



## Stop the Stall with *The Third Quest*: Effective Reading Intervention for Adolescents at Tiers 2 & 3

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ask a question!)



The recording,  
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tomorrow

## Meet Your Presenter



### Marilyn Sprick

Lead Author  
*The Third Quest*  
and *Read Well K-2*



Marilyn Sprick and Ann Watanabe

## What You Will Learn

Poll • Meeting you!

- Lessons from a High School Drop Out **Research** and **Students**
- Can't Do, Won't Do?
- The Problem **and a Solution**
- Motivating Adolescents Who Are Disengaged and Discouraged
- Comprehensive Intervention

## Lessons from Marcos

Why did you drop out?



Did the school do anything to help you resolve your reading problem?



Did the teacher have you read out loud?



Audio

5

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What did it take to get good grades?



Why did it take so long for you to get your work done?

Do you remember what it was like learning to read?



Audio

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## Poll

For students like Marcos, we tend to think he won't do the work.

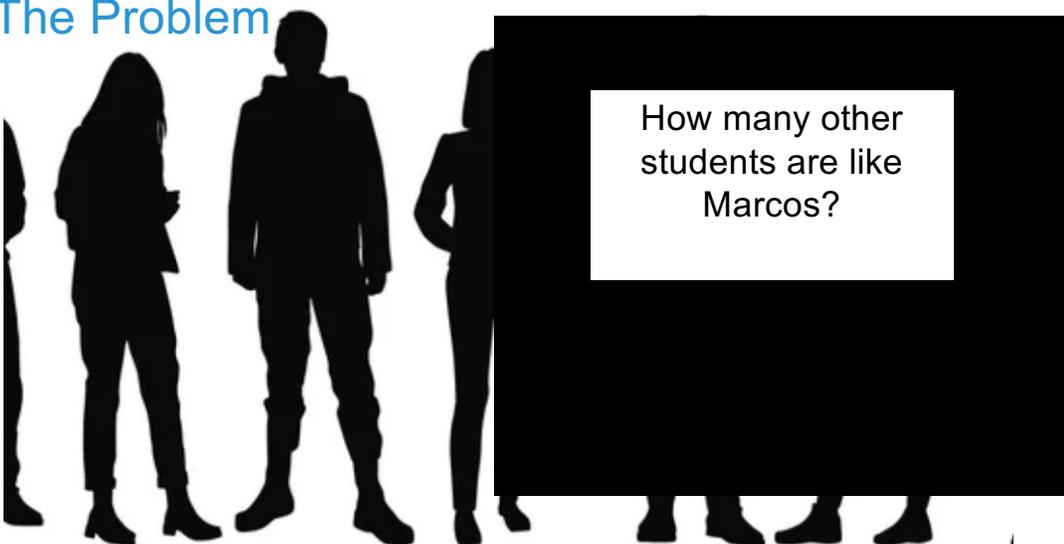
What do you think?

Won't do ...

Can't do ...

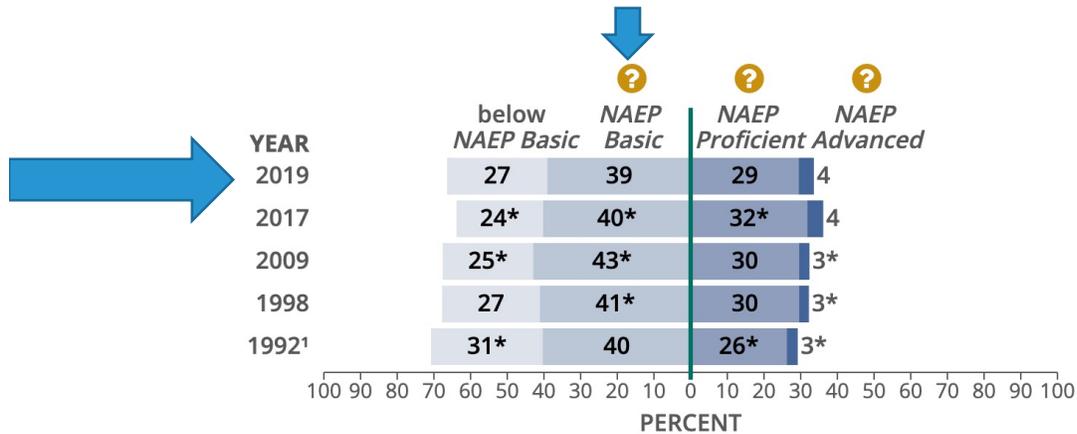
Can't sustain?

