

# TEACHING MATTERS

SCIENCE OF LEARNING  
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## *Literacy interventions for older students*

**Jessica Colleu Terradas**

Senior Officer Teaching and Learning Literacy and Instructional Coach

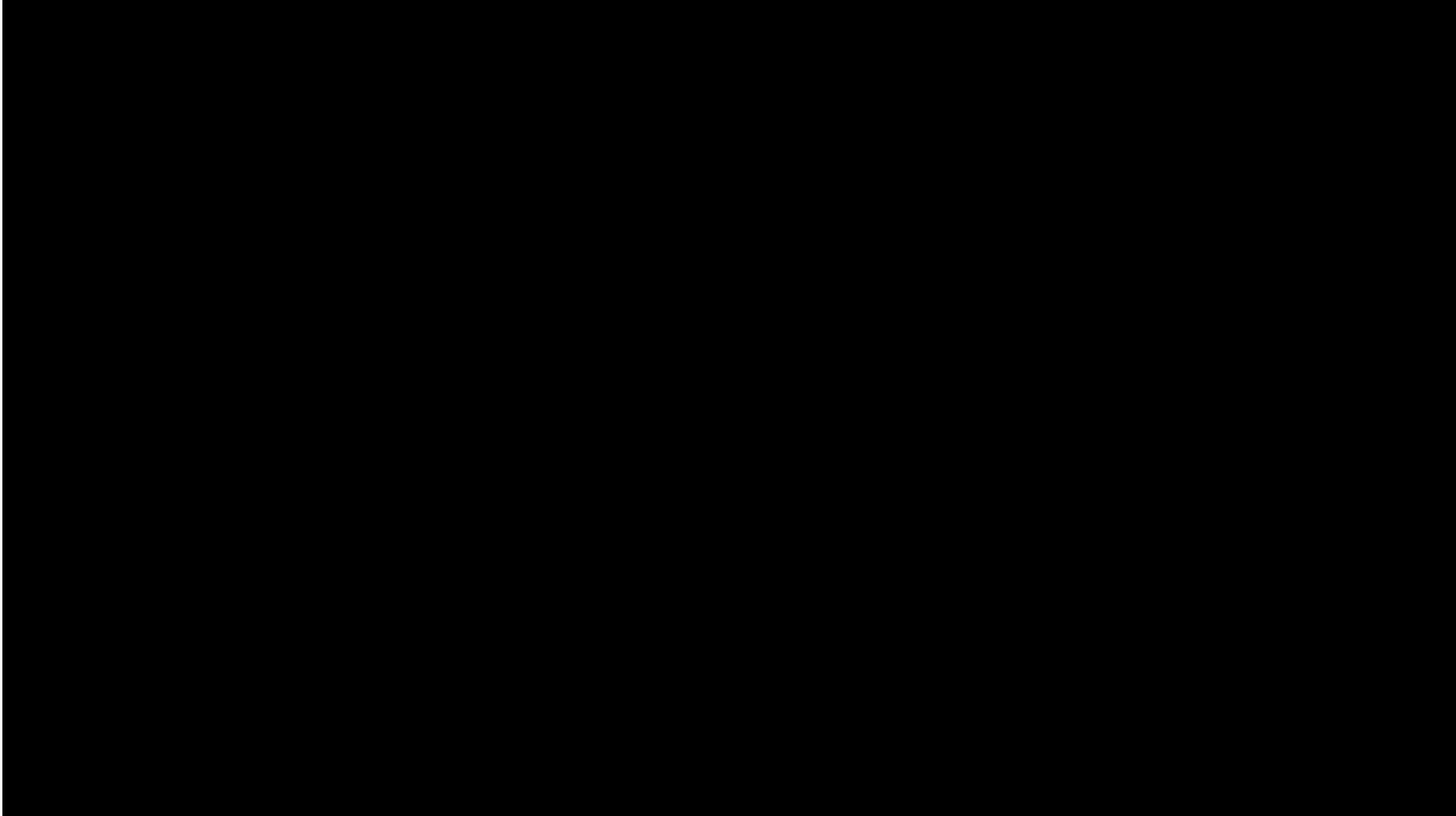
Churchill Fellowship Recipient 2020

Commonwealth Bank Teaching Award 2019

Email: [Jessica.colleuterradas@cg.catholic.edu.au](mailto:Jessica.colleuterradas@cg.catholic.edu.au)

