaching Oral Reading Fluency to Older Students

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EVI

Is the main area of difficulty **reading comprehension**? (Are you able to understand the text?)

YES

Tier 2: Using connected, complex text: [Multisyllabic word reading](#)
[Explicit vocabulary instruction](#)
Consider provision of background knowledge
[Comprehension questions](#) [AERO](#) [AERO](#)

NO

Tier 3: Phonics etc. for those who need it. E.g. [Phonics](#)
[Tier 3: Phonics etc. for those who need it. E.g. Phonics](#)

Explicit Vocabulary Instruction Deck Outline 2.0

By [John C. Cook](#)

Designs a Powerpoint or Google Slide outline using evidence informed instructional activities from 'Bringing Words to Life: Robust Vocabulary Instruction' and 'Explicit Instruction: Effective and Efficient Teaching'

Example 2.2: Interventionist asking a small group of students to read a paragraph on issues related to poverty and feeding a family

Teacher: Scan the paragraph and underline any words you can't read or don't understand.

Teacher: Now I want you to read this passage slowly and explain what the passage is about to your partner.

Source: Toste et al. (2019); Vaughn et al. (2016).

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Tier 2 application – explicit vocabulary instruction ([slide deck generated](#)):

Word: condense

Syllable breakdown: con·dense

Part of speech: verb

Concise Student-Friendly Definition:

- To make something smaller by removing extra parts.
- To change something from a gas to a liquid.

Critical Attributes:

- Make smaller
- Remove extra parts
- Change from gas to liquid

Vocabulary

Complex text

Fluency

Comprehension

Explicit Vocabulary Instruction

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Tier 2 application – explicit vocabulary instruction (slide deck generated):

Intentional Gestures:

- Make smaller** – Bring hands closer together.
- Remove extra parts** – Pretend to pull pieces away with fingers.
- Change from gas to liquid** – Wiggle fingers like steam, then bring them together into a cupped hand (like holding water).



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Tier 2 application – explicit vocabulary instruction (slide deck generated):

Examples:

- 1.The teacher asked us to condense our long stories into one paragraph.
- 2.The water vapor in the air will condense on the window when it's cold outside.
- 3.The chef condensed the soup by boiling it to make the flavours stronger.

Non-Examples:

- (Context non-example) The ice cream condensed into a puddle when left in the sun.
- 1.(Syntactic non-example) He condense his books into a single shelf.



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Explicit Vocabulary Instruction Deck Outline 2.0

Share

Write sentence stems so students can use the target word

< 2/2 >

Here are some sentence stems to help students use the word **condense** in different contexts:

1. When writing my summary, I had to condense...
2. The steam from the hot soup will condense when...
3. To fit everything into my backpack, I had to condense...
4. Scientists can condense water vapor into liquid by...
5. If you condense a long story, you should make sure to include...
6. On a cold morning, you can see water condense on...



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The Writing Revolution, [Writing Matters](#), [SSCP](#)'."/>

Is **writing** also an area of difficulty for the cohort? → YES

Use a focus outlined above • explicit writing instruction using content from class. E.g. [The Writing Revolution](#), [Writing Matters](#), [SSCP](#)

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Supporting struggling older readers with multicomponent literacy interventions

Word study

Reading fluency

Complex text

Vocabulary

Writing

Comprehension

35

Questions?

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The interventions:

Daniel, J., Barth, A. and Ankrum, E. (2023) 'Multicomponent reading intervention: A practitioner's guide', *The Reading Teacher*, 77(4), pp. 473–484. doi:10.1002/trtr.2265.

Example of tier 2 intervention for subject-specific reading comprehension (2024) Australian Education Research Organisation. Available at: <https://www.edresearch.edu.au/guides-resources/practice-resources/example-tier-2-intervention-subject-specific-reading-comprehension> (Accessed: 04 March 2025).

Opatz, M.O. and Kocherhans, S. (2024) 'Using a supplemental, multicomponent reading intervention to increase adolescent readers' achievement', *Journal of Adolescent & Adult Literacy*, 67(5), pp. 294–302. doi:10.1002/jaal.1333.



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Key Resources:

Multi-tiered system of supports decision tree (no date) AERO. Available at: https://www.edresearch.edu.au/sites/default/files/2024-03/mtss_decision-tree_aa.pdf (Accessed: 04 March 2025).

Practice guide (2022) WWC | *Providing Reading Interventions for Students in Grades 4–9*. Available at: <https://ies.ed.gov/ncee/wwc/PracticeGuide/29> (Accessed: 04 March 2025).

Timothy Shanahan (2021) *Teaching oral reading fluency to older students*, *Shanahan on Literacy*. Available at: <https://www.shanahanonliteracy.com/blog/teaching-oral-reading-fluency-to-older-students> (Accessed: 04 March 2025).

<https://chatgpt.com/g/g-ijam4r9gc-explicit-vocabulary-instruction-deck-outline-2-0>



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Thank you!
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