## The Problem



How many other students are like Marcos?

## NAEP Reading Assessment • 8<sup>th</sup> Grade



NAEP. (2019). NAEP Report Card: 2019 NAEP Reading Assessment.

### Below Basic

Students have difficulty:

Locating and identifying stated main ideas, themes, or author's purpose

Making simple inferences

Determining the meaning of a word in context

Making a judgement and giving supporting evidence

### NAEP Basic • 8<sup>th</sup> Grade

Students are able to:

Locate and identify main idea statements, theme, or author's purpose

Make simple inferences from texts.

Interpret the meaning of a word used in text

State judgments and give some support about content

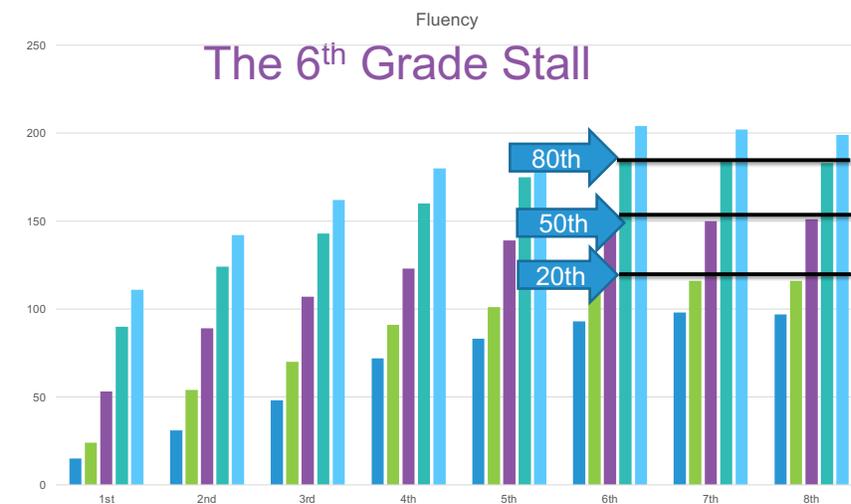


## It isn't just our adolescents.

- 14% of the adult population  
30 million adults (16 to 65)
- 70% of the prison population

*Read below a basic level.*

NCES. (2003). National Assessment of Adult Literacy, Adults With Below Basic Prose Literacy



Data Source: Hasbrouck and Tindal, 2005

## Hana • Fully Fluent

### Ocean Harvest

Many different organisms live in the salty water of the world's oceans, and one of the most useful and nutritious is seaweed. There are thousands of species of seaweed that grow in different shapes and colors. Seaweed grows in small bunches or in vast underwater forests and attaches itself to objects or to the ocean floor. Seaweed absorbs nutrients from water, and, like other plants, it makes its own food. Also, like other plants, it needs sunshine to produce its food, so it grows mainly in shallow water. A single plant can be very short or as long as three hundred feet.



14  
24  
35  
46  
58  
71  
84  
99  
102

Audio

## Anna • Before The Third Quest

### Ocean Harvest

Many different organisms live in the salty water of the world's oceans, and one of the most useful and nutritious is seaweed. There are thousands of species of seaweed that grow in different shapes and colors. Seaweed grows in small bunches or in vast underwater forests and attaches itself to objects or to the ocean floor. Seaweed absorbs nutrients from water, and, like other plants, it makes its own food. Also, like other plants, it needs sunshine to produce its food, so it grows mainly in shallow water. A single plant can be very short or as long as three hundred feet.



14  
24  
35  
46  
58  
71  
84  
99  
102

Audio

### Poll

Is Anna's reading likely to improve without intervention?

Likely

Unlikely

Is Anna likely to be successful in college?