Twitter @jessica.colleu / Facebook @JessCF20

# How does it feel to be a struggling reader?



<https://www.youtube.com/watch?v=oJ7xa6meD2Q>

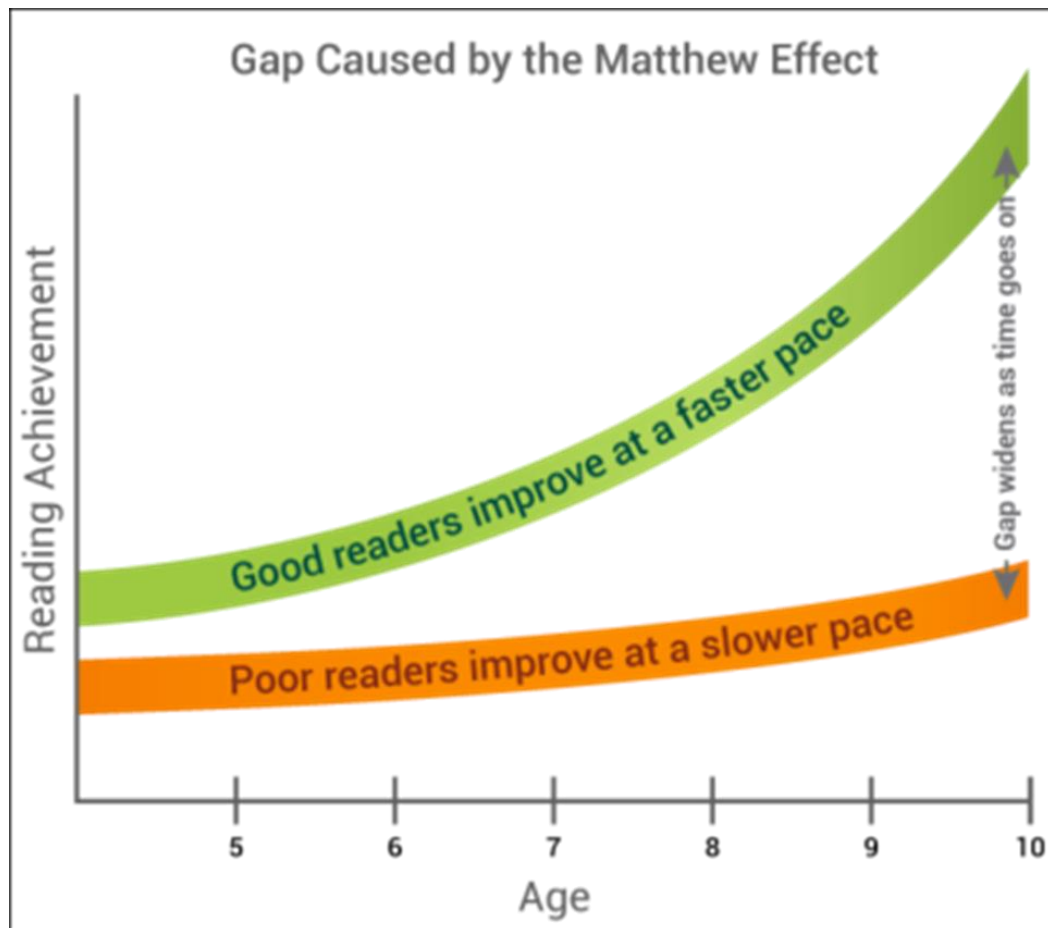
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# The wait-to-fail approach



We need more fences at the top of cliffs rather than more ambulances at the bottom.

# Cumulative reading difficulties



(Stanovich, 1986)

*“It takes four times as many resources to resolve a literacy problem by Year 4 than it does in Year 1.” (Lyon & Fletcher, 2001)*

The gap widens as time goes on. The earlier you catch literacy difficulties, the less there is to fix.

Through **quality instruction** and **targeted intervention**,  
we can change reading trajectories.

# Overview

Multi-Tiered System of Support

The role of assessment

Intervention program selection

Getting the details right

# Overview

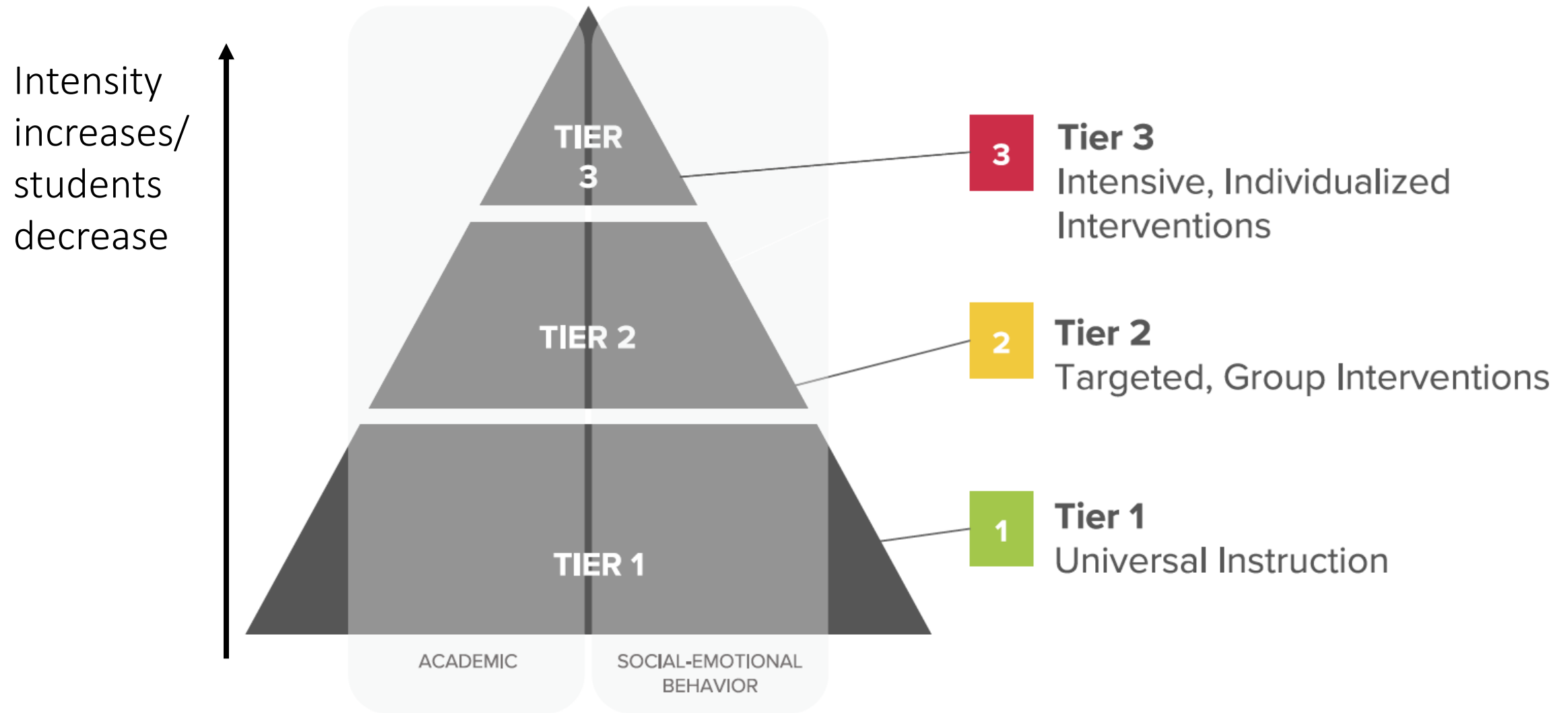
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# A multi-tiered system of support (MTSS)