Likely

Unlikely

## Anna • After The Third Quest

### Ocean Harvest

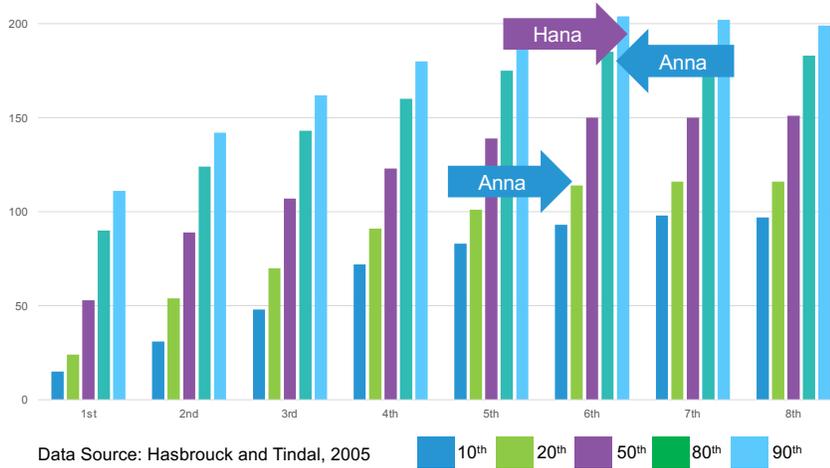
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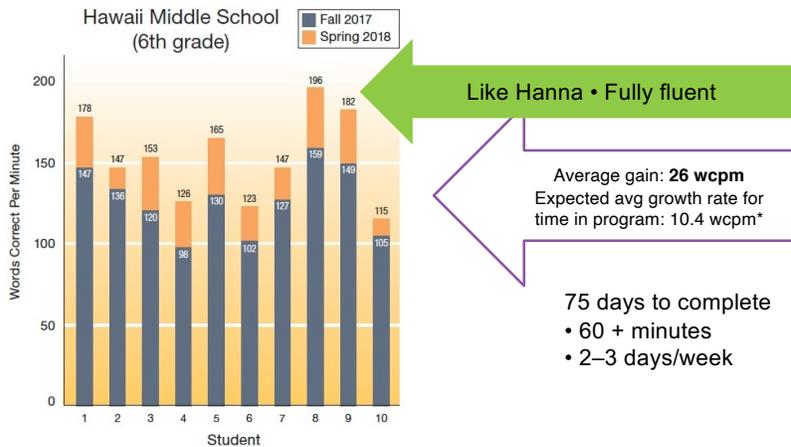


Audio

# Anna • In Control



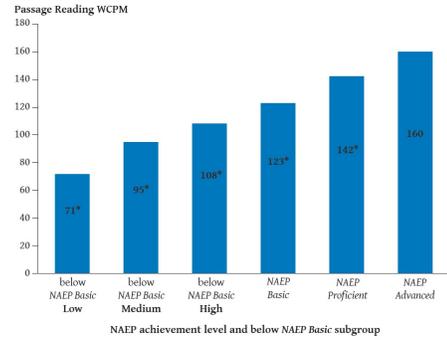
# Hawaii Middle School • Intervention Students



\*Fuchs and Fuchs, 1993; Hasbrouck and Tindal, 2006

# Why is fluency important?

Figure 1. Average passage reading WCPM, by NAEP reading achievement level and below NAEP Basic subgroup: 2018



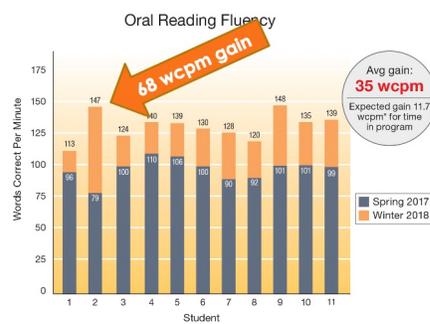
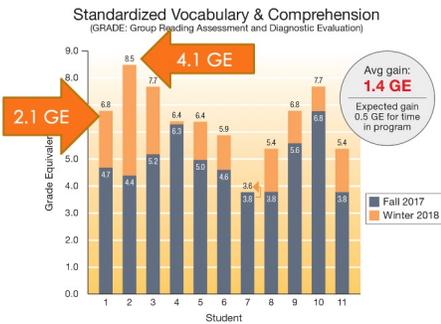
## 4<sup>th</sup> grade public school students