# Establish the tiers of support with a strong literacy planning team

Tier	Purpose	Who	When	Instruction	Planning & meeting
1	Primary prevention Reduce risk for at least 80%	All students	90-120 minutes daily (literacy block)	Research- aligned core instruction and in-class small group	Building Year level teams Using screening data X3 times/year

# Overview

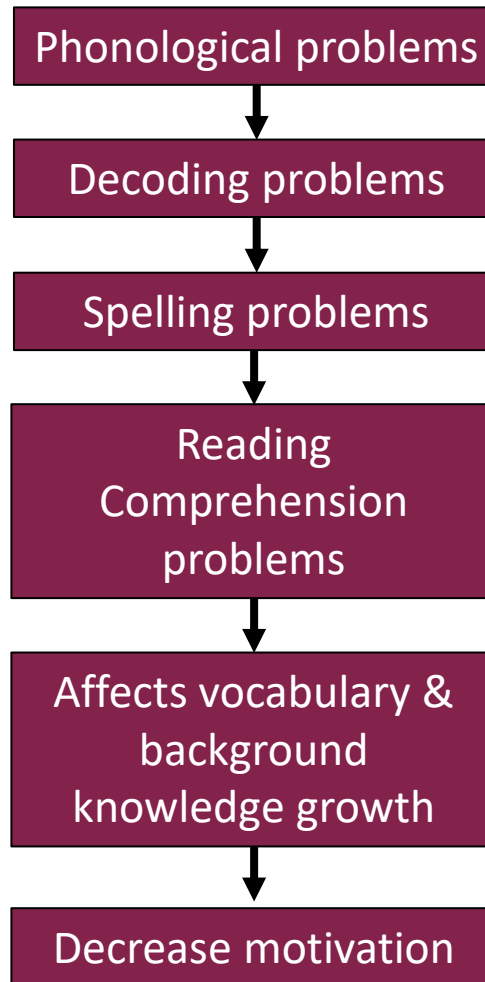
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# A chain effect



# The role of assessment

## Can be used to:

1. Identify students requiring additional support
2. Identify their needs so that support is well-targeted
3. Assess progress and the impact of interventions & programs



## Non negotiables:

- Alignment with evidence-based theoretical framework (SVoR)
- Alignment with the tiers of support

# Use assessments for different purposes

Screenener

Diagnostic

Progress  
monitoring

Outcome  
evaluation

# How to choose a screener for your school?



## Academic Screening Tools Chart

Universal screening can be used to identify which children will need the most intensive intervention. In some cases, children with the weakest initial skills may bypass Tier 2 intervention and move directly into intensive intervention. The tools on the academic screening tools chart can be used to identify students at risk for poor academic outcomes, including students who require intensive intervention.

This tools chart has three tabs that include ratings on the technical rigor of the tools: (1) Classification Accuracy, (2) Technical Standards, and (3) Usability Features.

Last updated: July 2021. [Click here for a brief summary of the new and improved tools we've released.](#)

View Chart  
Resources



Print Current  
Chart View

### Legend



Convincing  
evidence



Partially convincing evidence



Unconvincing  
evidence



Data unavailable



Disaggregated data  
available

### FILTER RESULTS

#### Subject

☐ Reading

☐ Mathematics

#### Grade

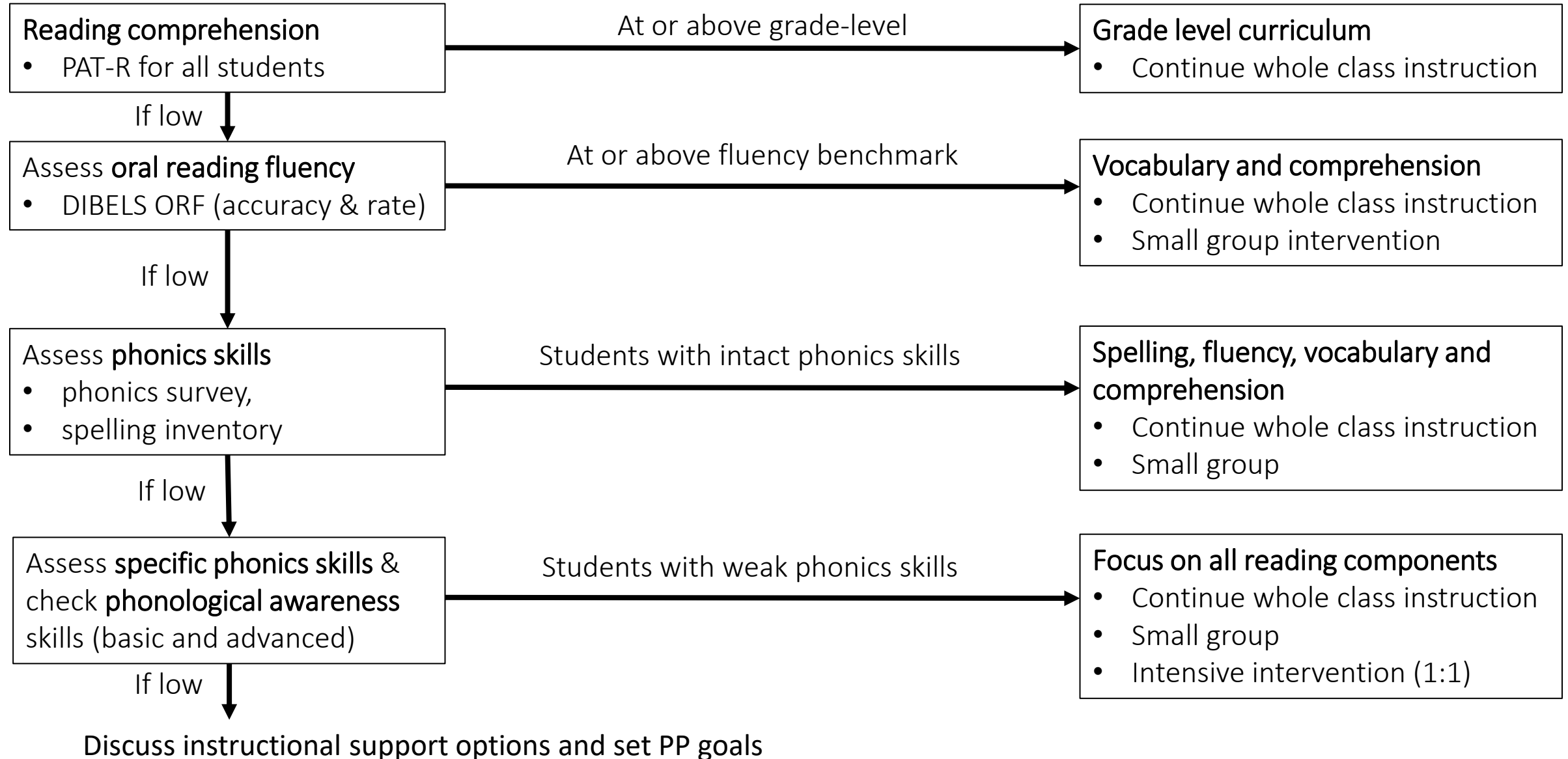
☐ Pre-K

☐ Elementary (K-5)

☐ Middle School (6-8)

☐ High School (9-12)

# Decision making process



# Use informal diagnostic assessment to identify gaps in students' reading skills.

Skills to assess	Examples of assessment
Phonemic awareness	Oral segmenting and blending of phonemes
Decoding	<ul style="list-style-type: none"><li>- Informal phonics survey, including pseudo-words (to ensure student is not reading from memory) across the range of vowel spelling patterns</li><li>- Error analysis of passage reading</li></ul>
Word study or advanced decoding	<ul style="list-style-type: none"><li>- Word lists of multisyllabic words that contain prefixes and suffixes</li><li>- Error analysis of passage reading</li></ul>
Sight word reading	<ul style="list-style-type: none"><li>- List of common sight words</li><li>- Error analysis of passage reading</li></ul>
Spelling	<ul style="list-style-type: none"><li>- Spelling inventory from simple to complex</li><li>- Sentence dictation</li><li>- Analysis of writing sample</li></ul>
Reading fluency	Timed oral reading of leveled passages, checking for accuracy and rate (words correct per minute)

Valuable resources for diagnostic assessment tools:

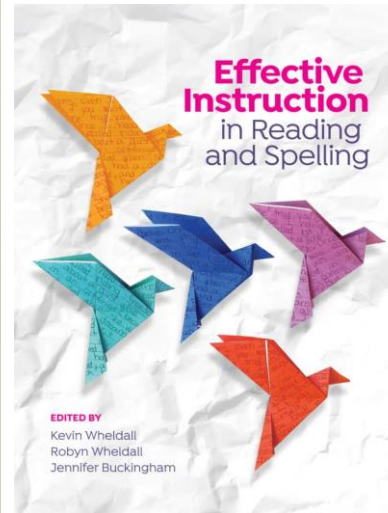
- Reading Rockets: [www.readingrockets.org](http://www.readingrockets.org)
- The Meadows Center for Preventing Educational Risk: [www.meadowscenter.org/library](http://www.meadowscenter.org/library)
- Center on Teaching and Learning: <https://dibels.uoregon.edu/assessment/index>
- National Center on Intensive Intervention: <https://intensiveintervention.org/intensive-intervention/diagnostic-data>
- Macquarie Online Test Interface (MOTIF): <https://www.motif.org.au/>



# Assessments of reading

TABLE 12.3: Assessments of reading

Assessment name (listed alphabetically)	Main literacy area(s) assessed					Main type(s) of assessment		Main year levels for use						
	Phonological awareness	Phonics / word recognition	Fluency	Vocabulary	Comprehension	Spelling	Screen Monitor Compare	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acadience Reading K-6 (Good et al., 2019)	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Astronaut Invented Spelling Test 2nd ed. (AIST-2; Neilson, 2014a)	✓					✓		✓	✓	✓	✓	✓		
Castles and Coltheart 2 (CC2; Castles et al., 2009)		✓						✓	✓	✓	✓	✓	✓	✓
Clinical Evaluation of Language Fundamentals Preschool 3 Australian and New Zealand 5th ed. (CELF-P-3 A&NZ; Wiig et al., 2021)*				✓	✓			✓	✓					
Clinical Evaluation of Language Fundamentals 5 Australian and New Zealand 5th ed. (CELF-5 A&NZ; Wiig, Semel & Secord, 2017)*				✓	✓			✓	✓	✓	✓	✓	✓	✓
Comprehensive Test of Phonological Processing 2nd ed. (CTOPP-2; Wagner et al., 2013)*	✓							✓	✓	✓	✓	✓	✓	✓
CELF-5 A&NZ Screening Test (Wiig, Secord & Semel, 2017)				✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Components of Spelling Test 2nd ed. (CoST; Daffern, 2021a)		✓				✓		✓			✓	✓	✓	✓
Components of Spelling Test – Early Years (CoSTEY; Daffern, 2021b)		✓				✓		✓	✓	✓	✓	✓		
CUBED Dynamic Decoding Measures (Petersen & Spencer, 2016)	✓	✓				✓	✓	✓	✓	✓	✓	✓		
CUBED Narrative Language Measures (Petersen & Spencer, 2016)			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Diagnostic Spelling Test – Irregular Words (DiSTi; Kohnen et al., 2015)		✓				✓		✓		✓	✓	✓	✓	✓
Diagnostic Spelling Test – Nonwords (DiSTn; Kohnen et al., 2015, 2016)		✓				✓		✓	✓	✓	✓	✓	✓	✓
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 8th ed. (University of Oregon, 2021)	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



pp. 329-331

- Literacy areas
- Types
- Year levels



CC2

The Castles and Coltheart 2 (CC2) tests different processes in single-word reading.