- Advanced: 160 wcpm
- Proficient: 142 wcpm
- Basic: 123 wcpm

## Below basic

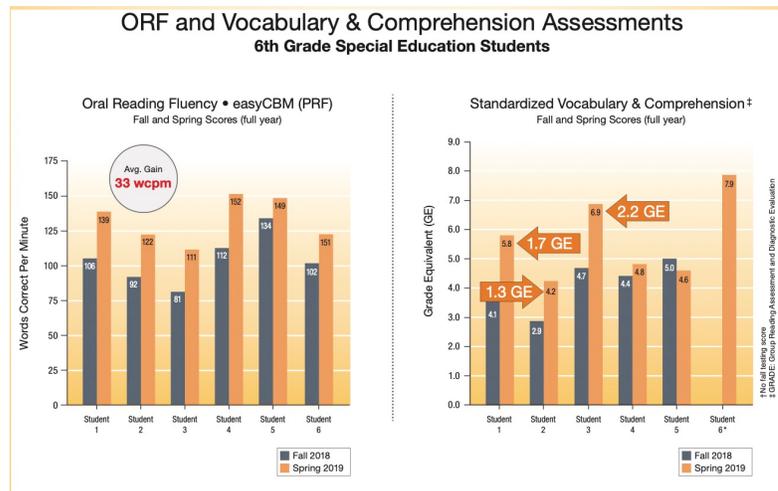
- High, Below Basic: 108 wcpm
- Medium, Below Basic: 95 wcpm
- Low, Below Basic: 71 wcpm

# Pacific NW Middle School • 6<sup>th</sup> Grade Intervention



## Small Group Intervention

# Pacific NW Middle School • 6<sup>th</sup> Grade Sped Students



## Chat Box

What is the biggest challenge teachers face when working with adolescent struggling readers?



## Eager and Enthusiastic

*My students come in and know exactly what to do. They are **so excited** to see how the adventure unfolds.*

—Laura Bertolucci: Special Ed Teacher, 6<sup>th</sup>-8<sup>th</sup> Grade, MT

*The Third Quest moved the dial for our at-risk students. We knew we found something special when students **signed up voluntarily for a second term**.*

—Jodi Dodd, MTSS Coordinator, Greater Albany Public Schools, OR

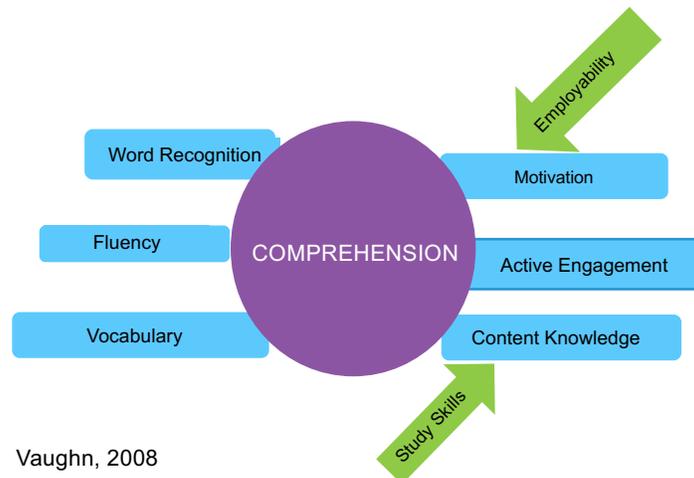
## Engaged

We have some students who have been in different reading programs for the past two years. They have been disengaged and discouraged ... This year, even with the hardship of a hybrid schedule, they have **engaged in this program and cannot put the reader down**.