TERC

The Test of Everyday Reading Comprehension tests how well a person understands everyday reading tasks.



DiSTs

The Diagnostic Spelling Test for Sounds (DiSTs) tests if a person can represent sounds in English with the correct letters.



DiSTn

The Diagnostic Spelling Test for Nonwords (DiSTn) tests how well a person knows the sound-letter rules in English.



DiSTi

The Diagnostic Spelling Test for Irregular Words (DiSTi) tests how well a person can spell irregular words.



LIDT

The Letter Identification Test (LIDT) tests a person's letter identification knowledge.



LeST

The Letter Sound Test (LeST) tests a person's ability to sound out single letters and letter combinations.



DIRT

The Diagnostic Reading Test for Nonwords (DIRT) tests a person's knowledge of letter-sound correspondences at the word level.



TOC

The Test of Orthographic Choice (TOC) tests a person's written word recognition.



LetPos

The Letter Position Test assesses children's ability to assign positions to letters.



TOWRE Australian norms

Norms for Australian primary school children for the TOWRE



BAPPA-F

The Battery for Assessment of Plural Processing in Aphasia (Frequency) assesses the ability of people with aphasia to produce plurals



BAPPA-R

The Battery for Assessment of Plural Processing in Aphasia (Regularity) assesses the ability of people with aphasia to produce plurals, and the effects of regularity on this ability



EasyRead

EasyRead is a free app that applies Dyslexia font letter-spacing and word-spacing settings to arbitrary web pages in order to improve readability.



MAAST

The Macquarie University (MQ) Advanced Adult Spelling Test (MAAST) tests how well adults can spell difficult words (items) that are commonly misspelled because they contain irregular sound-spelling rules.



<https://www.motif.org.au/>

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<https://fivefromfive.com.au/books/effective-instruction-in-reading-and-spelling/>

# Logistics of implementing school-wide screening and subsequent assessments

- ❑ What assessments will be administered?
- ❑ Who will administer the assessments?
- ❑ Who will conduct the assessment training and ensure fidelity of implementation?
- ❑ How will the data be managed?
- ❑ Who will interpret the data?
- ❑ Who will oversee the scheduling and implementation of assessments?

Literacy Assessments Currently in Use by District

Type of Assessment	What? (Assessments)	Who Administers?	When given?	What Grade levels use them? All students or some?	Data Analysis (By who? How? When?)	Area of Need (specify)
<b>General Screening</b> (Used to identify students at risk or not)						
• Phonemic Awareness						
• Decoding						
• Fluency						
• Vocabulary						
• Comprehension						
• Spelling/Writing						
<b>Progress Monitoring</b>						
• Phonemic Awareness						
• Decoding						
• Fluency						
• Vocabulary						
• Comprehension						
• Spelling/Writing						

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*“You can capitalize on the experience of others. You can capitalize on the manual... the proof of the matter is whether the kids have actually learned to read in the fastest possible way.”*

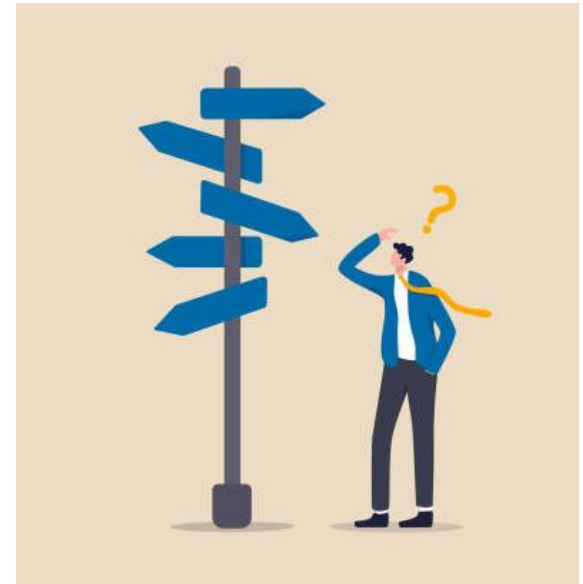
(Stanislas Dehaene, AUSPELD, 2021)



Dr. Stanislas Dehaene

# Which intervention program should you choose?

1. Evidence-based
2. Explicit and direct instructional methods
3. Dual coding
4. Cumulative sequence
5. Sequential
6. Repetitive
7. Systematic
8. Appropriate pace
9. Cover all relevant areas of instruction
10. Assessment







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## TIER 2 LITERACY INTERVENTIONS IN AUSTRALIAN SCHOOLS

A REVIEW OF THE EVIDENCE  
Version 2.0

### Summary of findings

The following table summarises the findings for each of the programs reviewed in this report, identifying the target students for the interventions and ranking the interventions by the breadth and quality of the evidence base.

Intervention	Target students	Reliability of evidence	Alignment with evidence-based instruction
<b>MultiLit: MiniLit</b>	Students in the first year of schooling, who are in the bottom quartile of reading skills assessments	A <b>large and high-quality evidence base</b> exists providing positive support for the use of MiniLit as a Tier 2 intervention in schools for: <ul style="list-style-type: none"><li>- phonemic awareness</li><li>- word recognition</li><li>- spelling</li></ul>	Uses evidence-based instructional methods
<b>MultiLit: MacqLit</b>	Older, low-progress readers who require additional intervention from Year 3 and above, all the way to high school	A <b>small but high-quality evidence base</b> exists providing positive support for the use of MacqLit as a Tier 2 intervention in schools for: <ul style="list-style-type: none"><li>- phonic decoding</li><li>- fluency</li></ul>	Uses evidence-based instructional methods
<b>Corrective Reading – Decoding</b>	Students in Year 3 or higher who are reading below their year level	A <b>moderately large but mixed-quality evidence base</b> exists providing positive support for the use of Corrective Reading - Decoding as a Tier 2 literacy intervention in schools for: <ul style="list-style-type: none"><li>- decoding</li><li>- fluency</li></ul>	Uses evidence-based instructional methods
<b>Levelled Literacy Intervention</b>	F–2 students who are reading below expected benchmarks	A <b>large but low-quality evidence base</b> exists regarding the use of Levelled Literacy as a Tier 2 intervention in schools for: <ul style="list-style-type: none"><li>- comprehension</li></ul>	Not aligned with evidence-based instructional methods
<b>QuickSmart</b>	Students in upper primary and lower secondary school who have reading difficulties	A <b>moderate but low-quality evidence base</b> exists regarding the use of QuickSmart as a Tier 2 intervention in schools for: <ul style="list-style-type: none"><li>- reading accuracy</li><li>- fluency</li></ul>	Uses evidence-based instructional methods
<b>MultiLit: Reading Tutor</b>	Students in Years 2–6 (or older students) who are making low progress in reading	A <b>small and low-quality evidence base</b> exists regarding Reading Tutor as a Tier 2 intervention outside school settings for:	Uses evidence-based instructional methods

# What is Evidence 4 Impact?

Evidence 4 Impact (E4I) is an independent service that provides teachers and school leaders with accessible information on which educational interventions have been shown to be effective.



## Primary interventions

EARLY YEARS, KS1 & KS2

Impact on the following outcomes:



MATHS



READING



SCIENCE



WRITING



SOCIAL/EMOTIONAL

[-https://www.evidence4impact.org.uk/](https://www.evidence4impact.org.uk/)

## Secondary interventions

KS3, KS4 & POST 16

Impact on the following outcomes:



MATHS



READING



SCIENCE



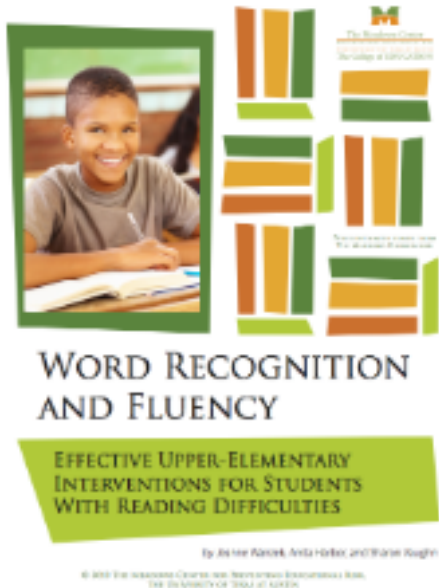
WRITING



SOCIAL/EMOTIONAL

# Effective Reading Interventions for upper-primary students (freely available)

## Word Recognition and Fluency



This guidebook presents lessons that teach word recognition skills and strategies in a systematic and cumulative way. Students build knowledge as lessons progress from easy to difficult skills. Previously learned skills are reviewed, linked to newly presented content, and are included in the new lesson's practice activities. As lessons progress, students learn the skills and strategies to read an increasing number and variety of words. A lesson structure is also presented for teaching irregular words.

Lessons 1-9 are for students who have not yet mastered basic sounds and using these sounds to blend words.

Lessons 10-17 teach skills and strategies for reading multisyllabic words.



<https://meadowscenter.org/>

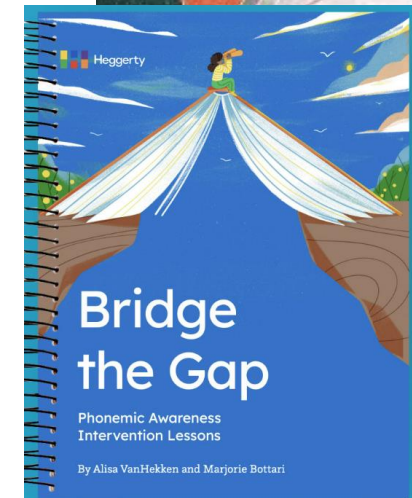
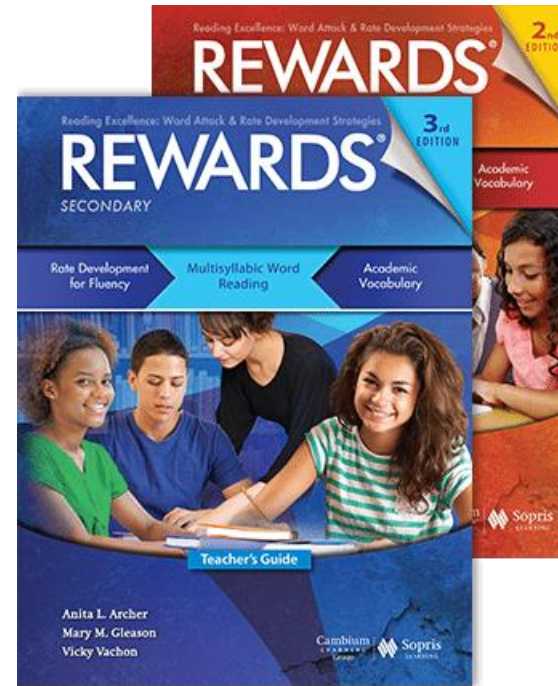
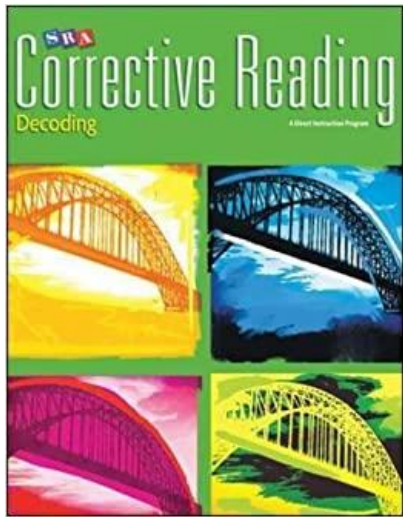


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<https://www.texasldcenter.org/teachers-corner/effective-reading-interventions-for-upper-elementary-students>



# Commercial programs suitable for students in Year 4 and above



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“Informed teachers are our best insurance against reading failure. While programs are very helpful tools, programs don’t teach; teachers do.”