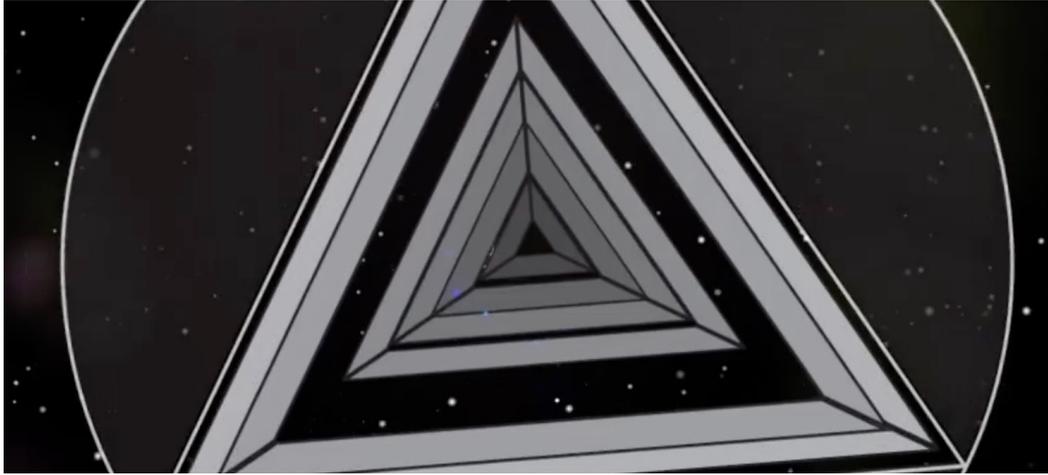
*They do not like having to stop each day and beg to be able to read ahead.*

—Bonnie Fenwick, Secondary Literacy Coach, VA

## COMPREHENSIVE INTERVENTION Research-based



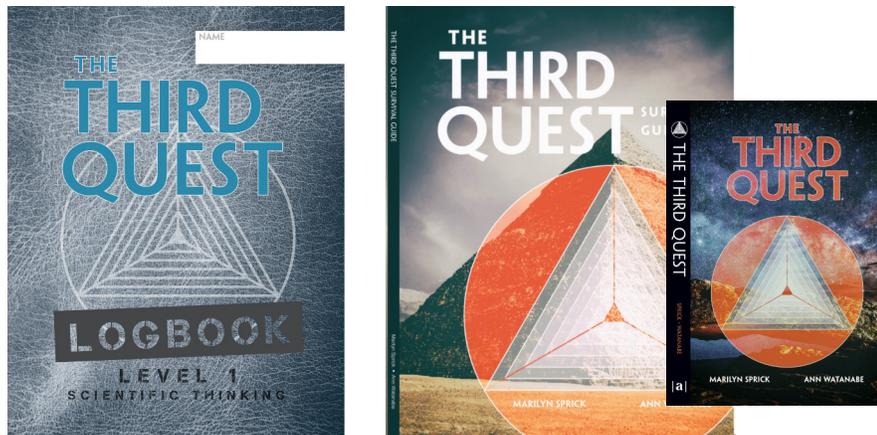
## Motivation



## Motivation



# Student Materials



# Word Study

Systematically  
Rebuild  
Foundational  
Reading Skills

**WORD STUDY** Level 1 Lesson 1

★ Initial Practice

**A. SOUNDS**

* ea	ea	eat	ea	eat	ea	eat
as in eagle	sh	sh	wish	u	u	but
	e	e	he	a	a	ask
				ee	ee	need

**B. SLOW-MOTION BLENDING**

six	sit	slit	spla	meat	near	four	ear
-----	-----	------	------	------	------	------	-----

**C. WORD RHYMING**

look	took	book	shook	must	just	6	21
mad	bad	Dad	glad	pass	class	12	20
bank	rank	crank	thank	cranky	lanky?	18	20

**D. MIXED PRACTICE**

1	2	3	4	5	6	7
past	luck	no	happy	looks	began	began
thing	stick	go	Mindy	kids	nut ter	mutter
bee	will	going	skiny	made	Tap pins	Tappins
with	deep		study	means		
	skip		lucky			the people

**E. AFFIXES** \*ed

read	reading	all	sitting	grim	grinning	think	thinking
clap	clapped	pick	picked	seem	seemed	mutter	muttered

**F. IRREGULAR WORDS**

said	want	were	was	one	into	have	7	21
were	was	into	said	want	have	one	14	20

**G. SENTENCE BUILDING**

Tappins ... Tappins could see. Tappins could see his parents.	9	23	41
The friends ... The friends see. The friends see Ms. X. The friends see Ms. X at school.	28	52	79

† Lanky is another word for skinny.