Dr. Louisa Moats

# Common features of effective targeted interventions

- Timetabling
- Training
- Supporting resources
- Assessments
- Small groups
- Connections and alignment



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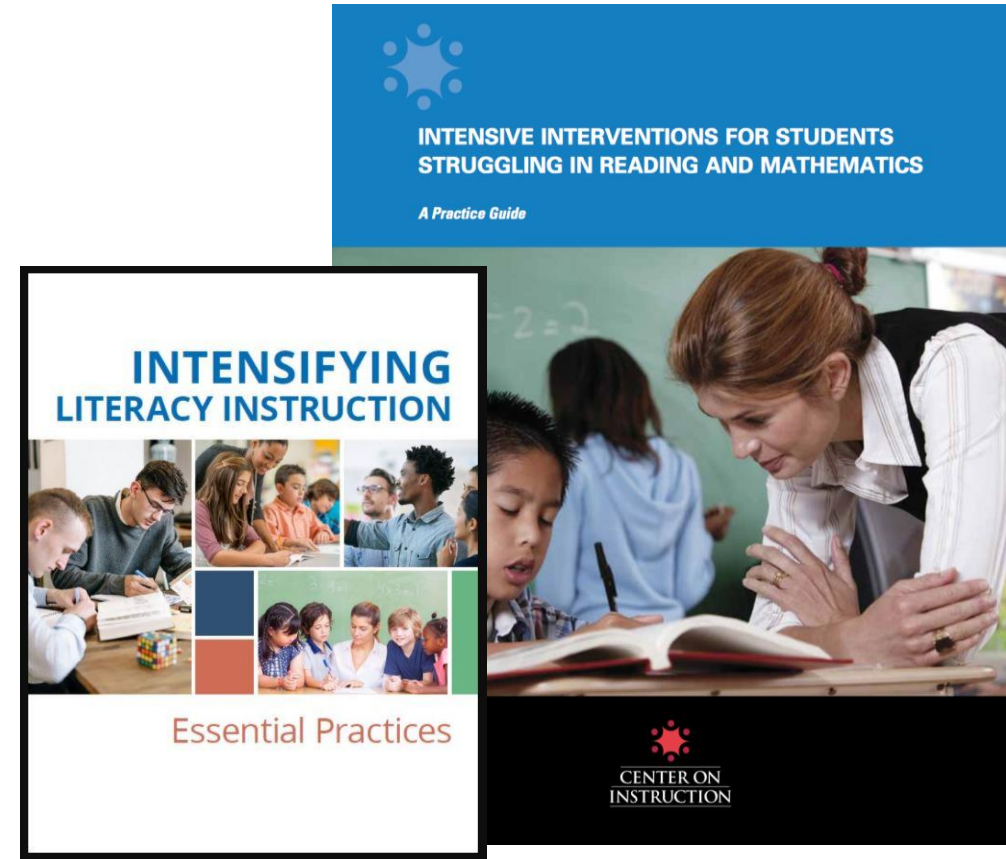
# Checklist

1. **Alignment:** Tier 2 program is an appropriate match for the students' literacy needs
2. **Dosage:** the program has been delivered with a sufficient amount of time to determine effectiveness/response
3. **Fidelity of implementation:** take time to train the staff involved and provide support
4. **Progress monitoring**



# How to increase the quantity of instruction?

1. Change dosage or time
  - Minutes per day
  - Minutes per session
  - Sessions per week
  - Total number of sessions
2. Reduce the group size
3. Change the classroom arrangement
4. Intensify instructional delivery
5. Integrate strategies that support cognitive processes with academic instruction



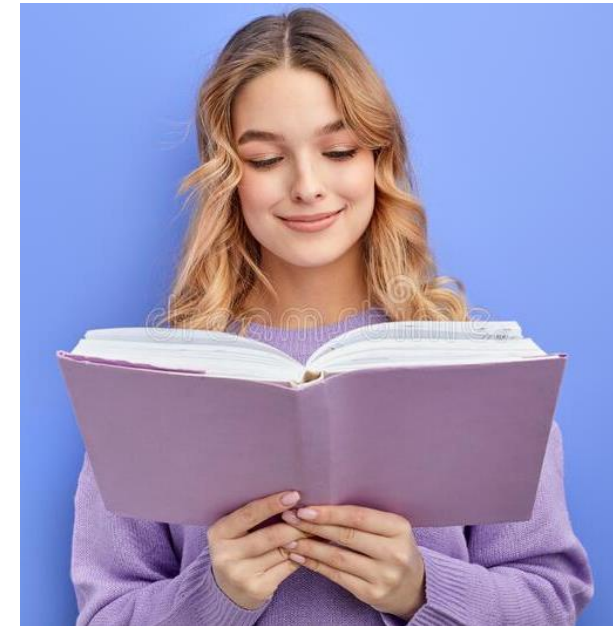
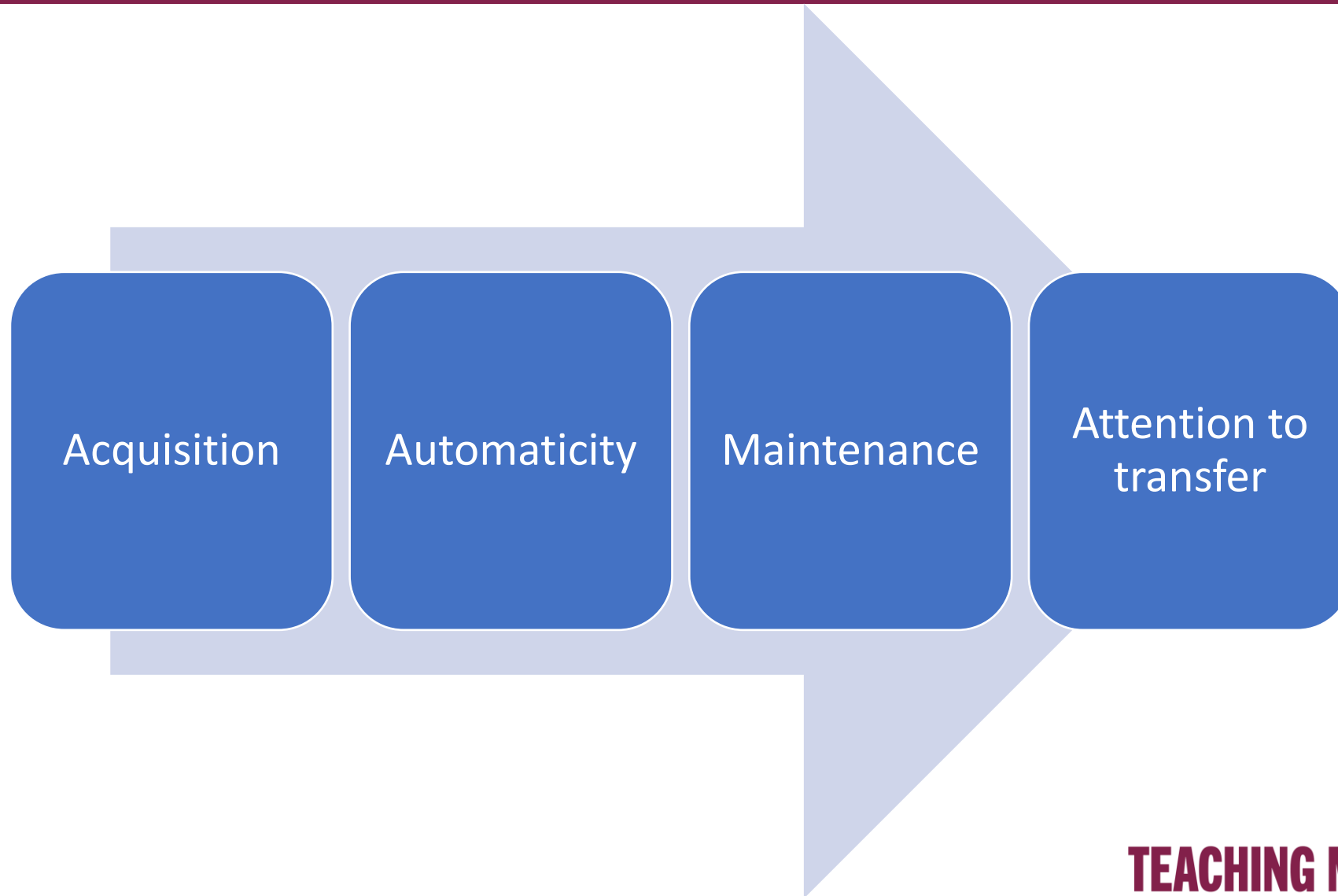
(1) [https://intensiveintervention.org/sites/default/files/Intensifying\\_Literacy\\_Instruction\\_Essential\\_Practices.pdf](https://intensiveintervention.org/sites/default/files/Intensifying_Literacy_Instruction_Essential_Practices.pdf) (2020)

(2) <https://files.eric.ed.gov/fulltext/ED531907.pdf> (2012)

(3) Intensification checklist – see National Center on Intensive Intervention

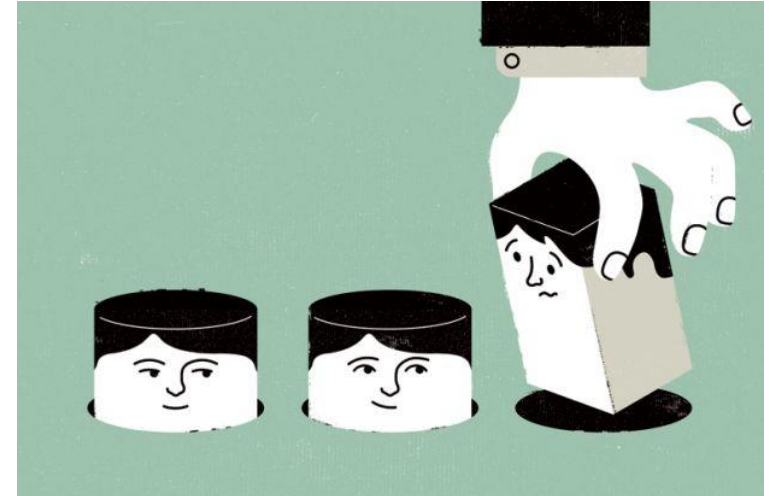


# Ultimate goal



# Is there a 'right' way?

- The right **kind** (content) and **quality** of instruction delivered with
- The right **level** of intensity and duration to
- The right **children** at
- The right **time**.
- No one size fits all





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Canberra  
September 9th



Sharing Best Practice

<https://www.sharingbestpractice.org/>

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I like to share what I learn. And most importantly, no matter what I do, I work to make a difference.

### Project



The Dorothy and Brian Wilson Churchill Fellowship to identify effective language and literacy screening and intervention practices for at-risk students

France United Kingdom USA Education

Jessica Colleu Terradas

[View project](#)

<https://www.churchilltrust.com.au/wa/fellow/jessica-colleu-terradas-wa-2020/>