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**WORD STUDY** Level 5 Lesson 6

**A. SOUNDS**

a	a	mass	ay	ay	display	a_e	a_e	take	w	u	crust
i_e	i_e	fine	e	e	check	i	i	until	e_e	e_e	robes
ou	ou	loud	ce	ce	evidence	al	al	almost	ch	ch	march

**B. WORD RHYMING**

race	trace	face	place	health	wealth	6	21
head	read	bread	stead	witch	switch	12	20
all	small	tall	stall	covered	hovered	18	20

**C. MIXED PRACTICE**

1	2	3	4	5	6
ready	fiction	consider	edugite	wealthy	wealthy
device	instruction	considered	^	cradle	cradle
agree	investigation	question	^	system	system
task		questioning	congratulate	method	method
		base	describe	re-cre-ate	re-cre-ate
first		basic	^	survive	survive
guess		mean	survive	^	previously learned
guide		meanest	^	located	located
master			provided	^	provided
guffing					

**D. DISCRIMINATION**

text - text	then - them	extinct - exist	firm - from	level - level
-------------	-------------	-----------------	-------------	---------------

**E. AFFIXES**

quit	quitting	stare	staring	practice	practicing	partner	partnering
base	based	place	placed	smile	smiled	locate	located
short	shortly	stern	sternly	intend	intently	hard	hardly

**F. PASSAGE READING**

I couldn't remember all of the continents, so I looked at a map and practiced. I know there are seven continents — North America, South America, Africa, Asia, Australia, Antarctica, and Europe. I am confident that I will remember now.

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## Building Automaticity



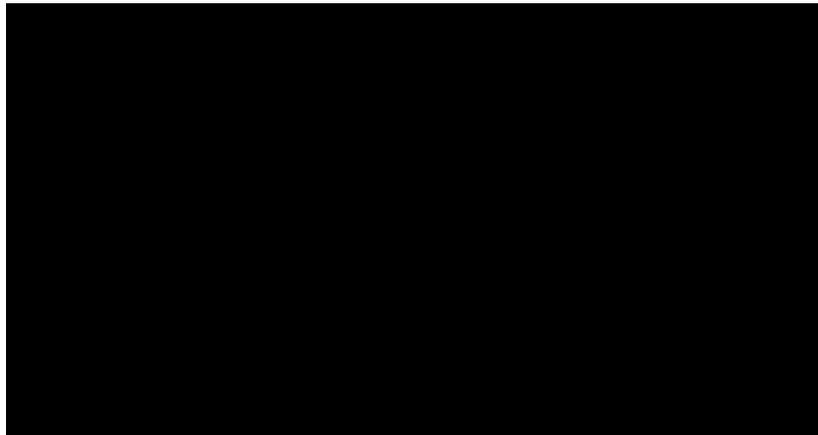
Video

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## Building Automaticity



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## Vocabulary

★ **de • crep • it** *adj.*

**Decrepit** means old and run down.

Look at the picture. The barn was *decrepit*.  
6 What was wrong with the barn? It was . . .  
1 Explain why the barn was *decrepit*. Start with: The barn was *decrepit* because . . .  
6 Say the word that means old and run down.



★ **rel • e • vant** *adj.*

When something is **relevant**, it is important to what's happening.

The car is gray. Is that *relevant* to how well it runs?  
1 Why? Start with: The color of the car is not *relevant* because . . .

Giving compliments is *relevant* to being a good partner.

1 What else is *relevant* to being a good partner. Use the word "relevant."



## Comprehension

Video



## Spontaneous use of strategies • Iridium



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## Comprehension

50% Fiction

50% Informational

Read Well's Duet Format •  
Engaging Decodable Text

  
 CHAPTER ONE  
*Upside Down*  
 Narrative Fiction

**E**verything was upside down and inside out. What did the school board know about kids and neighborhoods? The neighborhoods had been divided, and kids were being sent to schools all over the city. No one knew anyone.

**People were mad. Parents were mad. Teachers were mad. The kids were mad. Friends were split up.**

The plan made no sense. The school board didn't understand. Social groups were gone. Everyone felt uncomfortable.

Mindy's "new" school was old and decrepit. Mindy walked to her first- and second-period block—English and History. The teacher was at the door. Mindy thought, "She looks mean and cranky."

Mindy made her way past the teacher and looked around. A few kids were talking, but it was spooky. The room was too quiet. •• Use four words or phrases to describe Mindy's new school. •• Describe Mindy's mood or how she feels.

Mindy took her seat. She was sitting near a skinny kid reading a book. Mindy thought, "That's odd. Who still

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LEVEL 3 • LESSON 7

Topic 2. An Extinction Mystery

For thousands of years, the woolly mammoths did well on St. Paul Island. Then, 5,600 years ago, they also went extinct. For years, scientists have asked what killed off the woolly mammoths of St. Paul Island.

- Did human hunters kill off the mammoths?
- Did volcanic activity kill off the mammoths?
- Were they killed off by predators?
- Did climate warming kill off the mammals?

•• Which hypothesis do you think is most likely?

The first hypothesis was easy to rule out. **There is no evidence of humans on the island until about 300 years ago. That means the woolly mammoths were extinct by the time humans arrived. Clearly, humans did not kill off the woolly mammoths of St. Paul Island.**

The second hypothesis was also ruled out. **There is no evidence of volcanic activity during the time of extinction.**

Scientists also quickly ruled out other predators. **The only animals on the island during the time of the woolly mammoths were arctic foxes and small mouse-like mammals.** Polar bears arrived about 1,500 years after the St. Paul mammoths went extinct. •• Scientists ruled out three hypotheses. What were they?

Topic 3. Climate Warming

With climate warming, St. Paul Island kept shrinking. With less land and less plant life, scientists thought the woolly mammoths lacked food. Their hypothesis: Climate warming

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## Building Fluency



Repeated readings and strategies for improving:

- Accuracy
- Prosody
- Rate

## A High School Hero

This all started with a senior who is in my government econ class and reading the text was so difficult. And he brought it up. He just said, “I can’t read.” And from there we got this ball rolling.

And he’s now in senior class and has received one of the certificates for most improved. He has actually gained 94 wcpm since August until now.

So, the motivation for these students, they’re older students. They know. I’m graduating high school or I’m in the 10<sup>th</sup> grade.

A young lady approached me who was in my US history class last year. And she said, “Please, I know it’s late, but I really want in.” I let her in. So, the students talk among themselves—like, this works, and they are approaching me about next year. Once word gets around that this is working, people are very, very interested.



Shirley Edmonson  
Special Education Teacher



It's the best feeling ever.

5<sup>th</sup> Grade through High School  
Entry Level • 3<sup>rd</sup> to 5<sup>th</sup> GL  
ORF Scores of 60 to 130 wcpm  
on a 6<sup>th</sup> Grade Passage

[thethirdquest.com](http://thethirdquest.com)

Partnering with CORE to provide training  
and follow up support

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Have Questions?  
Want to Implement  
*The Third Quest* in 2021-22?

Schedule a Consultation  
[thethirdquest.com/web-meeting/](http://thethirdquest.com/web-meeting/)



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Ensure Effective Implementation of *The Third Quest* with  
Support from CORE

Training and job-embedded professional learning that helps educators build  
pedagogical knowledge and master the program routines and practices

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## Support Strong Tier I Reading Instruction and Accelerate Reading Growth for All Students

- 7–10 week online course that teaches foundational skills and instructional practices based on the science of reading
- Learn to understand and recognize dyslexia and its warning signs
- Learn the structure of the English and Spanish language system
- Includes the *Teaching Reading Sourcebook* and *Assessing Reading: Multiple Measures* textbooks
- Next sessions begin June 3 and July 15
- Available for graduate credit

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## Questions?



**Get in Touch with CORE!**

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